



# Castle Hill School

## School Improvement Plan

### 2021 – 2023



## **WHAT IS A SCHOOL IMPROVEMENT PLAN (SIP)?**

The School Improvement Plan (SIP) outlines that the pupils are achieving the best teaching and learning experiences possible and making progress in their own personal way. The plan is collaborative and is the work of all stakeholders. Stakeholders are pupils, parents and carers, community partners and all staff. It is research based on data and facts driven with clear, measurable goals. Review, evaluation, monitoring and revision should take place on a regular basis.

## **WHY DO WE NEED A SIP?**

School improvement is the single most important priority of Castle Hill. The focus is to measure and maintain pupil achievement at a school, local and national level. The focus must be on the pupil attainment.

## **School Improvement Partner**

Sally McFarlan, Executive Head Teacher, National Leader of Education and our School Improvement Partner visits school on a termly basis. Each visit has a specific focus based on the OFSTED judgement areas. Outcomes of each visit include suggested areas for development. The areas for development are added to this document and progress towards outcomes are assessed (see footer).

## Multi Academy Trust

The Interaction and Communication Academy Trust (ICAT) is presently a small Trust of special schools across Yorkshire and the Humber.

### Our Vision

By developing a Multi Academy Trust we will be able to share our ideas, strengths and expertise to provide the best possible learning opportunities for all our pupils. We can extend our networks for all our children and families and collectively offer a wide range of opportunities.

Our aims are to:

- provide an atmosphere where all young people achieve to their full potential
- respect, trust and value ourselves and each other
- aim for our personal best and share in our successes
- hear every voice
- see change as a chance to grow
- make learning fun
- promote a climate of high expectation in which the achievements and successes are celebrated
- ensure pupils have a voice in all aspects of school life
- prepare our pupils for adulthood in order for them to become caring, confident and responsible citizens in the community

The ICAT specialises in meeting the educational needs of children and young people aged 3-19 with a range of learning difficulties. We are a family of schools who are led by our Trust Members and Board of Directors, to blend the best educational and therapeutic practice. Our team approach ensures we work closely with families, carers and a wide multi-professional team to identify and meet all the needs of our young people.

ICAT schools are: Castle Hill School (Huddersfield), High Park School (Bradford) & Milton School (Rotherham)



## Teaching School

The DfE is restructuring the teaching school landscape and launching a teaching school hub programme from September 2021, creating a network of 87 centres across the country. From August 2021, the Pennine Teaching School Alliance, therefore, will no longer exist in their current guise.

Whilst the landscape may look slightly different going forward, we will continue to be focused on the development of; Initial Teacher Training, Early Career Development, Leadership Development and Continual Professional Development through the newly launched **Pennine Alliance**.

The Alliance, as part of **Castle Hill School** will focus on strengthening and developing these and other priorities through the new **Teaching and Learning Development Centre**.

**We are a Strategic partner of the Kirklees and Calderdale Teaching School Hub**



### **Mission Statement**

We are pioneers of innovative and personalised teaching and learning, enriching lives, and fostering independence.

### **Aim**

We aim to enable all students to be effective communicators, to engage in meaningful learning, and be empowered to positively influence their world

<p><b>Our Key priorities are based on the four main Ofsted judgement areas, our own ongoing assessment process, SIP visits, Peer Review outcomes and Local/National agendas.</b></p>	
<p>Please refer to website page 'School Assessment and Improvement' for objectives COMPLETED since 2016 (<a href="#">Click here</a>)</p>	
<p><b>Quality of education</b></p>	<p><b>Personal development</b></p>
<p>1. To apply headlines from the Summer 2021 Assessment Report. New 03/11/20, updated 04/03/2, updated 16/05/21, updated 12/10/21.</p>	<p>1. To develop Mental Health Crisis procedures and protocol throughout school. New 04/11/21</p>
<p>2. Redevelopment of the Sixth Form Curriculum. Added 11/06/19, updated 02/01/20, updated 15/04/19, updated 03/11/20, updated 04/03/21, 01/11/21.</p>	<p>2. To promote the appropriate use of computing to support teacher delivery and pupil understanding. (NAACE Award). New 05/11/21.</p>
<p>3. To apply the concept of 'Mastery' to enhance and enrich subject leadership development. New 09/11/21.</p>	<p>3. Sharing outstanding SMSC practice with other schools within Kirklees and Calderdale. New 16/11/21.</p>
<p>4. Review the teaching and Learning Toolkit. New 15/06/21, reviewed 09/11/21.</p>	<p>4. Career provision development. New 03/11/21.</p>
<p>5. To extend the school's CPD Science offer. New 12/11/21.</p>	<p>5. Developing Rebound Provision. New 01/11/21.</p>
	<p>6. To further develop awareness of our enhanced curriculum (Pupil Premium, Sports Premium and use of the School Led Tutoring grant) through the school website. New 16/11/21.</p>
	<p>7. Supporting and further developing parent/carer engagement. New 09/11/21.</p>

Leadership and management	Behaviour and attitudes
1. Application of the School led Tutoring Programme as part of the DfE's education recovery plan. New 09/11/21.	1. Embed and celebrate children's rights (UNICEF Gold Rights Respecting Schools Award). New 18/09/19, updated 02/01/20, updated 16/04/19, updated 06/11/20, updated 04/03/21. updated 07/05/21, 16.05.21, 04/11/21.
2. Moderation reporting review and development. New 16/11/21.	2. Enable student voice to be heard in the wider world (Democracy Friendly School Status). New 16/11/21
3. Research and development through the application of Lesson Studies 2021-22 CPD link. New 12/10/21.	3. To develop a transition resource to assist with daily interaction. NEW 18/01/19 updated 27/04/19, 02/01/20, updated 16/04/19, updated 06/11/20, updated 04/03/21, updated 01/11/21.
4. Peer Observation project 21-22. New 15/10/21.	4. Community Cohesion. To explore opportunities that may be beneficial to Castle Hill School at the proposed Newsome Centre. New 01/11/21.
5. To develop and grow our SEND training and support offer. New 18/03/21, updated 07/05/21, updated 02/11/21	5. To further prepare the student population for transition and change (Residential). New 24/06/20, updated 04/03/21, updated 15/06/21, updated 20/10/21.
6. Initial Teacher Training. New 18/03/21, updated 10/05/21, updated 02/11/21.	
7. To be engaged in and develop the growth of the SEND offer through the Teaching School Hub. New 18/03/21, updated 10/05/21, updated 02/11/21.	
8. Leadership development. Updated 04/03/21, updated 10/05/21, updated 02/11/21.	
9. The development of two new rooms for sensory regulation needs and visual skills. New 15/11/21.	
10. Work Related Learning Eco Build. Updated/ New 06/11/20, updated 04/03/21, updated 15/05/21, updated 18/10/21.	

