



# Castle Hill School

## School Improvement Plan

### November 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).



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

**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. <b>New</b> and ongoing 18/11/22.	1. <b>Development</b> of resilience mentors. New 19/05/22, updated 18/11/22.
2. <b>Redevelopment of the Sixth Form Curriculum</b> . 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.	2. <b>To promote the appropriate use of computing to support teacher delivery and pupil understanding. (NAACE Award)</b> . Added 05/11/21. updated 10/05/2022, updated 18/11/22.
3. <b>To extend the school's CPD Science offer</b> . New 12/11/21, updated 06/06/22, updated 18/11/22.	3. <b>Sharing outstanding SMSC practice with other schools within Kirklees and Calderdale</b> . Added 16/11/21, updated 18/11/22.
4. <b>Development of the EYFS Vision and Curriculum</b> . New 11/02/22, updated 06/06/22, updated 18/11/22.	4. <b>Career provision development</b> . Added 03/11/21, reviewed 10/05/22, updated 18/11/22.
5. <b>Development of EYFS outdoor play area</b> . New 06/06/22, updated 11/11/22, updated 18/11/22.	5. <b>To further develop awareness of our enhanced curriculum (Pupil Premium, Sports Premium and use of the School Led Tutoring grant) through the school website</b> . Added 16/11/21, reviewed 13/05/22, updated 18/11/22.
6. <b>To develop a new Phonics pathway</b> . New 16/03/22, updated 06/06/22, updated 18/11/22.	6. <b>Development of effective working partnerships and teacher leadership skills</b> . Added 19/05/22, updated 18/11/22.
7. <b>To develop the upper play area to provide more opportunities for discovery and engagement</b> . <b>New</b> 11/11/22	7. <b>Further development of HLTA leadership skills</b> <b>New</b> 16/11/21
8. <b>To further develop subject lead student tracking and intervention strategies</b> . <b>New</b> 11/11/22	8. <b>Development of the sensory regulation room resource</b> <b>New</b> 16/11/21
9. <b>To enhance our communication board system to include core vocabulary and opportunities to make choices and comment</b> . <b>New</b> 11/11/22	

Leadership and management	Behaviour and attitudes
1. <b>Moderation reporting review and development</b> . Added 16/11/21, updated 06/06/22, updated 18/11/22.	1. <b>Review and relaunch behaviour plan</b> <b>New</b> 11/11/22.

<p>2. Research and development through the application of Lesson Studies 2022-23 <b>CPD link. New</b> 11/11/22.</p>	<p>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.</p>
<p>3. Peer Observation project 22-23. <b>New</b> 11/11/21.</p>	<p>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.</p>
<p>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 18/11/22.</p>	<p>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.</p>
<p>5. Initial Teacher Training. Added 18/03/21, updated 10/05/21, updated 02/11/21, updated 20/05/22.</p>	<p>5. Art Works: Formulation and application of a visual manifesto. Added 05/05/22, updated 18/11/22.</p>
<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.</p>	<p>6. To develop the staff workroom to ensure an environment more conducive to work is created. Added 12/05/22, updated 18/11/22.</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.</p>	<p>7. To regain Healthy Schools Award status to externally accredit our consistent approach to healthy lifestyles. Added 12/05/22, updated 18/11/22.</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.</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.</p>	
<p>10. To further develop and enrich manual handling procedures and protocol throughout school. Added 12/11/21, updated 18/11/22.</p>	

<p>11. Growth and development of the Makaton offer. Added 20/05/21, updated 18/11/22.</p>	
<p>12. To develop the school's website to ensure a trust wide model is applied, however. Retaining Castle Hill's unique identity. <b>New</b> 11/11/22</p>	

## Targets completed this year please refer to previous CHIP

### Quality of Education:

3. To apply the concept of 'Mastery' to enhance and enrich subject leadership development. New 09/11/21.
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, updated 18/11/22.

