



# Castle Hill School

## School Improvement Plan

### March 2022 – 2024



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

The School Improvement Plan (SIP) is collaborative and is the work of all stakeholders. Stakeholders are pupils, parents and carers, community partners and all staff. Review, evaluation, monitoring and revision should take place on a regular basis.

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

School improvement is a priority here at Castle Hill. The focus is to improve pupil achievement and strategies are applied to achieve this goal.

### **School Improvement Partner**

We complete a peer review process with the Kirklees Special School Heads group on a termly basis. Outcomes of each visit include suggested areas for development. The areas for development are added to this document and progress towards outcomes are assessed.

## 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

### Teaching School

The DfE restructured the teaching school landscape from August 2021, the Pennine Teaching School Alliance, therefore, no longer exists.

Whilst the landscape may look different, we will continue to be focused on the development of; Initial Teacher Training, Early Career Development, Leadership Development and Continual Professional Development through **Castle Hill School's Teaching and Learning Development Centre**. We are also a strategic partner of the **Kirklees and Calderdale Teaching School Hub**. Please refer to the relevant development criteria in the **Effectiveness of Leadership and Management section, target No 4 ,5 and 6**.



### **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

**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.**

Please refer to website page 'School Assessment and Improvement' for objectives COMPLETED since 2016 ([Click here](#))

Quality of education	Personal development
1. To apply headlines from the Summer 21-2022 Assessment Report and ongoing 18/11/22, 28/02/23.	1. Development of resilience mentors. New 19/05/22, updated 18/11/22, updated 28/02/23.
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, updated 06/06/22, updated 18/11/22, updated 28/02/23.	2. Sharing outstanding SMSC practice with other schools within Kirklees and Calderdale. Added 16/11/21, updated 18/11/22, updated 28/02/23.
3. To extend the school's CPD Science offer. New 12/11/21, updated 06/06/22, updated 18/11/22, updated 28/02/23.	3. Career provision development. Added 03/11/21, reviewed 10/05/22, updated 18/11/22, updated 28/02/23.
4. Development of the EYFS Vision and Curriculum. New 11/02/22, updated 06/06/22, updated 18/11/22, updated 28/02/23.	4. To further develop awareness of our enhanced curriculum (Pupil Premium, Sports Premium and use of the School Led Tutoring grant)
5. Development of EYFS outdoor play area. New 06/06/22, updated 11/11/22, updated 18/11/22, updated 28/02/23.	5. Development of effective working partnerships and teacher leadership skills. Added 19/05/22, updated 18/11/22, updated 28/02/23.
6. To develop a new Phonics pathway. New 16/03/22, updated 06/06/22, updated 18/11/22, updated 28/02/23.	6. Further development of HLTA leadership skills 16/11/21, updated 28/02/23.
7. To develop the upper play area to provide more opportunities for discovery and engagement. 11/11/22, updated 28/02/23.	7. Development of the sensory regulation room resource 16/11/21, updated 28/02/23.
8. To further develop subject lead student tracking and intervention strategies. 11/11/22, updated 28/02/23.	
9. To enhance our communication board system to include core vocabulary and opportunities to make choices and comment.	

11/11/22, updated 28/02/23.	
10. Developing a peer review process within Kirklees Special Heads in order benchmark and create a dialogue for improved pedagogy. <b>New</b> 28/02/23.	
11. Develop a Kirklees Special School subject lead network in order benchmark and create a dialogue for improved pedagogy. <b>New</b> 28/02/23.	

Leadership and management	Behaviour and attitudes
1. Moderation reporting review and development. Added 16/11/21, updated 06/06/22, updated 18/11/22, updated 28/02/23.	1. Review and relaunch behaviour plan 11/11/22, updated 28/02/23.
2. Research and development through the application of Lesson Studies 2022-23 CPD link. 11/11/22, updated 28/02/23.	2. To develop a transition resource to assist with daily interaction. Added 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, updated 20/05/22, updated 18/11/22, updated 28/02/23.
3. Peer Observation project 22-23. 11/11/21, updated 28/02/23.	3. Community Cohesion. To explore opportunities that may be beneficial to Castle Hill School at the proposed Newsome Centre. Added 01/11/21, updated 20/05/22, updated 18/11/22, updated 28/02/23.
4. To develop and grow our SEND training and support offer. Added 18/03/21, updated 07/05/21, updated 02/11/21, updated 20/05/22, updated 28/02/23.	4. To further prepare the student population for transition and change (Residential). Added 24/06/20, updated 04/03/21, updated 15/06/21, updated 20/10/21, updated 20/05/22, updated 18/11/22, updated 28/02/23.
5. Initial Teacher Training. Added 18/03/21, updated 10/05/21, updated 02/11/21, updated 20/05/22, updated 28/02/23.	5. Art Works: Formulation and application of a visual manifesto. Added 05/05/22, updated 18/11/22, updated 28/02/23.

<p>6. To be engaged in and develop the growth of the SEND offer through the Teaching School Hub. Added 18/03/21, updated 10/05/21, updated 02/11/21, updated 20/05/22, updated 18/11/22, updated 28/02/23.</p>	<p>6. To regain Healthy Schools Award status to externally accredit our consistent approach to healthy lifestyles. Added 12/05/22, updated 18/11/22, updated 28/02/23.</p>
<p>7. The development of two new rooms for sensory regulation needs and visual skills. Added 15/11/21, updated 06/05/21, updated 18/11/22, updated 28/02/23.</p>	
<p>8. Work Related Learning Eco Build. Added 06/11/20, updated 04/03/21, updated 15/05/21, updated 18/10/21, updated 04/05/22, updated 11/11/22, updated 18/11/22, updated 28/02/23.</p>	
<p>9. To create case studies representing Post19 transition to support families in their understanding of the process. Added 19/05/21, updated 07/05/21, 12/11/21, updated 20/05/22, updated 18/11/22, updated 28/02/23.</p>	
<p>10. To further develop and enrich manual handling procedures and protocol throughout school. Added 12/11/21, updated 18/11/22, updated 28/02/23.</p>	
<p>11. Growth and development of the Makaton offer. Added 20/05/21, updated 18/11/22, updated 28/02/23.</p>	
<p>12. To develop the school's website to retain Castle Hill's unique identity. 11/11/22, updated 28/02/23.</p>	

**Targets completed this year please refer to previous CHIP**

**Spring**

**Personal development**

To promote the appropriate use of computing to support teacher delivery and pupil understanding. (NAACE Award). Added 05/11/21. updated 10/05/2022, updated 18/11/22.