<p>11. PMLD Playground. New 06/11/20, updated 04/03/21, updated 07/05/21, update 03/11/21.</p>	
<p>12. To create case studies representing Post19 transition to support families in their understanding of the process. New 19/05/21, updated 07/05/21, 12/11/21.</p>	
<p>13. To further develop and enrich manual handling procedures and protocol throughout school. New 12/11/21.</p>	



## **Targets completed this year:**

### **Quality of Education:**

- Numeracy Intervention (supported by the COVID-19 Catch-up Fund)
- Curriculum Group development knowledge share
- Research and development through the application of Lesson Studies 2021-22
- To incorporate the language of the Engagement Model into MAPP and PIP targets
- Peer Observation project 20-21
- Development of Science teaching and learning
- To embed a structured approach to the celebration of diversity of culture, belief and values within our school community
- To expand and enrich community links with local schools in the area, collaborating to create Art and D&T pieces to be showcased in the school reception area

### **PD**

- SMSC and Mental Health Gold award
- Career provision development
- Resilience toolkit

### **Leadership and Management**

- To develop our in-house manual handling resource as a result of our Autumn 2018 Manual handling audit

### **The following have been amended due to Teaching school alteration of status**

- To source, develop and provide training opportunities for teaching and support staff through the Teaching School
- Initial Teacher Training
- School to School Support
- Growth of the Teaching School

### **Behaviour and attitudes**

- Pupil Premium
- Safeguarding QS

## Quality of education

1. Priority: To apply headlines from the Summer 2021 Assessment Report (and previous assessment reports-ongoing)			
<b>Intention:</b> Raising performance outcomes and improving assessment processes through: <ul style="list-style-type: none"> <li>- the application and quality assurance of Key Skill Pathways</li> <li>- PiP quality assurance and moderation</li> <li>- the formulation of a progression guidance</li> </ul>			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Key skill pathways application to be quality assured for pupils engaged in subject specific study. Case studies will track Pathways – Curriculum Guides - MTP – PiP documents – Evidence of work to provide evidence of application.	Lesson observations completed in Autumn 2020-21 based on application of key skill pathways <b>Tracking evidence outcomes</b> 12.03.21: Case studies completed in Reading, Writing, Speaking, and nearly completed in Listening. 6.5.21: Case studies completed in Number and SSM 14.05.21: Case Studies completed in Number, Space, Shape, and Measure and Using and Applying 21.05.21: Case Studies completed in Listening <b>New Case Studies will now be developed for 21-22</b>	KD/JA	Outcomes positive with areas for development Collated case studies and tracking evidence
<b>PiP Moderation</b> The establishment of a PiP Moderation Working Party, which will provide an ongoing forum for discussion regarding the setting of PiP targets. The Working Party will quality assure the process through the tracking of targets from EHCP, to MAPP, to PiP, as well as act as clinic to provide support to teachers.	<b>Tracking evidence outcomes</b> <b>PiP moderation sessions completed with teachers:</b> 21/10/20 24/02/21 13/01/21 24/02/21 24/02/21 28.04.21 09.06.21 <b>29.09.21</b> <b>Moderation Working Party 16/11/20 (maths)</b>	SB/KD and Working Party	Collated case studies and tracking evidence  Minutes of meetings Amendment to practice for example differentiating PiP focus and context.
<b>Castle Hill Level Progression Guidance</b>		DP/PH	<b>Application of Progression</b>

To extend the progression guidance process and apply it to the summer 2021 Castle Hill Level Attainment data.			Guidance to assist in target setting
<b>Impact:</b> Improved assessment processes. Increased opportunities for learning			

## 2. Priority: Redevelopment of the Sixth Form Vision and Curriculum

<b>Intention:</b> Students participating in new bespoke pathways for learning appropriate to destination			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Review of Vision and Philosophy and learning pathways with specific focus on intention and destination for learners -Create Vision and Philosophy overview Create a new three tier curriculum based on sensory, semi-formal and formal pathways with life skills, WRL and 'destination learning' at the core	Vision/Philosophy document and overview produced consultation with staff and parents complete Develop initial (Year1) pathway for learning. Implementation in Sept 2019 Develop of year 2 and 3 pathways for learning. Implementation in Sept 2020	AM	Application of Vision, Philosophy and curriculum  Successful long-term placements for Castel Hill School Leavers
Complete an evidence base showing the effectiveness of the three-tier system	Complete case studies which show the application and influence of each pathway		Case studies and outcomes
<b>Impact:</b> Leavers further empowered by destination focused approaches to learning			

## 3. Priority: To apply the concept of 'Mastery' to enhance and enrich subject leadership development

<b>Intention:</b> Subject area curriculum support and resourcing will be informed by the subject lead's differentiated Mastery statements			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
For subject leads to formulate differentiated 'Mastery' statements	Autumn 2021	Teachers/AM	Mastery statements