### PD/

### Leadership and Management

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, 18/11/22
3. 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
5. Peer Observation project 21-22. New 15/10/21, updated 04/05/22, update 18/11/22
9. 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

- 1 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



<p><b>Intent:</b> Raising performance outcomes and improving assessment processes through:</p> <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> <li>- the development of moderation within the target setting process</li> </ul>			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p><b>- Key skill Pathways application, with a focus on the Phonics Pathway</b></p> <p>Case studies will track Pathways – Curriculum Guides - MTP – PIP documents – Evidence of work to provide evidence of application</p>	<p>Lesson observations completed in Autumn 2020-21 based on application of key skill pathways</p> <p>Tracking evidence outcomes</p> <p>12.03.21 - Case studies completed in Reading, Writing, Speaking, and nearly completed in Listening.</p> <p>14.05.21 – Case Studies completed in Number, Space, Shape, and Measure and Using and Applying</p> <p>21.05.21 – Case Studies completed in Listening</p> <p>New Case Studies will now be developed for 21-22, existing Case Studies will continue</p> <p>Lesson observations to be completed throughout 2022-23 with a focus on the application of Phonics</p>	<p>KD/JA</p>	<p>Outcomes positive with areas for development</p> <p>Collated case studies and tracking evidence</p> <p>Collated case studies and tracking evidence</p>
<p><b>- The development Castle Hill Level Progression Guidance</b></p> <p>To extend the progression guidance process and apply it to the Summer 2022 Castle Hill Level attainment data. To develop specific progression guidance for English and Maths skill areas, refining the progression guidance data, through the inclusion of Summer 2023 data.</p>	<p>Production of Castle Hill Level Progression Guidance for all skill areas combined in the Summer 2022 Assessment Report</p> <p>Production of Progression Guidance for specific English and Maths skill areas, using Summer 2023 data</p> <p>Inclusion of Summer 2023 data in Progression Guidance to refine the accuracy</p>	<p>PH/SB</p>	<p>KS1-KS5 Target Setting Information</p> <p>KS1-KS5 Spring on/off track information on Pupil Progress Documents</p> <p>KS1-KS5 Attainment data in the Summer 2023 Assessment Report</p>

<p><b>- The analysis of anomalies in Target Setting and application of support strategies</b></p> <p>KS1 Target Setting data anomaly (100% achievement of English and Maths targets) and KS5 lower attainment data in English (57%) in Summer 2022 compared to Maths (71%), to be analysed and support strategies to be applied To ensure suitable challenge within the target-setting process</p>	<p>Subject Leads in partnership with Phase Leads to analyse KS1 Target Setting data and KS5 English and Maths Target Setting and attainment data to address anomalies within the Target Setting process.</p> <p>Support strategies will be applied with KS1 and KS5 teachers, to bring Target Setting and attainment in line with expectations.</p>	<p>PH/SB/Phase Leads/Maths Lead (KD), English Lead (JA), in partnership with CW</p>	<p>KS1 and KS5 Attainment data in the Summer 2023 Assessment Report Minutes of Moderation meetings On track / Off track outcomes in Spring 2023 data</p>
<p><b>Impact:</b> Improved assessment processes and increased opportunities for learning</p>			

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

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

## 3. Priority: To extend the school's CPD science offer

<p><b>Intent:</b> Provision of high-quality science learning opportunities for students at the early stages of development.</p>			
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
<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 new three tier curriculum based on sensory, semi-formal and formal pathways of learning 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>	SB	<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><b>Impact:</b> Students engaged in a focussed Early Years curriculum which provides bespoke opportunities for learning and development.</p>			

#### 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>Observations of learning which highlight impact of equipment. (Summer 2 2022)</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) regarding plans and fitting</p> <p>Consult with Pinnacle regarding costing for partial site clearance, reconfiguring of fencing/gates</p>	<p>Fundraise for key pieces of equipment. (Summer 2 2023)</p>	SB/AH/SP	Continued consultation with AH

Consult regarding finance			Fundraising meeting minutes
Arrange fitting timetable			Analysis of impact on learning
Assess effectiveness of resources			
<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.			