**Behaviour and attitudes**

To develop the staff workroom to ensure an environment more conducive to work is created. Added 12/05/22, updated 18/11/22.

**Autumn**

**Quality of Education:**

To apply the concept of 'Mastery' to enhance and enrich subject leadership development. New 09/11/21.

Priority: To have a consistent approach to the Learning Environment within Hygiene Suites so that learning in Personal Care is maximised. New 27/05/22, updated 18/11/22.

**PD/ Leadership and Management**

Application of the School led Tutoring Programme as part of the DfE's education recovery plan in partnership with EEF project 'Achieving Positive Outcomes for Disadvantaged Pupils'.

New 09/11/21, updated 13/05/22, 18/11/22.

Research and development through the application of Lesson Studies 2021-22 **CPD link**. New 12/10/21, updated 19/05/22, update 18/11/22.

Peer Observation project 21-22. New 15/10/21, updated 04/05/22, update 18/11/22.

Leadership development. Updated 04/03/21, updated 10/05/21, updated 02/11/21, updated 20/05/22. update 18/11/22.

**Behaviour and attitudes**

Enable student voice to be heard in the wider world (Democracy Friendly School Status). New 16/11/21, reviewed 19/05/22, achieved 25/11/22, 18/11/22.



## Quality of education

1. Priority: To apply headlines from the Summer 2022 Assessment Report			
<b>Intent:</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 development of progression guidance</li> </ul>			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
- <b>Key skill Pathways application</b> 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 Tracking evidence outcomes 12.03.21 - Case studies completed in Reading, Writing, Speaking, and nearly completed in Listening. 14.05.21 – Case Studies completed in Number, Space, Shape, and Measure and Using and Applying 21.05.21 – Case Studies completed in Listening Existing Case Studies will continue. New Case Studies will now be developed for 22-23  Key skill pathways to be updated on a regular basis	KD / JA	Collated case studies and tracking evidence  PiP documents
- <b>PiP/Pathway/CHL Moderation</b> The PiP Moderation Working Party will provide an ongoing forum for discussion regarding the setting of PiP targets, as well as dedicated time within Teachers Meetings. 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.	PiP moderation sessions completed with teachers: 21.10.20                      29.09.21 24.02.21                      20.10.21 13.01.21                      19.01.22 24.02.21                      02.03.22 28.04.21 09.06.21	KD / SB	Minutes of Working Party meetings Minutes of Teachers Meetings Amendment to practice for example differentiating PiP focus and context.

			Collated case studies and tracking evidence
<p><b>- The development Castle Hill Level Progression Guidance</b> To extend the progression guidance process and apply it to the summer 2022 Castle Hill Level Attainment data.</p>	Application of Progression Guidance to assist in target setting process Nov. 2022 and Spring progress towards targets meeting	PH / SB / Phase Leads / Maths Lead (KD), English Lead (JA), in partnership with CW	Monitoring of Pupil Progress Documents Monitoring through the Summer 2023 Assessment Report
<b>Impact:</b> Improved assessment processes and increased opportunities for learning			

<b>2. Priority: Redevelopment of the Sixth Form Vision and Curriculum</b>			
<b>Intent:</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>
<p>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</p>	<p>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</p>	AM	<p>Application of Vision, Philosophy and curriculum  Successful long-term placements for Castel Hill School Leavers</p>
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			

<b>3. Priority: To extend the school's CPD science offer</b>			
<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	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	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			

#### 4. Priority: Development of the EYFS Vision and Curriculum

**Intent:** Students engaging in a bespoke curriculum focussed on the 7 areas of learning and development within the statutory Early Years framework.

Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p>Review of Vision and Philosophy for Early Years with a specific focus on curriculum and assessment.</p> <p>Create a bespoke curriculum based upon the Birth to 5 Development Matters framework and focussed on 7 areas of learning and development.</p> <p>Create rationale for Early Years assessment process.</p> <p>Create an assessment system which reflects current practices in Early Years (Birth to 5) and the needs of our learners and supports well established whole school processes.</p>	<p>Vision and Philosophy document for Early Years curriculum and assessment to be completed by July 2022</p> <p>Develop initial (Year 1) long term curriculum guide for implementation in September 2022</p> <p>Develop initial (Year 2) long term curriculum guide for implementation in September 2023</p> <p>Develop initial (Year 3) long term curriculum guide for implementation in September 2024</p> <p>Early Years rationale for assessment and supporting documents to be completed by July 2022</p>	<p>SB</p>	<p>Application of Vision, Philosophy, and curriculum</p> <p>Assessment system which can track a greater range of progress for unique learners while linking to statutory framework</p> <p>Early Years specific case studies which focus on progress within the 7 areas of learning and development.</p>

**Impact:** Students engaged in a focussed Early Years curriculum which provides bespoke opportunities for learning and development.

