Castle Hill School

School Improvement Plan

June 2022

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

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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 2021 and Spring 2022 Assessment Report. New 03/11/20, updated 04/03/2, updated 16/05/21, updated 12/10/21, updated 19/05/22	1. Development of resilience mentors. New 19/05/22
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.	2. To promote the appropriate use of computing to support teacher delivery and pupil understanding. (NAACE Award). New 05/11/21. updated 10/05/2022.
3. To apply the concept of 'Mastery' to enhance and enrich subject leadership development. New 09/11/21.	3. Sharing outstanding SMSC practice with other schools within Kirklees and Calderdale. New 16/11/21
4. To extend the school's CPD Science offer. New 12/11/21, updated 06/06/22	4. Career provision development. New 03/11/21, reviewed 10/05/22
5. Development of the EYFS Vision and Curriculum. New 11/02/22, updated 06/06/22.	5. 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, reviewed 13/05/22
6. Development of EYFS outdoor play area. New 06/06/22.	6. Development of effective working partnerships and teacher leadership skills. New 19/05/22
7. To develop a new Phonics pathway. New 16/03/22, updated 06/06/22	
8. 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	

Leadership and management	Behaviour and attitudes

1. 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	1 Enable student voice to be heard in the wider world (Democracy Friendly School Status). New 16/11/21, reviewed 19/05/22
2.Moderation reporting review and development. New 16/11/21, updated 06/06/22	2.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, updated 20/05/22
3.Research and development through the application of Lesson Studies 2021-22 **CPD link**. New 12/10/21, updated 19/05/22	3. Community Cohesion. To explore opportunities that may be beneficial to Castle Hill School at the proposed Newsome Centre. New 01/11/21, updated 20/05/22.
4.Research and development through the application of Lesson Studies 2022-23- The development of a Total Communication Manifesto **CPD link**. New 16/05/22	4. 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, updated 20/05/22
5.Peer Observation project 21-22. New 15/10/21, updated 04/05/22	5. Art Works**:** Formulation and application of a visual manifesto. New 05/05/22
6. To develop and grow our SEND training and support offer. New 18/03/21, updated 07/05/21, updated 02/11/21, updated 20/05/22	6. To develop the staff workroom to ensure an environment more conducive to work is created. New 12/05/22
7. Initial Teacher Training. New 18/03/21, updated 10/05/21, updated 02/11/21, updated 20/05/22	7. To regain Healthy Schools Award status to externally accredit our consistent approach to healthy lifestyles.
8. 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, updated 20/05/22	
9. Leadership development. Updated 04/03/21, updated 10/05/21, updated 02/11/21, updated 20/05/22	
10. The development of two new rooms for sensory regulation needs and visual skills. New 15/11/21, updated 06/05/21	

11. ==Work Related== Learning Eco Build. Updated/ New 06/11/20, updated 04/03/21, updated 15/05/21, updated 18/10/21, updated 04/05/22	
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, updated 20/05/22	
13. ==To further develop and== enrich manual handling procedures and protocol throughout school. New 12/11/21	
14. Priority: Growth and development of the Makaton offer. New 20/05/21	

Targets completed this year:

Quality of Education:
Updating of "Teaching and Learning Toolkit"

PD
To develop Mental Health Crisis procedures and protocol throughout school.
Developing Rebound Provision

Leadership and Management
Development of PMLD outdoor play area

Behaviour and attitudes
Embed and celebrate children's rights (UNICEF Gold Rights Respecting Schools Award).
Supporting and further developing parent/carer engagement.

Quality of education

1. Priority: To apply headlines from the Summer 2021 and Spring 22 Assessment Report

Intent: Raising performance outcomes and improving assessment processes through:
- the application and quality assurance of Key Skill Pathways
- PiP quality assurance and moderation
- the development of progression guidance
- the development of moderation within the target setting process

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 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 New Case Studies will now be developed for 21-22, existing Case Studies will continue	KD/JA

SB/KD and Working Party | Outcomes positive with areas for development Collated case studies and tracking evidence

Collated case studies and tracking evidence |
| - **PiP/Pathway/CHL Moderation** 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 | PH/DP | Minutes of Working Party meetings Minutes of Teachers Meetings Amendment to practice for example differentiating PiP focus and context. |
| - **The application of Castle Hill Level Progression Guidance** To extend the progression guidance process and apply it to the summer 2022-23 Castle Hill Level Attainment data | Application of Progression Guidance to assist in the target-setting process in October 2022 | PH/DP | Monitoring of Pupil Progress Documents |