<b>6. Priority: To develop a Phonics Pathway</b>			
<b>Intent:</b> To provide a clear framework for the teaching of Phonics to support progress in Literacy for all learners in school			
<b>Implementation:</b>	<b>Outcomes, Progress, Timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Re-assess our approach to Literacy teaching in the light of new research and reflect this within Policy and Practice	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	JA, SB, KD	Teacher planning MAPP and Pip documents Assessment data
Create a Pathway which reflects the needs of sensory, semi-formal and formal learners which is based on a Sensory Systematic Phonics approach	A tool to support all staff in their delivery and assessment of Phonics to different groups of learners Phonics teaching to be explicit in Planning Increased confidence of all staff to deliver and assess Phonics based learning By July 2023		Lesson observations -Summer 22-23
Phonics Training for all staff			
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
<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	Build and student engagement
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	
<b>Impact:</b> Improved opportunities for discovery and engagement			

8. Priority: To further develop subject lead student tracking and intervention strategies			
<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.			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
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 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 Summer 22-23	SP/SLT	
<b>Impact:</b> Improved subject lead intervention and tracking resulting in improved student attainment			

<b>9.Priority:</b> To enhance our communication board system to include core vocabulary and opportunities to make choices and comment.			
<b>Intent:</b> To provide new communication boards throughout play areas			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
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			

## Personal development

<b>1. Priority:</b> Development of staff resilience and support for parents of pupils transitioning from Post 16 to their future destinations.
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**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
<p>AH and PH to identify areas of need related to staff resilience and parental support in preparation for pupils leaving Castle Hill School.</p> <p>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.</p> <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>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.</p> <p>Dr. Nicola Stenberg to share proposal W/B 18.05.22:</p> <ul style="list-style-type: none"> <li>- Proposal for support and training for staff including 1 full day of training for 'Resilience Mentors'</li> <li>- Eleanor Davies confirmed to join the project 04.11.22</li> <li>- Draft role description for 'Resilience Mentors' – To be produced in collaboration with mentors on the Training Day 30.11.2022</li> <li>- Proposal for support for parents</li> <li>Delivery of training for 'Resilience Mentors'</li> <li>- Full day Training date confirmed for 30.11.22</li> <li>Delivery of support offer for parents</li> </ul>	<p>PH/AM (in partnership with Dr. Nicola Stenberg)</p>	<p>Meeting records</p> <p>Training records</p> <p>Analysis of impact of training</p>

**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
<p>Complete learning walk with focus on delivery of computing, what does this look like for our students? How is Computing made explicit in planning?</p> <p>Gather photographic evidence of the use of computing across phases to provide an assessment of achievement. How is progress evident across phases? In particular, evidence that we are ensuring pupils are not just consolidating, but also progressing with their skills</p> <p>Review the computing curriculum policy and online safety/safeguarding procedures associated. Looking further at the appropriacy of need for students</p> <p>Complete the Self Review Framework, covering a wide variety of Computing elements, including; Leadership &amp; Management, Teaching &amp; Learning with Technology, Assessment of Digital Capability, Digital Safeguarding, Professional Development and Resources &amp; Technology. Focus on developing our delivery of the Computing curriculum to support pupils to make clear and continued progress in this area.</p> <p>Be visited and assessed by a NAACE assessor <b>18<sup>th</sup> January 2023</b></p>	<p>Providing a critical evaluation of teaching practice with technology.</p> <p>Evidence of progression</p> <p>Identification of gaps and provision of interventions for the development of teaching and learning</p>	<p>VL/ GF</p>	<p>Review outcome</p> <p>Intervention input</p> <p>Evidence of student learning</p> <p>Development of curriculum</p>
<p>Introduce use of focused Computing interventions provided by Greg.</p> <p>Computing club to be used to provide further support for identified students across the school.</p> <p>Development of a pro-forma to provide clear assessment to identify progress within Computing.</p>	<p>Provide consistent interventions to identify progress for students within Computing.</p>	<p>VL/GF</p>	<p>Review outcome</p> <p>Intervention input</p>