5. Priority: Development of EYFS outdoor play area			
Intent: To develop an enabling outdoor learning environment which supports the learning for all students including permanent structures and equipment which supports sensory regulation.			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p>To develop continuous provision, offer through purchase of equipment which provides outdoor learning opportunities for PMLD learners</p> <p>To develop opportunities for sensory regulation in the outdoor environment through purchase of large equipment, including body rocker, swing and tipi</p> <p>To <del>wash</del> replace top of canopy</p> <p>To <del>wash</del> replace and treat the walls</p> <p>To purchase equipment which will cushion the metal columns</p>	<p>Development of outdoor continuous provision offer. (Summer 2 2022)</p> <p>Work due to be completed Summer 23, passed by ICAT BOD December 22</p> <p>Observations of learning which highlight impact of equipment. (Summer 2 2022) (Autumn 2 23)</p>	SB/AH/SP	<p>Learning outcomes</p> <p>Learning environments walk</p>
<p>To complete an audit of the EY learning environment</p> <p>-Locates an appropriate area for a range of provision for EY learners</p> <p>-Identifies suitable equipment</p> <p>Consult with Suppliers for costings: Maple Leaf, Caloo, Playdale</p>	<p>Following observations of interim provision, completion of outdoor environment audit. (Autumn 2 2022)</p> <p>Plans for permanent playground structures, including quotes. (Spring 2 2023)</p>	SB/AH/SP	Continued consultation with SLT, LGB and BOD
<p>Consult with Pinnacle (management company)</p>	<p>Fundraise for key pieces of equipment. (Summer 2</p>	SB/AH/SP	Continued consultation with

<p>regarding plans and fitting</p> <p>Consult with Pinnacle regarding costing for partial site clearance, reconfiguring of fencing/gates</p> <p>Consult regarding finance</p> <p>Arrange fitting timetable</p> <p>Assess effectiveness of resources</p>	<p>2023-</p>		<p>AH</p> <p>Fundraising meeting minutes</p> <p>Analysis of impact on learning</p>
<p><b>Impact:</b> Increased opportunities for physical and sensory learning for EYFS learners. Increased opportunities for engagement, communication and self-regulation. Continued development of school offer to reflect changing pupil need.</p>			

<p><b>6. Priority: To develop a Phonics Pathway for all and intervention support for developing readers</b></p>			
<p><b>Intent:</b> To provide a clear framework for the teaching of Phonics to support progress in Literacy for all learners in school</p>			
Implementation:	Outcomes, Progress, Timeline	Lead Persons	Monitoring through
<p>Re-assess our approach to Literacy teaching in the light of new research and reflect this within Policy and Practice</p> <p>Create a Pathway which reflects the needs of sensory, semi-formal and formal learners which is based on a Sensory Systematic Phonics approach</p> <p>Phonics Training for all staff</p>	<p>An updated Communication and Language policy which reflects current research</p> <p>9.5.22/16.5.22/23.5.22 JA to complete on-line Teach us Too training</p> <p>A tool to support all staff in their delivery and assessment of Phonics to different groups of learners</p> <p>Pathway and Progression document completed</p> <p>Phonics teaching to be explicit in Planning</p> <p>Increased confidence of all staff to deliver and assess Phonics based learning</p> <p>Training 20.10.22 Twilight</p> <p>Training 15.12.22 -LSA's</p> <p>SALT training -Phonological awareness -2.2.23</p>	<p>JA, SB, KD</p>	<p>Teacher planning</p> <p>MAPP and Pip documents</p> <p>Assessment data</p> <p>Lesson observations</p> <p>-Summer 22-23</p>

	Twilight MAT training day 10.3.22 All staff Phonological Awareness and Feedback from triads By July 2023		
Create an evidence base showing the effectiveness of the new Pathway within planning and pupil progress	Create case studies which map the application and impact of the Pathway for each group of learners By July 2024		Case Studies and Outcomes
To create an intervention strategy for developing readers to support classroom practice.	Reader record of progress	DP/JA	Outcomes Reader records
<b>Impact:</b> Measurable improvement in levels of literacy for all learners and increased confidence for staff in delivering Phonics			

<b>7. Priority: To develop the upper play area to provide more opportunities for discovery and engagement</b>			
<b>Intent:</b> To provide new play area			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
To consult with x 3 equipment providers	Autumn 22-23	SP/AH/SB	Outcomes
To present plans to staff for consultation	Spring 22-23	SP/AH/SB	
To present plans to LGB for ratification and acceptance	Spring 22-23	SP/AH/SB	
To present to CEO and Board of Directors	Spring 22-23	SP/AH/SB	
To award contract for completion Summer 23	Summer 23	SP/AH/SB	Build and student engagement
<b>Impact:</b> Improved opportunities for discovery and engagement			

<b>8. Priority: To further develop subject lead student tracking and intervention strategies</b>			
<b>Intent:</b> To enable subject leaders to enhance their ability to track and assess student progress within their curriculum area and provide support, advice and guidance where necessary.			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
To formulate an action plan for subject area monitoring and interventions	Autumn 22-23	SP	Teachers meeting presentation: Autumn 22-23 Spring 22-23 Summer 22-23  Virtual learning walks
To create proformas to support subject area monitoring and interventions: -Interventions doc -Monitoring doc -PTT interview supplement -Subject overview doc	Autumn 22-23	SP	
To present plans to SLT and then teachers	Autumn 22-23	SP	
To ensure cover is provided to provide time for subject leader input	Autumn 22-23 Spring 22-23: included additional SIP process 31/01/23 and ongoing Summer 22-23	SP	
Assess outcomes through Learning intervention records, Progress records	Teachers meeting presentation: Autumn 22-23 Spring 22-23 Summer 22-23	SP/AM	
Monitor impact through: Virtual learning walks Learning intervention records, Progress records Summer 22-23 assessment report PTT intervention records	Autumn 22-23 Spring 22-23 ongoing Summer 22-23	SP/SLT	
<b>Impact:</b> Improved subject lead intervention and tracking resulting in improved student attainment			



<b>9.Priority: To enhance our communication board system to include core vocabulary and opportunities to make choices and comment.</b>			
<b>Intent:</b> To provide new communication boards throughout play areas			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
To consult re symbols required	Autumn 22-23	JA/GF	Communication progress and student engagement
To present plans to manufacturers re costs	Spring 22-23		
To consult with Pinnacle re fitting	Spring 22-23		
Fitting complete	Spring 22-23		
JA to discuss with teachers re best use	Summer 22-23		
<b>Impact:</b> Improved opportunities for communication, discovery, engagement and play			