For the 'Mastery' statements to influence action plans	Development of subject areas		Subject action plans
Subject leads to present on the development of their subject areas termly with specific reference to the 'Mastery' influence			Presentations
Case studies to evidence student progress with specific reference to 'Mastery'	Production of case studies		Case studies and progress
<b>Impact:</b> Improved subject area curriculum support through the application of 'Mastery'			

#### 4. Priority: Updating of "Teaching and Learning Toolkit"

**Intention:** Teaching and Learning Toolkit is updated and accessible

Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Review existing content, updating where necessary.	Spring 2021- all content reviewed and updated	AM	Share draft with SLT
Add section on "scaffolding learning". (Scaffolding learning forms the basis of all effective teaching and, as such, will form a valuable introduction to the strategies and techniques described within the toolkit.)	Addition of "scaffolding learning" section		
Prepare the document for publication. <ul style="list-style-type: none"> <li>check/update photographs</li> <li>update/agree layout</li> </ul>	Document ready for publication Spring 2021		Share completed document with staff and LGB
Publish the document on the website, share in a teachers' meeting, add to teacher induction pack. Share resource with Pennine Teaching and Learning Development Centre to inform trainees.	Document published by end of Spring term 2021		Lesson observations

**Impact:** Teaching and Learning Toolkit in place to inform professionals on key teaching and learning strategies at Castle Hill

<b>5. Priority:</b> To extend the school's CPD science offer			
<b>Intent:</b> Provision of high-quality science learning opportunities for students at the early stages of development.			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Identify opportunities from within Pennine Learning and ascertain a need for delivering training	Positive feedback and potential needs identified. Nov.2021	MI	Initial email and subsequent correspondence
Plan training based around identified needs from initial feedback	Training evaluated for quality and current to National Curriculum and Sector standards. Jan. 2022	MI	Research and development of sector practice.
Deliver initial sessions and evaluate	Successful delivery with evaluation used to inform development. Feb/ Mar. 2022	MI/ CQ	Initial feedback and training evaluation process.
Use evaluation process to fine tune and develop training offer to a wider cohort	High quality bespoke training delivered to support SEN and EYFS practitioners April 2022	MI/ CQ	Training evaluation process
Identify wider opportunities within the science education sector to promote and deliver the programme	Opportunities to deliver the training at sector specific events and festivals	MI	Correspondence, training evaluation and feedback
<b>Impact:</b> Evidenced science progression and engagement for students within the early stages of development			

## Personal development

1. Priority: To develop Mental Health Crisis procedures and protocol throughout school			
Intention: Development and application of Mental Health Crisis procedures and protocols, in line with the latest developments in Mental Health support in the workplace			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Communicate with outside agencies and Working Groups to share and develop practices in relation to Mental Health Crisis Planning (inc. the Education Workforce Planning Group and the Swinton Academy who are working towards the School Mental Health Award, which we received in July 2020)	Development of protocols and practice in relation to Mental Health Crisis Planning	PH, TS	Ongoing Records in relation to Staff Support
Identify and establish an area within school for staff to access in the event of a Mental Health Crisis, to then receive support and guidance from one of 3 trained MHFAs	Development of the area and resources within it, for staff to access in the event of a Mental Health Crisis		Ongoing Records in relation to Staff Support and referrals to Employee Healthcare
Sharing of best practice in relation to wellbeing and Mental Health Crisis Planning, through the Pennine Teaching and Learning Development Centre	Planned opportunities to deliver training on wellbeing and mental health crisis planning to colleagues in other schools, through the Pennine Teaching and Learning Development Centre	PH, AL	Training Records
Impact: Greater understanding and application of Mental Health Crisis procedures and protocols, enhanced staff mental health, wellbeing, resilience and attendance			

2. Priority: To promote the appropriate use of computing to support teacher delivery and pupil understanding (NAACE Award)			
Intention: A deeper understanding of the delivery of Computing across the school and pupils continued progression in this area			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p>Complete learning walk with focus on delivery of computing, what does this look like for our students? How is Computing made explicit in planning?</p> <p>Gather photographic evidence of the use of computing across phases to provide an assessment of achievement. How is progress evident across phases? In particular, evidence that we are ensuring pupils are not just consolidating, but also progressing with their skills</p> <p>Review the computing curriculum policy and online safety/safeguarding procedures associated. Looking further at the appropriacy of need for students</p> <p>Complete the Self Review Framework, covering a wide variety of Computing elements, including; Leadership &amp; Management, Teaching &amp; Learning with Technology, Assessment of Digital Capability, Digital Safeguarding, Professional Development and Resources &amp; Technology. Focus on developing our delivery of the Computing curriculum to support pupils to make clear and continued progress in this area. Be visited and assessed by a NAACE assessor</p>	<p>Providing a critical evaluation of teaching practice with technology. Evidence of progression Identification of gaps and provision of interventions for the development of teaching and learning</p>	<p>VL/ GF</p>	<p>Review outcome Intervention input Evidence of student learning Development of curriculum</p>
<p><b>Impact:</b> To support and broaden teacher pedagogy to provide a rich variety of experiences in computing for pupils across phases</p>			

### 3. Priority: Sharing outstanding SMSC practice with other schools within Kirklees and Calderdale

**Intention:** To plan and deliver SMSC training, through the Pennine Teaching and Learning Development Centre, following the success of achieving the SMSC Gold Award in April 2021

Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Initial contact with Pennine T+LDC to identify potential need for partners	Initial contact and further discussions via Alison Ley (Pennine Learning) 12/11/21	MI	Session/ client feedback
Formulate an action plan Audit requirements within kirklees Design a programme of content and delivery Consult with Gold Standard assessors regarding course content and quality	Wider partner contact and potential stakeholder responses/ Feedback to inform training needs and support required 10/12/21		
Carry out evaluation of the training and identify wider opportunities in Kirklees, Calderdale and West Yorkshire			

**Impact:** Promotion of SMSC links, good practice and SMSC Beacon school status

### 4. Priority: Career provision and advice development

**Intention:** Effective model of Careers Information, Advice and Guidance established for all students, regardless of P19 destinations. Fully incorporated Gatsby Benchmarks into planning, documentation and practice  
Updated tracking system for destinations  
Achieve Quality in Careers Standard

Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
In liaison with Local Authority, Social Care and C&K Careers, school to agree a model for Information, Advice and Guidance for all students (working beyond new model of C&K Careers only working with students who are destined for education settings).	Clear plan for support from external agencies, from Year 9, for all families and students.	AM	EHCP review process  Mapping plans for destination settings
Careers Leader to undertake formal as well as in-house training (Careers leader training 1 <sup>st</sup> April 2020 cancelled due to COVID-19). Training	Liaise with C&K Careers Advisor regarding upcoming training opportunities.	VL/AM	



<p>should equip the Careers Leader with a good working knowledge of the Gatsby Benchmarks, their application at Castle Hill School and the Compass (or Compass+) self-assessment tool.</p> <p>Carry out audit of current provision</p> <p>Liaise with C&amp;K Careers advisor to establish areas for development, following audit</p> <p>Deliver training on CEIAG and Gatsby Benchmarks to school staff and consider including CEIAG in induction for all new members of staff. (This is assessed within the QM but is additional to work within the Benchmarks).</p>	<p>New Careers Leader updated on Gatsby Benchmarks and Compass.</p> <p>Liaise with previous lead and Sixth Form Lead to establish school's current provision.</p> <p>School website updated (autumn 2021)</p> <p>Update of Careers at Castle Hill Document (which evidences how the Benchmarks are met) spring 2022</p> <p>Careers Leader to meet C&amp;K Careers Advisor, spring term 2022</p> <p>Secondary and Sixth Form Staff will have a working knowledge of CEIAG at Castle Hill. Autumn 2022</p>	<p>VL</p> <p>AM/VL</p> <p>VL/AM</p>	<p>Assessment of Work Related learning experience</p> <p>Application and assessment of Gatsby standards</p> <p>Training records Staff briefing records</p>
<p>Update tracking process for students Post 19, referenced to a recognised national framework of careers, employability and enterprise education</p>	<p>Format for tracking process into P19 provisions in place, in line with expectations in national framework Autumn 2021</p>	<p>AM</p>	<p>Assessment of destinations and destination success over time.</p>
<p>Establish targets for working towards and achieving Quality Mark, particularly noting elements beyond those covered within the benchmarks.</p>	<p>Plan established for updating provision to ensure coverage.</p> <p>Apply for Quality Mark Autumn 2022</p> <p>Liaise with C&amp;K Careers Advisor</p>	<p>VL</p>	<p>Quality Mark Action Plan Quality Mark Application Quality Mark feedback</p>
<p>Incorporate mention of the 8 Gatsby Benchmarks into key documents</p>	<p>Careers Policy, Curriculum Overview and other related school documents to be updated to</p>	<p>VL/AM</p>	<p>Application of advice from Enterprise Advisor</p>

Revisit the learning outcomes from the CDI framework for careers employability and enterprise education SEND/PRU to audit them against the curriculum Explore the opportunity of linking with an Enterprise Adviser from the CEC	include reference to Benchmarks. Spring/Summer 2022		
<b>Impact:</b> Improved careers offer to support all learners towards an active and enriched adult life			

### 5. Priority: Developing Rebound Provision

<b>Success criteria:</b> Rebound Therapy programme in place, evidencing clear, personalised expectations which are tracked and progress is monitored			
Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
Refresh existing rebound staff's training Train new staff	meet coverage requirements 11 staff received refresher training (Sep 21) 11 new staff trained (Sep 21)	AM	Successful training outcomes
Establish baseline of practice	Baseline of practice shared with teachers 29.9.2021		Application of baseline
Support rebound staff in setting/tracking progress in targets Ensure all rebound portraits in place Monitor and support practice Set up and continue working party	Rebound Therapy Consultancy visit (Nov 21 TBC) (possible summer term additional visit)		Monitoring of Rebound Portraits (Autumn) Learning Walk (Spring)
<b>Impact:</b> Rebound provision demonstrates targeted progress for all pupils accessing the provision			

**6. Priority: To further develop awareness of our enhanced curriculum (Pupil Premium, Sports Premium and use of the School Led Tutoring grant) through the school website**

<b>Intention:</b> Raised awareness of enhanced curriculum within the school community			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Website area development	Creation of area on school website to include representation for: -Music therapy -Dance therapy -Sports input -After school club	DP/GF	Website engagement
Enhanced curriculum newsletters	Creation of termly newsletters to include representation for: -Music therapy -Dance therapy -Sports input -After school club	DP/KB	
<b>Impact:</b> Recognition and understanding of enhanced teaching and learning opportunities for pupils by the school community			

**7. Priority: Supporting parent/carer engagement**

<b>Intention:</b> To develop and provide a programme of activity that supports parents/carers access to advice, guidance, wellbeing activities.			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
To programme and deliver a series of wellbeing activities that utilise National Lottery 'Local Connections Fund'	A series of programmed activities including lunches out, massage and other personal therapy treatments. Participation registers to be compiled	KW SM to guide	Parental engagement  Parent questionnaire
Short courses and training opportunities. Physical Activity offer from Support to Recovery (S2R) for mums and other female relations. KW to follow up and see when this offer is available until. Personalised L+H advice for individuals		KW	

<p>Locals to be asked to provide information regarding oral health, continence and issues related to sleep</p> <p>Subject leads to provide information on areas such as behaviour, early communication and sensory regulation</p>			
<p><b>Impact:</b> Improved parent/carer well-being and enhanced positive relationships with school</p>			

## Effectiveness of leadership and management

1. Priority: Application of the School led Tutoring Programme as part of the DfE's education recovery plan			
<b>Intention:</b> To support disadvantaged pupils in catch up learning			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
To formulate a funding overview including confirmed funding allocation and confirmed budget for the year	A confirmed understanding with Kirklees as to when the funding will be received and in what form	DP	Overview application and publication and assessment of outcomes
To formulate a statement of intent in consultation with the SLT and teaching staff	Consultation records		
To identify those students who require recovery input	Student list		
To highlight intended outcomes and success criteria and assessment methods	Application, outcomes, assessment and reporting		
To formulate and apply a strategy of application			
Collate outcomes and evidence that supports this approach			
Apply reporting processes			
<b>Impact:</b> Enriched learning opportunities to ensure further catch up and recovery.			