<b>Impact:</b> 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  Completed session 1 (Sept.2022) of 2 (Jan.2022)		
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
<p>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.</p> <p>Carry out audit of current provision</p> <p>Liaise with C&amp;K Careers advisor to establish areas for development, following audit</p>	<p>Liaise with C&amp;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)</p> <p>Update of Careers at Castle Hill Document (which evidences how the Benchmarks are met) spring 2022</p> <p>Careers Leader to meet C&amp;K Careers Advisor, 16/03/2022, 10am</p>	<p>VL/AM</p> <p>VL</p> <p>AM/VL</p>	<p>Assessment of Work Related learning experience</p>
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			

**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 to identify areas of need relating to working partnerships within school and teacher class leadership skills and confidence	Launch of Effective Working Partnership group and Teachers as Leaders group	PH, Effective Working Partnership Group,	Meeting records Training records Analysis of impact

<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>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 will be approached in autumn 2022 to participate in the next project focusing on Resilience Mentors.</p>	<p>Teachers as Leaders Group</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 their own reflective practices</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> <li>- 05.04.22</li> <li>- 23.05.22</li> <li>- 20.10.22</li> <li>- 08.12.22</li> </ul> <p>Teachers as Leaders Guide for Trainee Teachers</p>	<p>PH, Teachers as Leaders Group</p>	<p>Meeting records Training records Analysis of impact</p>
<p><b>Impact:</b> Improved working partnerships and developed teacher leaderships skills and confidence</p>			

<b>7. Priority: Development of HLTA leadership skills</b>			
<b>Intent:</b> To develop strategies to enhance HLTA leaderships skills, confidence, and knowledge of school systems, such as, assessment			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
<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.</p> <p>RW and HLTA group to discuss areas of development, problem-solve as a group and share strategies.</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</p> <p>Half-termly HLTA group meetings:</p> <p>The HLTA staff will be approached in autumn 2022 to participate in group meetings</p> <p>RW to feedback to SLT on an ongoing basis. RW to liaise with SB regarding similar groups in school, such as, the Learning Facilitator group.</p>	<p>RW, HLTA group, in partnership with SLT</p>	<p>Meeting records</p> <p>Training records</p> <p>Analysis of impact</p> <p>Observation feedback</p> <p>HLTA Personal Development documents</p>
<b>Impact:</b> Improved HLTA practice leading to an enhanced student learning experience			

<b>8. 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

<b>1. Priority: Complete a reviewed moderation reporting process to achieve a wider understanding of process towards parity of outcomes</b>			
<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			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>



Moderate internally and externally: -Castle Hill School Levels -Pre- Key stage standards -MAPP and PIP targets	To be integrated into staff meetings throughout the year Twilight sessions to be completed	KD/SB	Clear moderation outcomes and actions 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><b>Autumn term 2021: formulation of triads</b></p> <p>End of Autumn 2021-22 Initial feedback to the teachers' meeting: 15<sup>th</sup> Dec</p> <p>End of Spring 2021-22 feedback</p> <p>SIP visit focus 18<sup>th</sup> May</p> <p>End of Summer 2021-22 feedback and conclusions</p>	<p>SP/SLT 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>
<p><b>Impact:</b> Greater understanding of outstanding practice resulting in improved Teaching and Learning related to Reading</p>			

**3. Priority: For teachers to participate in the school's Peer Observation project 2022-23**

**Intent:** Teachers to observe peers with members of the SLT

Autumn

Spring

<b>Summer</b>			
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 <u>their next observation</u>	Autumn report 2021- set timetable Spring report 2022 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>			
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	
<b>Impact:</b> Supporting all schools to provide appropriate SEND support for learners in all schools			