<b>10.Developing a peer review process within Kirklees Special Heads in order benchmark and create a dialogue for improved pedagogy.</b>			
<b>Intent:</b> Successfully co-lead on school improvement development across the partnership.			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Promote strategy and provide Terms of Reference Set triads	Autumn 24	SP	Student progress and developed pedagogy
Initial visits by x2 head teachers- focus on curriculum leads and subject area development Return visits	Spring 22-23		
Second visit by x2 head teachers- focus on Phonics lesson study outcomes Return visits	Summer 22-23		
Re arrange triads for 23-24			
<b>Impact:</b> Improved opportunities for communication, discovery, engagement and play			

<b>11. Develop a Kirklees Special School subject lead network in order benchmark and create a dialogue for improved pedagogy.</b>			
<b>Intent:</b> Successfully co-lead on school improvement development across the partnership.			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Suggest strategy and seek agreement provide Terms of Reference Set groups	Spring 22-23	SP	Student progress and developed pedagogy
Initial visits by groups with clear outcomes and plans for ongoing collaboration	Summer 22-23		
Re arrange plans and groups for 23-24			
<b>Impact:</b> Improved opportunities for communication, discovery, engagement and play			

## Personal development

<b>1. Priority: Development of staff resilience and support for parents of pupils transitioning from Post 16 to their future destinations.</b>			
<b>Intent:</b> To develop strategies to enhance staff resilience, and parental support in preparation for pupils leaving Castle Hill School, in partnership with Dr. Nicola Stenberg from Huddersfield University.			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
AH and PH to identify areas of need related to staff resilience and parental support in preparation for pupils leaving Castle Hill School.	Consultation with Dr. Nicola Stenberg, School Director of Executive Education and Katie Curtis from Huddersfield University 04.04.22 to determine the support they are able to provide and to outline our requirements.	PH/AM (in partnership with Dr. Nicola Stenberg)	Meeting records  Training records  Analysis of impact of training
AH and PH to work in partnership with Dr. Nicola Stenberg and Katie Curtis from Huddersfield University to determine how they can support the development of strategies to enhance staff resilience and develop parental support for pupils who are leaving Castle Hill School.	Dr. Nicola Stenberg to share proposal W/B 18.05.22.		
	Proposal for support and training for staff including 1 full day of training for 'Resilience Mentors'		

<p>AH and PH to advertise the 'Resilience Mentors' training opportunity to staff, oversee the delivery, and assess outcomes/impact.</p> <p>AH and PH to advertise the support offer for parents, oversee the delivery, and assess outcomes/impact</p>	<p>Eleanor Davies confirmed to join the project 04.11.22</p> <p>Draft role description for 'Resilience Mentors' – To be produced in collaboration with mentors on the Training Day 30.11.2022 – postponed</p> <p>New Resilience Mentor Training confirmed for 08.03.2023</p> <p>- Proposal for support for parents</p> <p>Delivery of training for 'Resilience Mentors' Delivery of support offer for parents</p>		
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<p><b>2. Priority: Sharing outstanding SMSC practice with other schools within Kirklees and Calderdale</b></p>			
<p><b>Intent:</b> 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</p>			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p>Initial contact with Pennine T+LDC to identify potential need for partners</p>	<p>Initial contact and further discussions via Alison Ley (Pennine Learning) 12/11/21</p>	<p>MI</p>	<p>Session/ client feedback</p>
<p>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</p>	<p>Wider partner contact and potential stakeholder responses/ Feedback to inform training needs and support required</p> <p>Completed session 1 (Sept.2022) of 2 (Jan.2022)</p>		
<p>Carry out evaluation of the training and identify wider opportunities in Kirklees, Calderdale and West Yorkshire</p>	<p>Presentation 13<sup>th</sup> March to Equalities and SMSC network</p>		
<p><b>Impact:</b> Promotion of SMSC links, good practice and SMSC Beacon school status</p>			

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

**Intent:** 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 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.  Carry out audit of current provision	Liaise with C&K Careers Advisor regarding upcoming training opportunities. New Careers Leader updated on Gatsby Benchmarks and Compass. Liaise with previous lead and Sixth Form Lead to establish school's current provision. School website updated (autumn 2021)  Update of Careers at Castle Hill Document (which evidences how the Benchmarks are met) spring 2022	VL/AM  VL	Assessment of Work Related learning experience
Liaise with C&K Careers advisor to establish areas for development, following audit	Careers Leader to meet C&K Careers Advisor, 16/03/2022, 10am	AM/VL	
Update tracking process for students Post 19, referenced to a recognised national framework of careers, employability and enterprise education	Format for tracking process into P19 provisions in place, in line with expectations in national framework Autumn 2022	AM	Assessment of destinations and destination success over time.

			Tracking Process uploaded to Compass +
Establish targets for working towards and achieving Quality Mark, particularly noting elements beyond those covered within the benchmarks.	Plan established for updating provision to ensure coverage. Apply for Quality Mark Autumn 2022 Liaise with C&K Careers Advisor	VL	Quality Mark Action Plan Quality Mark Application Quality Mark feedback
Incorporate mention of the 8 Gatsby Benchmarks into key documents	Careers Policy, Curriculum Overview and other related school documents to be updated to include reference to Benchmarks. Spring/Summer 2022	VL/AM	Application/outcomes
<b>Impact:</b> Improved careers offer to support all learners towards an active and enriched adult life			

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

<b>Intent:</b> Raised awareness of enhanced curriculum within the school community			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
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	

**Impact:** Recognition and understanding of enhanced teaching and learning opportunities for pupils by the school community

**5. Priority: Development of effective working partnership and teacher leadership skills**

**Intent:** To develop strategies to enhance effective working partnerships, and to develop teacher leaderships skills and confidence.

Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p>PH to identify areas of need relating to working partnerships within school and teacher class leadership skills and confidence</p> <p>PH and the Effective Working Partnership group to complete a SWOT analysis to determine areas of focus, staff to share strategies for effective working and create a baseline of expectations for Effective Working Partnerships</p>	<p>Launch of Effective Working Partnership group and Teachers as Leaders group</p> <p>SWOT Analysis for Effective Working Partnership and Teachers as Leaders group</p> <p>Half-termly Effective Working Partnership group meetings:</p> <ul style="list-style-type: none"> <li>- 07.10.21</li> <li>- 18.11.21</li> <li>- 07.02.22</li> <li>- 14.03.22</li> <li>- 26.05.22</li> <li>- 07.07.22</li> </ul> <p>Effective Working Partnerships Baseline of Expectations</p> <p>The members of the Effective Working Partnership group were approached in autumn 2022 to participate in the next project focusing on Resilience Mentors.</p>	<p>PH, Effective Working Partnership Group, Teachers as Leaders Group</p>	<p>Meeting records Training records Analysis of impact</p>
<p>PH and the Teachers as Leaders group to complete a SWOT analysis to determine areas of focus, teachers to share strategies for effective leadership and create a Teachers as Leaders Guide for Trainee Teachers, as part of</p>	<p>Half-termly Teachers as Leaders meetings:</p> <ul style="list-style-type: none"> <li>- 23.11.21</li> <li>- 14.12.21</li> <li>- 25.02.22</li> <li>- 08.02.22</li> </ul>	<p>PH, Teachers as Leaders Group</p>	<p>Meeting records Training records Analysis of impact</p>

<p>their own reflective practices</p>	<ul style="list-style-type: none"> <li>- 05.04.22</li> <li>- 23.05.22</li> <li>- 20.10.22</li> <li>- 08.12.22</li> <li>- 09.02.23</li> </ul> <p>Teachers as Leaders Guide for Trainee Teachers</p>		
<p><b>Impact:</b> Improved working partnerships and developed teacher leaderships skills and confidence</p>			

6. Priority: Development of HLTA leadership skills			
Intent: To develop strategies to enhance HLTA leaderships skills, confidence, and knowledge of school systems, such as, assessment			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p>RW and the HLTA group to complete a SWOT analysis to determine areas of need and focus. Staff to evaluate strengths and areas for development in conjunction with the Professional Standards for Higher Level Teaching Assistants. 24/01/2023</p> <p>RW and HLTA group to discuss areas of development, problem-solve as a group and share strategies. 24/01/2023</p> <p>RW to identify training needs for HLTAs if required and liaise with SLT if training/support is required.</p>	<p>Launch of HLTA group, focusing on leadership, confidence, and knowledge of school systems 24/11/2022</p> <p>Half-termly HLTA group meetings: 29/11/2022 24/01/2023</p> <p>The HLTA staff will be approached in autumn 2022 to participate in group meetings 24/11/2022</p> <p>Folder with supporting documents for HLTA staff to access – ongoing documents to be added. 24/01/2023</p> <p>RW to feedback to SLT on an ongoing basis. 10/02/2023</p>	<p>RW, HLTA group, in partnership with SLT</p>	<p>Meeting records 29/11/2022 24/01/2023</p> <p>Training records</p> <p>Analysis of impact</p> <p>Observation feedback</p> <p>HLTA Personal Development documents</p>

	RW to liaise with SB regarding similar groups in school, such as, the Learning Facilitator group.		
	Recap protocols and procedures of administering medication when acting as HLTA		
<b>Impact:</b> Improved HLTA practice leading to an enhanced student learning experience			

<b>7. Priority: Development of the sensory regulation room resource</b>			
<b>Intent:</b> To enhance the provision for sensory regulation			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Consult re equipment	Autumn 22	SP, AM, AH	
Gather 3 quotes	Spring 1 22-23		
Refer to LGB	Spring 1 22-23		
Apply plans	Spring 2 22-23		
Staff training			
<b>Impact:</b> Enhanced provision for sensory regulation needs, greater staff understanding and confidence in the effective use of provision to support learning.			



## Effectiveness of leadership and management

1. Priority: Complete a reviewed moderation reporting process to achieve a wider understanding of process towards parity of outcomes			
<b>Intent:</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			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
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 added to moderation report. Report added to website on ongoing basis
Consultation with SLT and teachers regarding new reporting systems – Castle Hill Assessment Criteria to be devised in Maths and Literacy	Teachers meeting and SLT meetings feedback re actions and outcomes Moderation of Assessment Criteria		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			

<b>2.CPD link Priority: Research and development through the application of Lesson Studies 2022-23</b>			
<b>Intent:</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>
<p>Complete a research and development project which will aid pedagogical development within school related to the hybrid/balanced instruction approach to teaching reading. The lesson study groups are:</p> <ul style="list-style-type: none"> <li>-Phonics pathway group</li> <li>-Music, rhythm and sound group</li> <li>-Inclusive literacy best practice group</li> <li>-Bridge best practice group</li> <li>-Bespoke literature group</li> <li>-Phase 1,2,3 phonics best practice group.</li> </ul>	<p>Autumn term 2021: formulation of triads</p> <p>End of Autumn 2021-22 Initial feedback to the teachers' meeting: 15<sup>th</sup> Dec</p> <p><b>Additional-</b> to present to whole staff group during March 10<sup>th</sup> training day</p> <p>End of Spring 2021-22 feedback</p> <p>SIP visit focus 18<sup>th</sup> May</p> <p>End of Summer 2022-23 feedback and conclusions</p>	<p>SP/SLT</p> <p>All teachers</p>	<p>Application of outcomes during and after the research period through lesson observation</p>
<p>Dissemination of outcomes to support staff to support their personal development process</p>		<p>Teachers</p>	<p>Support staff PD targets related to lesson studies resulting with an impact on learning</p>
<b>Impact:</b> Greater understanding of outstanding practice resulting in improved Teaching and Learning related to Reading			