			Monitoring through the Summer 2022 Assessment Report
- **Group moderation within the target-setting process in October 2022** To ensure sufficient challenge within the target-setting process	Application of a group moderation process within target setting in October 2022, including teachers, class leads, and SLT		Minutes of Moderation meetings On track / Off track outcomes in Spring 2023 data

Impact: Improved assessment processes and increased opportunities for learning

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

Intent: Students participating in new bespoke pathways for learning appropriate to destination

Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
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

Impact: Leavers further empowered by destination focused approaches to learning

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

Intent: Subject area curriculum support and resourcing will be informed by the subject lead's differentiated Mastery statements

Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through

For subject leads to formulate differentiated 'Mastery' statements	Autumn 2021	Teachers/AM	Mastery statemnts
For the 'Mastery' statements to influence action plans	Development of subject areas Spring, Summer 2022		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
Subject leads to evidence impact of Mastery	Autumn 2022-23		Presentations
Impact: Improved subject area curriculum support through the application of 'Mastery'			

4. Priority: To extend the school's CPD science offer			
Intent: Provision of high-quality science learning opportunities for students at the early stages of development.			
Implementation	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
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

Impact: Evidenced science progression and engagement for students within the early stages of development

5. 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
Review of Vision and Philosophy for Early Years with a specific focus on curriculum and assessment. Create a new three tier curriculum based on sensory, semi-formal and formal pathways of learning focussed on 7 areas of learning and development. Create rationale for Early Years assessment process. 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.	Vision and Philosophy document for Early Years curriculum and assessment to be completed by July 2022 Develop initial (Year 1) long term curriculum guide for implementation in September 2022 Develop initial (Year 2) long term curriculum guide for implementation in September 2023 Develop initial (Year 3) long term curriculum guide for implementation in September 2024 Early Years rationale for assessment and supporting documents to be completed by July 2022	SB	Application of Vision, Philosophy, and curriculum Assessment system which can track a greater range of progress for unique learners while linking to statutory framework

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

6. 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
To develop continuous provision, offer through purchase of equipment which provides outdoor learning opportunities for PMLD learners To develop opportunities for sensory regulation in the outdoor environment through purchase of large equipment, including body rocker, swing and tipi To wash top of canopy To wash and treat the walls To purchase equipment which will cushion the metal columns	Development of outdoor continuous provision offer. (Summer 2 2022) Observations of learning which highlight impact of equipment. (Summer 2 2022)	SB/AL	Learning outcomes Learning environments walk
To complete an audit of the EY learning environment with the support of a working party which: -Locates an appropriate area for a range of provision for EY learners -Identifies suitable equipment Consult with Suppliers for costings: -Maple Leaf? -Caloo?	Following observations of interim provision, completion of outdoor environment audit. (Autumn 2 2022) Plans for permanent playground structures, including quotes. (Spring 2 2023)	SB/TD/JR	Continued consultation with SLT, LGB and BOD

-Playdale?			
Consult with Pinnacle (management company) regarding plans and fitting Consult with Pinnacle regarding costing for partial site clearance, reconfiguring of fencing/gates Consult regarding finance Estimate funds available and shortfall Fund raise if necessary Arrange fitting timetable Assess effectiveness of resources	Fundraise for key pieces of equipment. (Summer 2 2023)	SB/TD/JR	Continued consultation with AH Fundraising meeting minutes Analysis of impact on learning

Impact: 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.

7. Priority: To develop a Phonics Pathway			
Intent: To provide a clear framework for the teaching of Phonics to support progress in Literacy for all learners in school			
Implementation:	**Outcomes, Progress, Timeline**	**Lead Persons**	**Monitoring through**
Re-assess our approach to Literacy teaching in the light of new research and reflect this within Policy and Practice Create a Pathway which reflects the needs of sensory, semi-formal and formal learners which is	An updated Communication and Language policy which reflects current research 9.5.22/16.5.22/23.5.22 JA to complete on-line Teach us Too training A tool to support all staff in their delivery and assessment of Phonics to different groups of learners	JA, SB, KD	Teacher planning MAPP and Pip documents Assessment data

based on a Sensory Systematic Phonics approach	Phonics teaching to be explicit in Planning		Lesson observations - Summer 22-23
Phonics Training for all staff	Increased confidence of all staff to deliver and assess Phonics based learning 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
Impact: Measurable improvement in levels of literacy for all learners and increased confidence for staff in delivering Phonics			

8. Priority: To have a consistent approach to the Learning Environment within Hygiene Suites so that learning in Personal Care is maximised
Intent: Time spent in the hygiene suite forms a significant part of the students' day and there are many opportunities for development. Learning in this area will have a significant positive impact on the student's independence in future life.

Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Initially informed by triad group working under the key question of "How can we further promote the development of independence skills in personal care?"	Triad work will complete Summer 2022 with the option of continuing into 22/23 if action to be carried out.	AM, VL, MI	Triad feedback SIP visit 18.5.22
Creation of orange book for each class, to support the AfL process in this area.	Orange books will raise the profile of progress in Personal Care		Learning Walk
Write case studies (one per class of triad members)	Case studies to evidence impact of development. Spring 2022		Case studies Triad feedback
Creation of resources to support hygiene routines: mini social stories, key vocabulary prompt to support AfL process, handwashing symbols/photos	Initially trialled in triad classes. Spring 2022 To roll out to all hygiene suites as determined by action following Learning Walk (see below). Summer 2022 (and into 22/23 as necessary)		Learning Walk
Learning walk to establish good practice within the environments of the hygiene suites. This will take place after school hours, to investigate the environment.	Learning Walk carried out 16.5.22		Learning Walk record

Record and share findings Establish targets from Learning Walk			
Action following findings from Learning Walk with the aim of developing learning environments within the hygiene suite that are consistent, low stimulus, organised and which help to promote independence. (This may have funding implications such as in the purchasing of storage)	Creating a universal learning environment within hygiene suites to promote consistency and promote student realisation and anticipation within daily routines. Summer 2022 (and into 22/23 as necessary)		Triad action plan, triad feedback. PiP scrutiny
Impact: Students make increasing progress in targets relating to Personal Care. Learning Environment promotes a consistent approach.			

Personal development

1. Priority: Development of staff resilience and support for parents of pupils transitioning from Post 16 to their future destinations.			
Intent: 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 04.04.2022 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 W/B 18.05.22:

- Proposal for support and training for staff including 1 full day of training for 'Resilience Mentors' | | |
| AH and PH to advertise the 'Resilience Mentors' training opportunity to staff, oversee the delivery, and assess outcomes/impact. | - Draft role description for 'Resilience Mentors'

- Proposal for support for parents

Delivery of training for 'Resilience Mentors' | | |
| AH and PH to advertise the support offer for parents, oversee the delivery, and assess outcomes/impact | Delivery of support offer for parents | | |

Impact: Improved staff resilience and parental support in preparation for pupils leaving Castle Hill School

2. Priority: To promote the appropriate use of computing to support teacher delivery and pupil understanding (NAACE Award)			
Intent: 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**
Complete learning walk with focus on delivery of computing, what does this look like for our	Providing a critical evaluation of teaching practice with technology.	VL/ GF	Review outcome Intervention input

students? How is Computing made explicit in planning?	Evidence of progression Identification of gaps and provision of interventions for the development of teaching and learning		Evidence of student learning Development of curriculum
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			
Review the computing curriculum policy and online safety/safeguarding procedures associated. Looking further at the appropriacy of need for students			
Complete the Self Review Framework, covering a wide variety of Computing elements, including; Leadership & Management, Teaching & Learning with Technology, Assessment of Digital Capability, Digital Safeguarding, Professional Development and Resources & 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 **Date for visit confirmed: 28th June 2022**			

Impact: To support and broaden teacher pedagogy to provide a rich variety of experiences in computing for pupils across phases

3. Priority: Sharing outstanding SMSC practice with other schools within Kirklees and Calderdale			
Intent: 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		
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			
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 1st 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	

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	Assessment of Work Related learning experience
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).	Secondary and Sixth Form Staff will have a working knowledge of CEIAG at Castle Hill. Autumn 2022	VL/AM	Application and assessment of Gatsby standards Training records Staff briefing records
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 2021	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 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	Careers Policy, Curriculum Overview and other related school documents to be updated to include reference to Benchmarks. Spring/Summer 2022	VL/AM	Application of advice from Enterprise Advisor
Impact: Improved careers offer to support all learners towards an active and enriched adult life			