2. Priority: Complete a reviewed moderation reporting process to achieve a wider understanding of process towards parity of outcomes			
<b>Intention:</b>			
The production of evidenced parity of outcomes in assessment processes ensuring effective assessment			
Understanding of conclusions and areas for development within the teacher population			
Inclusion of external moderation processes			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>

Moderate internally and externally: -Castle Hill School Levels -Pre- Key stage standards -MAPP and PIP targets	To be integrated into staff meetings throughout the year Twilight sessions to be completed	KD/SB	Clear moderation outcomes and actions
Consultation with SLT and teachers regarding new reporting systems	Teachers meeting and SLT meetings feedback re actions and outcomes		Effectiveness of new reporting system
Facilitation of external moderation links within and outside of the MAT	Link facilitation and analysis of outcomes		External moderation outcomes
Completion and sharing of report outcomes and areas for development	Sharing of outcomes and next steps Monitoring of success in next moderation round		Assessment of AFL report
<b>Impact:</b> Improved assessment accuracy and understanding resulting in improved Teaching and Learning			

### 3.CPD link Priority: Research and development through the application of Lesson Studies 2021-22

<b>Intention:</b> Development, application and dissemination of action research through lesson studies			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
For staff to formulate, carry out and then share research on an ongoing basis that will benefit the student learning here at Castle Hill school <b>Agreed focus:</b> -Musical cues of reference to support scaffolding in all curriculum areas -Research the benefits of Havening and apply to trial group of appropriate students share the impact with colleagues -To develop the use of auditory skills progression for hearing-impaired students who are not engaged in subject-specific learning	Autumn term 2021: formulation of triads  End of Autumn 2021-22 Initial feedback to the teachers' meeting: 15 <sup>th</sup> Dec  End of Spring 2021-22 feedback  End of Summer 2021-22 feedback and conclusions	SP/SLT All teachers	Application of outcomes during and after the research period

<p>To what extent can the model of instructional coaching used in the Early Career Teachers Programme be developed and integrated into the mentoring and training of new Learning Facilitators? Is this a model which could be extended to include the way in which training is delivered to all staff in school and how can we measure the impact of training on teaching and learning?</p> <p>-Methods to implement mastery aims in class, through the key question of "How do we support classroom staff in targeting learning towards subject mastery?" We would welcome another member to this exciting and vibrant team</p>			
<p>Dissemination of outcomes to support staff to support their personal development process 22-23</p>		<p>Teachers</p>	<p>Support staff PD targets related to lesson studies resulting with an impact on learning</p>
<p><b>Impact:</b> Greater understanding of outstanding practice resulting in improved Teaching and Learning</p>			

**4. Priority: For teachers to participate in the school's Peer Observation project 2021-22**

**Intention:**

Teachers to observe peers with members of the SLT

Autumn

Spring

Summer

<b>Teachers to produce a short report after each observation on lessons learnt regarding their own practice</b>			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Teachers to produce a short report after each observation on lessons learnt regarding their own practice. This area should be highlighted as an area for development in <u>their</u> next observation	Autumn report 2021- <b>set timetable</b>  Spring report 2022  Summer report 2022	Teachers	Monitoring through
<b>Impact:</b> Improved teaching methods through the application of reflective practice			

<b>5. Priority: To develop and grow our SEND training and support offer</b>			
<b>Intent:</b> Effective SEND support for the community			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
To set up a small working group within school to support the development of the training offer	Initial discussion to agree potential offer  Survey sent to all schools to monitor demand	AL/DP  DP	Training offer, including number of delegates signed up
Facilitation training for identified staff who will support the delivery of the training offer: Session 1 – Introduction and planning Session 2 – Delivery	Key staff identified to deliver parts of the training offer	AL/DP	Training logs, evaluation forms
Marketing of the SEND offer for all schools (mainstream & SEND), inc. development of the Pennine website	Set dates/times/venues for the training Attended SENCO Net October 2021 to share SEND CPD opportunities	AL	Website development
To develop further working relationships with Kirklees LA in relation to SEND CPD	Provide identified staff with support in writing training programmes and facilitating training  Working alongside KCD to establish further support for SEND within the mainstream setting	AL	
<b>Impact:</b> Supporting all schools to provide appropriate SEND support for learners in all schools			



<b>6. Priority: Initial Teacher Training</b>			
<b>Intent:</b> For 87-92% of trainee teachers (2019-20 cohort) to successfully complete their ITT year (in line with the national statistics for ITT) To recruit 14 trainee teachers (2020-21 cohort) For 83% of trainee teachers to secure employment within sixteen months of qualifying (in line with national statistics)			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
ITT- Provide continued support to last years ITT students through the ECF process	Facilitator for the ECF through the TS Hub supporting the development of the SEND content	AL	Evaluations of input Success in year 1 of the ECF
Successful delivery of the 21-22 ITT programme including achieving 90% success rate in completing the course and 85% success rate in obtaining employment with 12 months of completion	12 trainees have started the training programme Development of Planned delivery of the programme to include expertise from Castle Hill Staff and other SEND SLEs	AL	Programme timetable End of placement assessment records Mentor meeting notes
Recruitment for 22-23. Successful recruitment of 14-16 trainees Build up a stronger bank of mainstream placements for future trainees	Attendance at virtual and face to face teaching fairs Contact local mainstream settings to build up further links for placements Work with the TS Hub to develop ITT placements across the LA	AL	Recruitment rates
Support current trainees in applications and interviews for NQT positions	Provide job application clinic Offer mock interview process	AL	Employment data
Develop ECTs as link buddies for new trainees.	Last years trainees attended induction meeting for new ITTs Last years trainees to deliver a session on your first year as an ECT	AL	
<b>Impact:</b> Development of NQTs with strong knowledge and understanding of SEND pedagogy and practice			