<b>3. Priority: For teachers to participate in the school's Peer Observation project 2022-23</b>			
<b>Intent:</b> Teachers to observe peers with members of the SLT			
Autumn			
Spring-ongoing			
Summer			
Teachers to produce a short report after each observation on lessons learnt regarding their own practice			
<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 their next observation	Autumn report 2021- set timetable Spring report 2022-timetable active Summer report 2022	Teachers	Reports and subsequent lesson observation outcomes
<b>Impact:</b> Improved teaching methods through the application of reflective practice			

<b>4. 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	MAT leave	Website development

<p>To develop further working relationships with Kirklees LA in relation to SEND CPD</p>	<p>Provide identified staff with support in writing training programmes and facilitating training</p> <p>Working alongside KCD to establish further support for SEND within the mainstream setting</p>	<p>MAT leave</p>	
<p><b>Impact:</b> Supporting all schools to provide appropriate SEND support for learners in all schools</p>			

<p><b>5. Priority: Initial Teacher Training</b></p>			
<p><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)</p>			
<p><b>Implementation</b></p>	<p><b>Outcomes, progress, timeline</b></p>	<p><b>Lead Persons</b></p>	<p><b>Monitoring through</b></p>
<p>ITT- Provide continued support to last year's ITT students through the ECF process</p>	<p>Facilitator for the ECF through the TS Hub supporting the development of the SEND content</p>	<p>AL(SB/PH)</p>	<p>Evaluations of input Success in year 1 of the ECF</p>
<p>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</p>	<p>12 trainees have started the training programme          Development of          Planned delivery of the programme to include expertise from Castle Hill Staff and other SEND SLE          70% of trainees have already secured employment for 22/23          90% of trainees (21-22) are in full time employment (2/23)</p>	<p>AL(SB/PH)</p>	<p>Programme timetable          End of placement assessment records          Mentor meeting notes</p>
<p>Recruitment for 22-23.          Successful recruitment of 14-16 trainees          Build up a stronger bank of mainstream placements for future trainees</p>	<p>Attendance at virtual and face to face teaching fairs          Attending Leeds Teaching Fair 23/5/22          Contact local mainstream settings to build up further links for placements          3 new Mainstream schools have offered placements for 22/23</p>	<p>AL(SB/PH)</p>	<p>Recruitment rates</p>

	Work with the TS Hub to develop ITT placements across the LA meeting with Lucy Sykes 24/2/23 to discuss future involvement in delivering SEND ITT (Kirklees)		
Support current trainees in applications and interviews for ECT positions	Provide job application clinic Offer mock interview process	AL(SB/PH)	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(SB/PH)	
Identify new routes to delivery of the SEND ITT programme 23/34 (Following ITT Market Review)	Contact local ITT providers to discuss options	AL	Future Programme for ITT Programme 23/24
<b>Impact:</b> Development of NQTs with strong knowledge and understanding of SEND pedagogy and practice			

<b>6. 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	MAT leave	TSHub development
Support the CKTSH CPD offer through sharing planned SEND CPD opportunities  Joint project management of a SEND for	Agreed with LS (Director of TSHub) to provide information on current and future SEND CPD opportunities.	MAT leave	

<p>Mainstream programme with TSHub and Kirklees LA</p>	<p>Facilitator for the ECF supporting the SEND ECTS (11 in total)</p> <p>Planned delivery of a SEND programme to support mainstream schools 22/23</p> <p>Initial planning meeting held with Dionne Heaven</p> <p>Launch date set July 2022</p> <p>Development of a SENCO qualification to be delivered through the TS Hub</p>		
<p><b>Impact:</b> Supporting all schools to provide appropriate SEND support for learners in all schools</p>			

<p><b>7. Priority: The development of two new rooms for sensory regulation needs and visual skills</b></p>			
<p><b>Intent:</b> To enhance the provision for sensory regulation and visual skills, through the development of two new bespoke rooms</p>			
<p><b>Implementation</b></p>	<p><b>Outcomes, progress, timeline</b></p>	<p><b>Lead Persons</b></p>	<p><b>Monitoring through</b></p>
<p>Plan and deliver a variety of fundraising activities (ongoing)</p>	<ul style="list-style-type: none"> <li>- Meet as Fundraising Leads to determine fundraising strategy 22.09.22</li> <li>- Macmillan Coffee Morning 30.09.22</li> <li>- Autumn Fair 04.11.22</li> <li>- Parent shop (father's day/mother's day)</li> <li>- Easter Egg Raffle (ongoing in-house activity)</li> </ul> <p>Meet as Fundraising Working Party</p>	<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>
<p>Identify equipment needs for the two rooms, initial focus on the room for visual skills</p>	<p>Meet as Fundraising Leads to determine priorities for equipment</p> <p>Equipment ordered for the Sensory room in Secondary – significant delays in receiving equipment. PH asking GF for updates and GF chasing suppliers.</p>	<p>PH, SB, KW (liaise with GF re specialist equipment)</p>	<p>Fundraising records</p> <p>Fundraising Working Party Records</p>

<p>Identify equipment for the music resource</p>	<p>Shared Secondary Sensory room now complete and fully furnished 16.12.23</p> <p>PH liaising with 'House of Play' for wall surrounds and equipment for the Shared Secondary Soft Play room</p> <p>Resonance boards quote sought, waiting for school requirements before ordering – resonance boards now delivered 27.01.23</p> <p>SB and KW liaising with RW and RJ regarding resource for the Music Room (possibly movable)</p>		
<p>-Consult with Pinnacle regarding plans, preparation and fitting of Sensory room and Sensory Regulation room</p> <p>-Identify equipment needs for the two rooms, initial focus on the room for sensory regulation</p>	<p>Meeting with Pinnacle to discuss plans and action - rooms sufficient in terms of sockets</p>	<p>PH, SB and Pinnacle</p> <p>PH, SB, KW</p>	<p>Meeting minutes</p> <p>Fundraising Working Party Records</p>
<p>-Create a timetable to structure the use of the rooms</p> <p>-Monitor effective use of the rooms</p>	<p>-Produce timetables for the rooms</p> <p>-Planned dates for Learning Walks</p>	<p>PH, SB</p>	<p>Timetable</p> <p>Training records</p> <p>Learning Walk</p>
<p><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</p>			