5. 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			
Intent: 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			

6. 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**

		PH, Effective Working Partnership Group, Teachers as Leaders Group	Meeting records
PH to identify areas of need relating to working partnerships within school and teacher leadership skills and confidence	Launch of Effective Working Partnership group and Teachers as Leaders group		
	SWOT Analysis for Effective Working Partnership and Teachers as Leaders group		Training records
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	Half-termly Effective Working Partnership group meetings: - 07.10.21 - 18.11.21 - 07.02.22 - 14.03.22 - 26.05.22 Effective Working Partnerships Baseline of Expectations		Analysis of impact
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 their own reflective practices	Half-termly Teachers as Leaders meetings: - 23.11.21 - 14.12.21 - 25.02.22 - 08.02.22 - 05.04.22 - 23.05.22 Teachers as Leaders Guide for Trainee Teachers		

Impact: Improved working partnerships and developed teacher leaderships skills and confidence.

Effectiveness of leadership and management

1. **Priority: Application of the School led Tutoring Programme as part of the DfE's education recovery plan**

Intent: To support disadvantaged pupils in catch up leaning			
Implementation	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
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/AM	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			
To partner the plan with the EEF project: 'Achieving Positive Outcomes for Disadvantaged Pupils'. The programme supports schools in using research informed practice to bring about positive change for all pupils. We intend to measure and celebrate the application of the Tutoring grant Through this project.	Project outcome data	DP/RW	Outcome data

Impact: Enriched learning opportunities to ensure further catch up and recovery.

2. Priority: Complete a reviewed moderation reporting process to achieve and wider understanding of process towards parity of outcomes			
Intent: 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
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
Impact: 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			
Intent: Development, application and dissemination of action research through lesson studies			
Implementation	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**

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 **Agreed focus:** -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 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? -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	Autumn term 2021: formulation of triads End of Autumn 2021-22 Initial feedback to the teachers' meeting: 15th Dec End of Spring 2021-22 feedback SIP visit focus 18th May End of Summer 2021-22 feedback and conclusions	SP/SLT All teachers	Application of outcomes during and after the research period
Dissemination of outcomes to support staff to support their personal development process 22-23		Teachers	Support staff PD targets related to lesson studies

			resulting with an impact on learning
Impact: Greater understanding of outstanding practice resulting in improved Teaching and Learning			

4.CPD link Priority: Research and development through the application of Lesson Studies 2022-23			
Intent: Development, application and dissemination of action research through lesson studies based on the theme of 'a Total Communication Manifesto'			
Implementation	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
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 Agreed focus: Agreed contextualised whole school scripts for communication utilising rhythm and rhyme to aid and assist memory, understanding and response. **Contexts include:** -Learning resource rooms -Classrooms -Outside play -In the community.	Autumn term 2022: formulation of triads End of Autumn 2022-23 Initial feedback to the teachers' meeting: 15th Dec End of Spring 2022-23 feedback End of Summer 2022-23 feedback and conclusions	SP/SLT All teachers	Application of outcomes during and after the research period. Assessment of learning outcomes

Planned dissemination of outcomes to support staff to support their personal development process.	Further application of strategies through twilight and PD sessions	Teachers/ Support staff	Support staff PD targets related to lesson studies resulting with an impact on learning
Impact: Greater understanding of outstanding practice resulting in improved Teaching and Learning			

5. Priority: For teachers to participate in the school's Peer Observation project 2021-22
Intent: Teachers to observe peers with members of the SLT Autumn Spring Summer Teachers to produce a short report after each observation on lessons learnt regarding their own practice

Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
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 Summer report 2022	Teachers	Reports and subsequent lesson observation outcomes
Impact: Improved teaching methods through the application of reflective practice			

6. Priority: To develop and grow our SEND training and support offer			
Intent: Effective SEND support for the community			
Implementation	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
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	
Impact: Supporting all schools to provide appropriate SEND support for learners in all schools			

7. Priority: Initial Teacher Training

Intent: 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)			
Implementation	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
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 SLE 70% of trainees have already secured employment for 22/23	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 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 Work with the TS Hub to develop ITT placements across the LA	AL	Recruitment rates
Support current trainees in applications and interviews forECT 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	
Impact: Development of NQTs with strong knowledge and understanding of SEND pedagogy and practice			