<b>7. To be engaged in and develop the growth of the SEND offer through the Teaching School Hub</b>			
<b>Intent:</b> To be a strategic partner of the Teaching School Hub To be active in the design and delivery of SEND support/training for schools linked to the TSHub			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
To build up relationships with the TSHub and to be named as a strategic partner for the TSHub	Invited to attend TSC SEND meeting for TSHubs  Invited to attend Strategic Partner meeting for the TSHub  Strategic partner of the CKTSH SP is a member of the Governing Body for the CKTSH	AL	TSHub development
Support the CKTSH CPD offer through sharing planned SEND CPD opportunities	Agreed with LS (Director of TSHub) to provide information on current and future SEND CPD opportunities.  Facilitator for the ECF supporting the SEND ECTS (11 in total)  Development of a SENCO qualification to be delivered through the TS Hub	AL	
<b>Impact:</b> Supporting all schools to provide appropriate SEND support for learners in all schools			

<b>8. Leadership Development</b>			
<b>Intent:</b> The development of leadership at all levels across school. Embedding the process of implementation to support school development activities			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
To develop and coordinate a joint EEF, Research Schools & Kirklees Partnership Programme to deliver leadership training focussed on	Attended initial information giving meeting with Bradford Research School (2/2/21)	AL (Clare Taylor WYTA, Kirklees LA)	Minutes of meetings

implementation and closing the gap for disadvantaged pupils	Meeting with Kirklees to write the draft proposal (24/2/21)		Final proposal
To identify and train system leaders to coach and facilitate on the EEF Leadership project	Meeting with EEF and RS to firm up initial proposal (5/3/21) Drafted costings for the proposal (10/3/21)		
Recruitment of schools to engage in the Leadership Project	Shared initial plans with KSSH (16/3/21) Meeting with Kirklees to finalise proposal before submission (19/3/21) Successful bid outcome		
MAT: To deliver leadership training to promote collaboration and the sharing of expertise within the trust	Pick up previous, pre pandemic, cohort and complete course Sept 2021. Letter sent to participants 8/03/21 Begin new cohort January 2022	SP/AA	School improvement outcomes
To continue to promote distributed leadership within the wider staff group	Formulation of plans Autumn 20-21		
Through Lesson Studies	Monitoring meetings 16/12/20 23/03/21 26/05/21 21/07/21	SP	Application outcomes and case studies
Personal Development Projects	Spring audit Summer audit	SP	Application and record of outcomes
<b>Impact:</b> Enhanced distributed leadership model			

<b>9. Priority: The development of two new rooms for sensory regulation needs and visual skills</b>			
<b>Intention: To enhance the provision for sensory regulation and visual skills, through the development of two new bespoke rooms</b>			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Plan and deliver a variety of fundraising activities	<ul style="list-style-type: none"> <li>-Meet as Fundraising Leads to determine fundraising strategy 02.11.21</li> <li>-Meet as a Fundraising Working Party to discuss fundraising strategies, (which will be extended below) 19.11.21</li> <li>-Christmas Shopping Trolley Raffle</li> <li>-Christmas Calendar</li> <li>-Parent shop (father's day/mother's day)</li> <li>-Easter Egg Raffle</li> <li>-Meet as Fundraising Leads to determine priorities for equipment</li> <li>-Arrange a meeting with Pinnacle to discuss plans and action</li> </ul>	<p>PH, SB, KW</p> <p>PH, SB and Fundraising Working Party</p> <p>PH, SB, KW (liaise with GF re prizes)</p>	<p>Fundraising records</p> <p>Fundraising Working Party minutes</p>
Identify equipment needs for the two rooms, initial focus on the room for visual skills	Meet as Fundraising Leads to determine priorities for equipment	PH, SB, KW (liaise with GF re specialist equipment)	<p>Fundraising records</p> <p>Fundraising Working Party Records</p>
<ul style="list-style-type: none"> <li>-Consult with Pinnacle regarding plans, preparation and fitting of visual skills room</li> <li>-Identify equipment needs for the two rooms, initial focus on the room for sensory regulation</li> <li>-Consult with Pinnacle regarding plans, preparation and fitting of visual skills room</li> </ul>	Arrange a meeting with Pinnacle to discuss plans and action	<p>PH, SB and Pinnacle</p> <p>PH, SB, KW</p>	<p>Meeting minutes</p> <p>Fundraising Working Party Records</p>

-Create a timetable to structure the use of the rooms	-Produce timetables for the rooms	PH, SB	Timetable
-Deliver staff training on the rooms	-Training dates (to be confirmed)		Training records
-Monitor effective use of the rooms	-Planned dates for Learning Walks		Learning Walk
<b>Impact:</b> Enhanced provision for sensory regulation needs and visual skills, greater staff understanding and confidence in the effective use of each provision to support specific groups of learners to make progress			

<b>10. Priority: To establish a Work Related Learning hub for KS4 and Sixth Form (Eco Build)</b>			
<b>Intention:</b> Completed Reworks build			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Secure funding	Further discussions with Woolfson Foundation- submit phase 2 application for £75,000	SP/AM/KW	Building progression
Building progression	Work with the Reworks Working Party Regarding future plan amendments and time scales		
<b>Impact:</b> Application of a more comprehensive Work-Related Learning Offer to further improve preparation for the future			

<b>11. Priority: Development of PMLD outdoor play area</b>			
<b>Intention:</b> To provide permanent/fixed play/ sensory regulation resources for learners with PMLD			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Review current resource Locate appropriate area Identify suitable equipment Establish working party and generate wish list Consult with Suppliers for costings: -Maple Leaf -Caloo	Review	DP/PH/SP	Continued consultation with SLT