<b>8. Priority: To establish a Work Related Learning hub for KS4 and Sixth Form (Eco Build)</b>			
<b>Intent:</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 Wolfson Foundation- submit phase 2 application for £75,000, £40 awarded Further guarantee sought from Kirklees re £150,000	SP/AM/KW	Building progression
Building progression	Work with the Reworks Working Party Regarding future plan amendments and time scales Planning permission accepted- 02/22 Meeting 06/05/22 to confirm timescales and projected costs Handover 16 <sup>th</sup> -Dec 22-Delayed Feb 23 to be arranged		
Community involvement plan formulation	To engage the community in the work related learning hub and ensure student receive learning impact from the resource- in formulation  Contact made with Newsome High about establishing a regular group  Contact to be made with Hillside and Newsome Junior Schools about link activity	SP/AM/KW   KW	Timetable Curriculum Assessment Feedback
<b>Impact:</b> Application of a more comprehensive Work-Related Learning Offer to further improve preparation for the future			



<b>9. 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 2022	AM/DP	Report to SLT (ongoing)
Approach parents/carers to take part in the Case Studies	Summer 2022	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>10. 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	Policy to be read, reviewed, and signed on an annual basis by staff, autumn 2022	PH	Greater understanding of

for staff			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 (ongoing)	PH, PT	Moderation of Manual Handling Risk Assessments
Annual training for all staff who undertake Manual Handling practices	<ul style="list-style-type: none"> <li>- Whole staff manual handling training, including enhanced training for new staff with MHA 06.07.21</li> <li>- New LSA manual handling training with MHA 15.09.21</li> <li>- Whole school manual handling training with MHA 05.10.21</li> <li>- Whole school manual handling training with MHA 05.09.22</li> <li>- New LSA manual handling training with MHA 29.09.22</li> <li>- Whole school manual handling training with MHA 05.09.23</li> <li>- New LSA manual handling training with MHA 26.01.23</li> </ul>	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	<p>Competency Assessments to be undertaken of small groups of staff on a termly basis by PH and PT, to observe practice</p> <p>PT and PH to complete competency assessments for L&amp;H practice during transition from the buses and in</p>	PH, PT	Record of advice and guidance provided

the Primary Department 10.02.23

**Impact:** Greater understanding and contribution to manual handling procedures and protocol throughout school

### 11. Priority: Growth and development of the Makaton offer

**Intent:** To effectively support pupils who use Makaton as part of a total communication approach by developing staff knowledge and confidence

Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p>Review of the current Makaton provision, including extending the Makaton delivery team.</p> <p>Deliver a staff training programme to support with classroom level signing linked to termly topics.</p> <p>All staff to receive at least Level 1 training in Makaton.</p> <p>Provide training for parents linked to the schools key vocabulary and topics.</p>	<p>KP has been identified as an additional Makaton Training. Level 3&amp;4 Makaton training has been completed in May 2022.</p> <p>KP Makaton tutor training assessment March to May 2023.</p> <p>Makaton Twilight delivered May 2022</p> <p>Twilights 2022/23 academic year: 27/09/22, 03/11/22, 02/03/23, 18/04/23, 08/06/23</p> <p>Audit of staff training to date completed</p> <p>New staff trained according to need in each Level 1 and 2 session</p> <p>Dates set for 2022/23 academic year: Taster session 06/03/23</p>	<p>DP, ND, KP</p>	<p>Application of Makaton in class</p> <p>Training menu</p> <p>Training records</p>
<p>To provide Makaton training to the wider community.</p>	<p>Dates set for Makaton Training 2022/23 academic year: Moorlands Primary School 06/09/22 Kirklees tasters 21/09/22</p>		

	<p>Level 1 (Community) 04/10/22          Linthwaite School 13/10/22          Level 1 (Community) 17/01/23          Crossley Fields Primary 18/01/23          Level 1 (Kirklees LDT) 21/01/23          Level 1 (Trainee Teachers) 23/01/23          Crossley Fields Primary 25/01/23          Level 2 (Community) 07/02/23          Level 1 (Community) 22/02/23          Growing Minds Nursery 23/02/23          Level 1 (Kirklees SALT Team) 15/03/23          Presentation to SENCoNet 02/03/23          Level 1 (Community) 22/03/23          Level 2 (Community) 27/04/23</p>		
<p>To achieve the Makaton Friendly Award</p>	<p>January 2023</p>		
<p><b>Impact:</b> Greater support for pupils who use Makaton as a receptive and expressive learning strategy</p>			

<b>12. Priority: To develop the school's website to retain Castle Hill's unique identity</b>			
<b>Intent:</b> To create a new website			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
To consult with x3 provider and gain quotes  Commission chosen group		SP/GF	
To arrange access re photography and filming	Aut/spring 22-23	SP/GF	Photography still sorting
To consult on format additional to future MAT requirements	Agreement re addition of unique school needs. Spring 23	SP/GF	Build outcome
New website launch	Summer 23		
<b>Impact:</b> Application of new web model reflecting the unique nature of Castle Hill School's offer			

## Behaviour and attitudes

1. Priority: Review and relaunch behaviour plan			
<b>Intent:</b> To integrate further the language of regulation and ensure our community possess an enhanced understanding that dysregulation is communication			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Review behaviour working party membership for 22-23	Autumn 22-23	TD/SP	Outcomes
Meetings of behaviour working party to review the policy	X3 Autumn 22-23		
Governor ratification	Autumn 22-23		
Dissemination of policy information via twilight sessions including ne recording forms(1 and 4)		BWP	
Monitoring of outcomes	Spring/Summer 22-23	BWP	
<b>Impact:</b> Good practice related to Behaviour remains high on the school agenda			