8. To be engaged in and develop the growth of the SEND offer through the Teaching School Hub
Intent: 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			
Implementation	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
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 Joint project management of a SEND for Mainstream programme with TSHub and Kirklees LA	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) Planned delivery of a SEND programme to support mainstream schools 22/23 Initial planning meeting held with Dionne Heaven Launch date set July 2022 Development of a SENCO qualification to be delivered through the TS Hub	AL	
Impact: Supporting all schools to provide appropriate SEND support for learners in all schools			

9. Leadership Development

Intent: The development of leadership at all levels across school.				
Embedding the process of implementation to support school development activities				
Implementation	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**	
To develop and coordinate a joint EEF, Research Schools & Kirklees Partnership Programme to deliver leadership training focussed on implementation and closing the gap for disadvantaged pupils	Attended initial information giving meeting with Bradford Research School (2/2/21) Meeting with Kirklees to write the draft proposal (24/2/21)	AL (Clare Taylor WYTA, Kirklees LA)	Minutes of meetings 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			
Through Lesson Studies	Monitoring meetings 15/12/21 06/04/22 11/07/22 18/07/22	SP	Application outcomes and case studies	
Personal Development Projects	Spring audit Summer audit completed 27/04/22	SP	Application and record of outcomes	
Impact: Enhanced distributed leadership model				

10. Priority: The development of two new rooms for sensory regulation needs and visual skills

Intent: To enhance the provision for sensory regulation and visual skills, through the development of two new bespoke rooms

Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Plan and deliver a variety of fundraising activities	-Meet as Fundraising Leads to determine fundraising strategy 02.11.21 -Meet as a Fundraising Working Party to discuss fundraising strategies, (which will be extended below) 19.11.21 -Christmas Shopping Trolley Raffle -Christmas Calendar -Parent shop (father's day/mother's day) -Easter Egg Raffle -Meet as Fundraising Leads to determine priorities for equipment -Arrange a meeting with Pinnacle to discuss plans and action	PH, SB, KW PH, SB and Fundraising Working Party PH, SB, KW (liaise with GF re prizes)	Fundraising records Fundraising Working Party minutes
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)	Fundraising records Fundraising Working Party Records
-Consult with Pinnacle regarding plans, preparation and fitting of Sensory room and Sensory Regulation room -Identify equipment needs for the two rooms, initial focus on the room for sensory regulation	Arrange a meeting with Pinnacle to discuss plans and action	PH, SB and Pinnacle PH, SB, KW	Meeting minutes Fundraising Working Party Records
-Create a timetable to structure the use of the rooms -Deliver staff training on the rooms -Monitor effective use of the rooms	-Produce timetables for the rooms -Training dates (to be confirmed) -Planned dates for Learning Walks	PH, SB	Timetable Training records Learning Walk

Impact: 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

11. Priority: To establish a Work Related Learning hub for KS4 and Sixth Form (Eco Build)

Intent: Completed Reworks build

Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Secure funding	Further discussions with Wolfson Foundation- submit phase 2 application for £75,000 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		

Impact: Application of a more comprehensive Work-Related Learning Offer to further improve preparation for the future

12. Aim: To provide accounts of family and students' experiences through transition from Castle Hill School to Post 19 Provision

Intent: 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

Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through

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	
Impact: Families throughout school have a greater understanding of the final transition process from school to service providers and college.			

13. Priority: To further develop and enrich manual handling procedures and protocol throughout school			
Intent: -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			
Implementation	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
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	-W/B 20/09/21 -Whole staff manual handling training, including enhanced training for new staff with MHA 06.07.21 -New LSA manual handling training with MHA 15.09.21 -Whole LSA manual handling training with MHA 05.10.21 Manual handling training arranged as soon as possible for new starters	PH, PT	Teachers Meeting Minutes, SLT Meeting Minutes Records of communication with MHA Development in understanding of manual handling procedures and protocol as evidenced through ongoing competency assessments
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
Impact: Greater understanding and contribution to manual handling procedures and protocol throughout school			

14. 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**
Review of the current Makaton provision, including extending the Makaton delivery team. Deliver a staff training programme to support with classroom level signing linked to termly topics All staff to receive at least Level 1 training in Makaton Provide training for parents linked to the schools key vocabulary and topics	KP has been identified as an additional Makaton Training. Level 3&4 Makaton training has been booked for May 2022 Makaton Twilight delivered May 2022 Dates for future sessions to be set Audit of staff training to date completed	AL & ND	Application of Makaton in class Training menu Training records
To provide Makaton training to the wider community	Dates set for Makaton Training Autumn 2022		
Impact: Pupil's who use Makaton as an approach			