<b>5. Priority: Initial Teacher Training</b>			
<b>Intent:</b> For 87-92% of trainee teachers (2019-20 cohort) to successfully complete their ITT year (in line with the national statistics for ITT) To recruit 14 trainee teachers (2020-21 cohort) For 83% of trainee teachers to secure employment within sixteen months of qualifying (in line with national statistics)			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
ITT- Provide continued support to last years ITT students through the ECF process	Facilitator for the ECF through the TS Hub supporting the development of the SEND content	AL	Evaluations of input Success in year 1 of the ECF
Successful delivery of the 21-22 ITT programme including achieving 90% success rate in completing the course and 85% success rate in obtaining employment with 12 months of completion	12 trainees have started the training programme Development of Planned delivery of the programme to include expertise from Castle Hill Staff and other SEND 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 for ECT positions	Provide job application clinic Offer mock interview process	AL	Employment data
Develop ECTs as link buddies for new trainees.	Last years trainees attended induction meeting for new ITTs Last years trainees to deliver a session on your first year as an ECT	AL	
<b>Impact:</b> Development of NQTs with strong knowledge and understanding of SEND pedagogy and practice			

<b>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	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	
<b>Impact:</b> Supporting all schools to provide appropriate SEND support for learners in all schools			
<b>7. Priority: The development of two new rooms for sensory regulation needs and visual skills</b>			
<b>Intent:</b> To enhance the provision for sensory regulation and visual skills, through the development of two new bespoke rooms			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>

<p>Plan and deliver a variety of fundraising activities</p>	<p>-Meet as Fundraising Leads to determine fundraising strategy 22.09.22          - Macmillan Coffee Morning 30.09.22          - Autumn Fair 04.11.22          - Christmas Shopping Trolley Raffle          - Christmas Calendar          - Parent shop (father's day/mother's day)          - Easter Egg Raffle</p>	<p>PH, SB, KW           PH, SB and Fundraising Working Party           PH, SB, KW (liaise with GF re prizes)</p>	<p>Fundraising records           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           Equipment ordered for the Sensory room in Secondary – significant delays in receiving equipment. PH asking GF for updates and GF chasing suppliers.           Resonance boards quote sought, waiting for school requirements before ordering</p>	<p>PH, SB, KW (liaise with GF re specialist equipment)              KW</p>	<p>Fundraising records           Fundraising Working Party Records</p>
<p>-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</p>	<p>Meeting with Pinnacle to discuss plans and action - rooms sufficient in terms of sockets</p>	<p>PH, SB and Pinnacle           PH, SB, KW</p>	<p>Meeting minutes           Fundraising Working Party Records</p>
<p>-Create a timetable to structure the use of the rooms          -Deliver staff training on the rooms          -Monitor effective use of the rooms</p>	<p>-Produce timetables for the rooms           -Training dates (to be confirmed)          -Planned dates for Learning Walks</p>	<p>PH, SB</p>	<p>Timetable           Training records          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		
Community involvement plan formulation	To engage the community in the work related learning hub and ensure student receive learning impact from the resource	SP/AM/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 for staff	Policy to be read, reviewed, and signed on an annual basis by staff, autumn 2022	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



<p>Annual training for all staff who undertake Manual Handling practices</p>	<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> </ul> <p>Manual handling training to be arranged for new LSA and new ETA starters appointed in autumn half-term 2 as soon as possible – PT informed this is upcoming</p>	<p>PH, PT</p>	<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>
<p>Formulation and application of formal training needs analysis and document a formal training strategy</p>	<p>Competency Assessments to be undertaken of small groups of staff on a termly basis by PH and PT, to observe practice</p>	<p>PH, PT</p>	<p>Record of advice and guidance provided</p>
<p><b>Impact:</b> Greater understanding and contribution to manual handling procedures and protocol throughout school</p>			