2. Priority: Specialist sensory transition resource			
<b>Intent:</b> Application of specialist sensory resource to ensure short and long term transitions are supported			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Deliver staff training session on 'Bag about Me' communication bags	Raised awareness of 'Bag about Me' communication bags with teaching and support staff	ZP	Transition assessment
Agree/apply content protocol	Twilight training session planned for 10.02.2020 Twilight training session delivered March 2021 Twilight training session planned for 13.06.2022		
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	<p>Raised awareness of 'Bag about Me' communication bags with parents</p> <p>Letter to be sent to parents June 2020 /March 2021 June 2022 COVID -19 delay</p>		
Monitor use and evaluate success of 'Bag about Me' communication bags at the end of the transition period	<p>Support staff to make a "Bag About Me" for students in</p> <p>Sixth Form</p> <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)Autumn 2022</p> <p>Review and update pupils 'Bag About Me' Summer 2022</p>		
<b>Impact:</b> Developed short and long term transitions			

<b>3. Priority: Community cohesion</b>			
<b>Intent:</b> To explore opportunities that may be beneficial to Castle Hill School at the proposed Newsome Centre, through keeping abreast of development plans and progress.			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Request to be on mailing list and involved in stake holder 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	Attendance is not always possible due to conflict of meeting times and part-time working days. Minutes are received and read after each meeting.  Development of the change of use at Newsome Church is slow due to the complex procedure with the Church of England.		
<b>Impact:</b> Increased student voice within the local community leading to a greater sense of belonging and empowerment			

<b>4. Priority: To further prepare the student population for transition and change (Residential)</b>			
<b>Intent:</b> To apply annual residential visits as part of the provision for students in the Sixth Form and upper Secondary Residential visits: Calvert Trust summer 2024			
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. Funding not available for 2023 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



<p>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</p>	<p>Autumn term 2022  Autumn term onwards 2022</p>	<p>AM/KW AM/KW AM/KW</p>	<p>Funds raised</p>
<p>Carry out planning for visit including: -site visit (if necessary) -draft plan for activities -draft risk assessments -presentation for parents -information for governors</p>	<p>Autmun term 2022</p>	<p>AM</p>	<p>Application of plan</p>
<p>Presentation for parents/carers to provide more information. Get confirmation from families on places for Residential and their confirmation that they are prepared to make contribution.</p>	<p>Autumn term 2022  Autumn 2022</p>	<p>AM</p>	<p>Application of plan</p>
<p>Plan and run preparatory sessions for students. Carry out residential (Summer 2021)</p>	<p>Spring 2023</p>	<p>AM</p>	<p>Application of plan</p>
<p>Review residential, include discussion on changes that will be required for future.</p>	<p>Spring 2023</p>	<p>AM</p>	<p>Review documentation including questionnaires</p>
<p>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.</p>	<p>Spring/Summer 2022</p>	<p>AM/SP</p>	<p>Future visits</p>

<p>Have budgetary commitment built into school's annual financial planning. Plan for and carry out Residential visit to The Calvert Trust.</p>			
<p><b>Impact:</b> Students, staff and families involved in preparation for residential. Successful residential trip takes place Summer 2021. Plan for future residentials in place including fundraising plans and budget commitments, timeline for preparation, rationale for residentials, links to Sixth Form Curriculum.</p>			

**5. Priority: Art Works: An agreement between:** Castle Hill School and Fabric Lenny. Facilitated by Katrina Whale.

**Intent:** Formulation and application of a visual manifesto. Support the development and improvement of areas within school that have a specific focus on visual learning and visual stimulation

Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p><b>Area of development:</b> Designs, that are informed by the visual manifesto/ design manual, will be created for each of the following developments:</p> <p>The Atrium - Colour Bands Primary Playground – Emblazon ReWorks – Interior</p> <p>Once the manifesto/manual has been established; a number of development projects will then take place that will be informed by the findings.</p>	<p>Sourcing of materials and preparation of the Student engagement activities Delivery of engagement activities in school (KW) Compiling engagement findings, evidence, photos and student artwork Creation of visual manifesto/design manual Design of Colour Band Design of Emblazon (Playground) Interior design of ReWorks Additional areas for development have been identified to be included Art Works project: ReWorks</p>	<p>KW</p>	<p>Effectiveness of school environment to assist wellbeing and learning- student learning outcomes</p>

	signage, canopy along the front of school, vinyl wrap of the sensory pod		
<b>Impact:</b> Wellbeing and achievement outcomes positively influenced by learning environment			

<b>6. Priority: To regain Healthy Schools Award status to externally accredit our consistent approach to healthy lifestyles.</b>			
<b>Intent:</b> To successfully complete the Health Check self-assessment in four key areas.			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Register with the Health and Wellbeing Service on the Healthy Schools website	Registration request accepted 20.06.22	KD, AH	Email confirmation, account set up
Confirm lead members of staff for each of the four health themes: PSHE, Healthy Eating, Physical Activity, and SEMH	SLT meeting	KD	Minutes
Carry out a School Health Check by adopting a best-fit approach to grade the criteria in each health theme Raise awareness within school	Meet with each lead  Display in secondary corridor 12.10.22	KD	Audit outcome added to subject action plans Display
Consider 'next steps' for each health theme, to be added to subject action plans	Next steps for PSHE, PD completed 11.11.22 Consider whole school actions	KD	Next step outcomes
Complete actions for each health theme, keeping a record of progress	Apply whole school action	KD	Action and outcome evidence
Submit completed themes of the School Health Check to the Health and Wellbeing Service to be Quality Assured	Submit	KD	Health check outcome
Request an external assessment for summer term 2023, if possible	Assessment	KD	External assessment
<b>Impact:</b> Improved practice and outcomes for pupils in the areas of PSHE, Healthy Eating, Physical Activity and SEMH			