Behaviour and attitudes

1.Priority: Enable student voice to be heard in the wider world (Democracy Friendly School Status)			
Intent: For our young citizens to develop the skills, confidence, and connections to enable their voice to be heard in the wider world. Reviewed by: KD Date: 10/05/22			
Implementation	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
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	

Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
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
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 Devise 'Transport Passport' proforma Trial Passports for individuals	KD with JA, CW	Passports for individuals
Develop positive relationships with our local councillors and share issues that affect us as a school community	Invite Councillor Andrew Cooper and Michelle Ross to visit school and meet School Council members and families, eg through 'Family Fruit Morning' – 23.05.22 Share developments of the Re-Works Recycling Hub and how School Council members have contributed to decision making	KD with KW	Photographic and video evidence
Carry out a Social Action Project to help improve a local area or enrich others' lives - tbc			
Impact: 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.			

2. Priority: Specialist sensory transition resource			
Intent: 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 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 Twlight training session delivered March 2021 Twilight training session planned for 13.06.2022	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 June 2022 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 Secondary (some students have a bag about me) Primary (some students have a bag about me) EYFS COVID-19 delay Review with staff how often the bags were used and how they helped transition. Autumn 2020 (Autumn 2021) Autumn 2022 Review and update pupils 'Bag About Me' Summer 2022		
Impact: Developed short and long term transitions			

3. Priority: Community cohesion

Intent: 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 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.		

Impact: Increased student voice within the local community leading to a greater sense of belonging and empowerment

4. 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. Get confirmation from families on places for Residential and their confirmation that they are prepared to make contribution.	Autumn term 2022 Autumn 2022	AM	Application of plan
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
Impact: 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.			

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

Area of development:		KW	
Designs, that are informed by the visual manifesto/ design manual, will be created for each of the following developments: The Atrium - Colour Bands Primary Playground – Emblazon ReWorks – Interior Once the manifesto/manual has been established; a number of development projects will then take place that will be informed by the findings.	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 Emblazen (Playground) Interior design of ReWorks		Effectiveness of school environment to assist wellbeing and learning- student learning outcomes
Impact: Wellbeing and achievement outcomes positively influenced by learning environment			

6. Priority: To develop the staff workroom to ensure an environment more conducive to work is created.			
Intent: To create a more effective working space with clear understanding of protocols			
Implementation	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
Carry out staff survey regarding thoughts for development	Feedback outcomes and plan for development to class leads. Ensure plan available in workroom for all staff to see	KD	Survey results 'Word cloud'

Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Provide noise-cancelling headphones, and increased number of computers/workstations Add shelving for pedagogy-based library resource Populate shelving with reference materials	Headphones types to be researched by ICT manager, purchased and applied Business manager to ensure shelving complete and fit for purpose Resources collated and added	GF	Survey of outcomes Use of library-signing out sheet
Extend area of room by combining with current reprographics room Remove one of the cupboards Add partitions Provide appropriate pigeonholes for class leads Ensure all staff aware of, and able to refrain from, unnecessary distraction in workroom	To be added to change schedule for 2022-23 Application of positive signage	AH KD KD	Build outcome Use of resource Monitoring of the environment

Impact: Staff are able to work effectively in a quieter environment

7. Priority: To regain Healthy Schools Award status to externally accredit our consistent approach to healthy lifestyles.			
Intent: 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, AH	Minutes
Carry out a School Health Check by adopting a best-fit approach to grade the criteria in each health theme	Whole school	KD, AH	Audit outcome
Consider 'next steps' for each health theme, to be added to subject action plans	Whole school action	KD, AH	Next step outcomes
Complete actions for each health theme, keeping a record of progress	Apply whole school action	KD, AH	Action and outcome evidence

Submit completed themes of the School Health Check to the Health and Wellbeing Service to be Quality Assured	Submit	KD, AH	Health check outcome
Request an external assessment, if required	Assessment	KD, AH	External assessment
Impact: Improved practice and outcomes for pupils in the areas of PSHE, Healthy Eating, Physical Activity and SEMH			