-Playdale			
<ul style="list-style-type: none"> <li>-Consult with Pinnacle (management company) regarding plans and fitting</li> <li>-Consult with Pinnacle regarding costing for partial site clearance, reconfiguring of fencing/gates</li> <li>-Consult regarding finance</li> <li>-Estimate funds available and shortfall</li> <li>-Fund raise if necessary</li> <li>-Arrange fitting timetable</li> <li>-Assess effectiveness of resources</li> </ul>	Fund-raise	DP/PH/SP	
<p>Develop designs and instate a wall based art installation for the primary playground that gives the area a strong, colourful and fun visual aesthetic. These designs to be incorporated into the existing PMLD play areas</p> <ul style="list-style-type: none"> <li>-Gather costs from Pinnacle for the wall preparation</li> <li>-Consult with a working party to gather guidance for the design ideas and approaches</li> <li>-Collaborate with artist Fabric Lenny in relation to costs/design</li> <li>-Establish and arrange installation plans</li> </ul>		KW/SP	
<p><b>Impact:</b> Increased opportunities for physical and sensory learning for PMLD learners. Increased opportunities for engagement, communication and self-regulation. Continued development of school offer to reflect changing pupil need.</p>			

<b>12. Aim: To provide accounts of family and students' experiences through transition from Castle Hill School to Post 19 Provision</b>			
<b>Intent:</b> Case Studies in place for each of the three Sixth Form Pathways. Case Studies will give a narrative account of student and family experiences through transition and into Post 19 Provision			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Select possible students from previous graduates. (possibly graduates from July 2019)	Summer 2021	AM/DP	Report to SLT (ongoing)
Approach parents/carers to take part in the Case Studies	Summer 2021	AM	
If families are interested, begin gathering information by: interviewing families and, where appropriate, students; interviewing P19 providers	Autumn 2021	AM	Report initial information/findings to LGB
Compile Case Studies (initially one per pathway)	Autumn 2021	AM	
Publish Case Studies in School Website, add to prospectus and Sixth Form pamphlet.	Spring 2022	AM	
<b>Impact:</b> Families throughout school have a greater understanding of the final transition process from school to service providers and college.			

<b>13. Priority: To further develop and enrich manual handling procedures and protocol throughout school</b>			
<b>Intent:</b>			
-Raised awareness of the moving and handling policy and associated procedures			
-Creation and application of handling plan review timetable			
-Creation and application of formal training needs strategy			
-Provision of a moving and handling trainer to support the moving and handling needs of school			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Communicate with outside agencies (such as community nursing team, therapists) to raise their awareness of the moving and handling policy	Raised awareness of the moving and handling policy and associated procedures	PH, PT	Increased outside agency input in Manual Handling Plans

Share the moving and handling policy on the school website for parents and through training for staff	Policy to be read, reviewed, and signed on an annual basis by staff, autumn 2021	PH	Greater understanding of manual handling procedures and protocol throughout school
Share the Hydrotherapy Evacuation Procedure with the MHA	Hydrotherapy Evacuation Procedure to be added to the school website	AM	Evidence of evolving training needs
Formulation and application of Manual Handling Plan Review system	Half-termly reviews of Manual Handling Risk Assessments with MHA	PH, PT	Moderation of Manual Handling Risk Assessments
Annual training for all staff who undertake Manual Handling practices	<p>-W/B 20/09/21</p> <p>-Whole staff manual handling training, including enhanced training for new staff with MHA 06.07.21</p> <p>-New LSA manual handling training with MHA 15.09.21</p> <p>-Whole LSA manual handling training with MHA 05.10.21</p> <p>Manual handling training arranged as soon as possible for new starters</p>	PH, PT	<p>Teachers Meeting Minutes, SLT Meeting Minutes</p> <p>Records of communication with MHA</p> <p>Development in understanding of manual handling procedures and protocol as evidenced through ongoing competency assessments</p>



Formulation and application of formal training needs analysis and document a formal training strategy	Competency Assessments to be undertaken of small groups of staff on a termly basis by PH and PT, to observe practice	PH, PT	Record of advice and guidance provided
<b>Impact:</b> Greater understanding and contribution to manual handling procedures and protocol throughout school			

## Behaviour and attitudes

<b>1. Priority: Embed and celebrate children's rights (UNICEF Gold Rights Respecting Schools Award).</b>			
<b>Intent:</b> When the school community achieved the Unicef Gold Rights Respecting Schools Award and has <b>fully embedded children's rights throughout the school in its policies, practice and ethos, as outlined in the three RRSA Strands.</b>			
Embed child rights in the school will be deeper and wider so that the values and principles of the Convention on the Rights of the Child are fully embedded into the whole school's practice.			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Review your Steering Group	Meetings of SMSC Working Party to discuss ways forward	DP	Collation of actions completed by each class to embed RRSA strands
Are you effectively embedding rights across the school and into the community?	17/10/19 20/01/20		
The Steering Group should know that the Gold Strand and Outcome Descriptors are different from the Silver Strand and Outcome Descriptors.	Rata of Class inputs to School briefings and displays		
	2019-2020 Oct Nov Dec Jan Feb COVID delay		
Ensure the Award is an ongoing item of staff, council and governor meetings	Rescheduled to 2020-21 Oct Nov Dec Jan Feb Mar Apr May Jun		
Plan your RRSA journey to Gold with your Steering Group	Establish a class/school mascot	KD/School council	
Establish Class Charters	Establishment of school charter		
Identify evidence to meet the Gold Strand and Outcome Descriptors	Inform families through Newsletters Autumn Summer		
Arrange moderation date for when assessors can attend school – from Sept 2021	Assessment booked for 15/03/22	DP	
<b>Steps to moderation:</b> -Measure the impact			

<ul style="list-style-type: none"> <li>-Complete the School Questionnaire Summary spreadsheet</li> <li>-Complete the School Evaluation: Gold form</li> <li>-Prepare a programme for the Gold accreditation visit</li> </ul>			
<b>Impact:</b> Enhancement and development of rights and wellbeing			

<b>2.Priority: Enable student voice to be heard in the wider world (Democracy Friendly School Status)</b>			
<b>Intention:</b> For our young citizens to develop the skills, confidence, and connections to enable their voice to be heard in the wider world.			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Complete initial training with Michelle Ross, (Children and Young People's Engagement Officer) to find out about the Democracy Friendly programme.	Online meeting held 26.04.21  Proposal written and shared with Michelle Ross – feedback to further inform target setting	KD  KD	
Hold elections to nominate a School Council member from each class.	Ballot box borrowed from Kirklees Electoral Commission. Elections held 12.10.21 Feedback through Teams to classes 15.10.21	KD	Photographic evidence on School Council board
Produce a Castle Hill School Charter supporting work towards achieving the UNICEF 'Rights Respecting Schools' Gold Award	Teachers to share photos of School Council members engaged in activities reflecting range of relevant Articles, to create whole-school Charter Smaller School Charters to be produced for each class – Nov 21	KD	School Charter on display in Primary corridor
Carry out a survey to capture our students' voice regarding their journeys to and from school, and whether the experience can be improved	Liaise with parents and carers, transport staff and class staff to determine how positive the experience of daily journeys are, to and from school – Jan 22	KD	Questionnaire results

Develop positive relationships with our local councillors and share issues that affect us as a school community	Invite Councillors Andrew Cooper (Green Party) and Carole Pattison (Cabinet Member for Learning, Aspiration and Communities) to visit school and meet School Council members. Share developments of the Re-Works Recycling Hub and how School Council members have contributed to decision making	KD	Photographic and video evidence
Carry out a Social Action Project to help improve a local area or enrich others' lives - tbc			
<b>Impact:</b> For the School Council members and their peers to have an increased 'voice' in matters relating to their personal well-being, and in issues related to their local environment.			

<b>3. Priority: Specialist sensory transition resource</b>			
<b>Intention:</b> Application of specialist sensory resource to ensure short and long term transitions are supported			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Deliver staff training session on 'Bag about Me' communication bags  Agree/apply content protocol	Raised awareness of 'Bag about Me' communication bags with teaching and support staff  Twilight training session planned for 10.02.2020	ZP	Transition assessment
Inform, share and discuss 'Bag about Me' communication bags with parents	'Bag about Me' communication bags power point shared with teaching and support staff for self isolation work at home task. November 2020		
Produce a 'Bag About Me' for each sensory student within the school	Raised awareness of 'Bag about Me' communication bags with parents  Letter to be sent to parents June 2020 /March 2021 COVID -19 delay		
Monitor use and evaluate success of 'Bag about Me' communication bags at the end of the transition period	Support staff to make a "Bag About Me" for students in Sixth Form		

	<p>Secondary (some students have a bag about me)</p> <p>Primary (some students have a bag about me)</p> <p>EYFS</p> <p>COVID-19 delay</p> <p>Review with staff how often the bags were used and how they helped transition. Autumn 2020 (Autumn 2021)</p>		
<p><b>Impact:</b> Developed short and long term transitions</p>			

#### 4. Priority: Community cohesion

**Intention:** To explore opportunities that may be beneficial to Castle Hill School at the proposed Newsome Centre, through keeping abreast of development plans and progress.

Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Request to be on mailing list and involved in stakeholder group.	To inform Cheryl Reid, Kirklees Council of the school's interest in the proposed Newsome Centre	KW	Link opportunities within the community
Attend stakeholder meetings and community update meetings and to feedback areas of interest			
<p><b>Impact:</b> Increased student voice within the local community leading to a greater sense of belonging and empowerment</p>			

### 5. Priority: To further prepare the student population for transition and change (Residential)

**Intent:** To apply annual residential visits as part of the provision for students in the Sixth Form and upper Secondary

Residential visits: Calvert Trust summer 2023

NB: initial activities will be undertaken during restrictions in line with COVID 19 guidance and therefore, timelines and some actions may not be predictable.

Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Establish budget and projected funds available for 2021 visit.	Autumn Term 2021	AM/SP/KW/	Residential application and outcomes
Approach parents/carers of targeted students for provisional view on accepting a place.	Autumn Term 2022	AM	Sign up
Plan, and begin carrying out fundraising activities involving students. eg mini-enterprise activities such as car washing, cooking, recycling, up-cycling. Staff tuck-shop. Sponsored event? Discuss with fundraising TLR and agree fundraising plan	Autumn term 2022  Autumn term onwards 2022	AM/KW/PH and SB  AM/KW/PH and SB  AM/KW/ PH and SB	Funds raised
Carry out planning for visit including: -site visit (if necessary) -draft plan for activities -draft risk assessments -presentation for parents -information for governors	Autmun term 2022	AM	Application of plan
Presentation for parents/carers to provide more information.	Autumn term 2022	AM	Application of plan

Get confirmation from families on places for Residential and their confirmation that they are prepared to make contribution.	Autumn 2022		
Plan and run preparatory sessions for students. Carry out residential (Summer 2021)	Spring 2023	AM	Application of plan
Review residential, include discussion on changes that will be required for future.	Spring 2023	AM	Review documentation including questionnaires
Develop a rationale for future residential visits – including considerations of the type of centre to be used, given increasing complexities of students. Build residential visits into Sixth Form curriculum pathways. Have budgetary commitment built into school's annual financial planning. Plan for and carry out Residential visit to The Calvert Trust.	Spring/Summer 2022	AM/SP	Future visits
<p><b>Impact:</b> Students, staff and families involved in preparation for residential. Successful residential trip takes place Summer 2021. Plan for future residential in place including fundraising plans and budget commitments, timeline for preparation, rationale for residentials, links to Sixth Form Curriculum.</p>			