<p><b>11. Priority: Growth and development of the Makaton offer</b></p>			
<p><b>Intent:</b> To effectively support pupils who use Makaton as part of a total communication approach by developing staff knowledge and confidence</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>Review of the current Makaton provision, including extending the Makaton delivery team.</p>	<p>KP has been identified as an additional Makaton Training. Level 3&amp;4 Makaton training has been booked for May 2022</p> <p>Makaton Twilight delivered May 2022</p>	<p>AL, ND, KP</p>	<p>Application of Makaton in class</p> <p>Training menu</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>Dates for future in house sessions to be set</p> <p>Audit of staff training to date completed</p>		<p>Training records</p>
<p>To provide Makaton training to the wider community</p>	<p>Dates set for Makaton Training Autumn 2022</p>		
<p><b>Impact:</b> Pupil's who use Makaton as an approach</p>			

<p><b>12. Priority: To develop the school's website to ensure a trust wide model is applied, however. Retaining Castle Hill's unique identity</b></p>			
<p><b>Intent:</b> To create a new website</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>To consult with Engaging Education to assess need</p>	<p>Initial intent and development model agreed 22<sup>nd</sup> Nov 2022</p>	<p>SP/GF</p>	
<p>To arrange access re photography and filming</p>	<p>Aut/spring 22-23</p>	<p>SP/GF</p>	<p>Photography still sorting</p>

To agree format additional to 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 MAT wide web model reflecting the unique nature of Castle Hill School's offer			

## Behaviour and attitudes

<b>1. Priority: Review and relaunch behaviour plan</b>			
<b>Intent:</b> To integrate further the language of regulation and ensure our community possess an enhanced understanding that dysregulation is communication			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>

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		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  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 Twilight 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		

	<p>Secondary (some students have a bag about me)          Primary (some students have a bag about me)          EYFS (to make Summer 2023)          COVID-19 delay          Review with staff how often the bags were used and how they helped transition. Autumn 2020 (Autumn 2021)Autumn 2022 Autumn 2023          Review and update pupils 'Bag About Me' Summer 2022</p>		
<p><b>Impact:</b> Developed short and long term transitions</p>			

<p><b>3. Priority: Community cohesion</b></p>			
<p><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.</p>			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p>Request to be on mailing list and involved in stake holder group.</p>	<p>To inform Cheryl Reid, Kirklees Council of the school's interest in the proposed Newsome Centre</p>	<p>KW</p>	<p>Link opportunities within the community</p>
<p>Attend stakeholder meetings and community update meetings and to feedback areas of interest</p>	<p>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.</p>		
<p><b>Impact:</b> Increased student voice within the local community leading to a greater sense of belonging and empowerment</p>			

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

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

<b>5. Priority: Art Works: An agreement between:</b> Castle Hill School and Fabric Lenny. Facilitated by Katrina Whale.			
<b>Intent:</b> 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			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
<b>Area of development:</b>		KW	

<p>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</p> <p>Primary Playground – Emblazon</p> <p>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</p> <p>Student engagement activities</p> <p>Delivery of engagement activities in school (KW)</p> <p>Compiling engagement findings, evidence, photos and student artwork</p> <p>Creation of visual manifesto/design manual</p> <p>Design of Colour Band</p> <p>Design of Emblazon (Playground)</p> <p>Interior design of ReWorks</p> <p>Additional areas for development have been identified to be included Art Works project: ReWorks signage, canopy along the front of school, vinyl wrap of the sensory pod</p>		<p>Effectiveness of school environment to assist wellbeing and learning-student learning outcomes</p>
<p><b>Impact:</b> Wellbeing and achievement outcomes positively influenced by learning environment</p>			

<p><b>6. Priority: To develop the staff workroom to ensure an environment more conducive to work is created.</b></p>			
<p><b>Intent:</b> To create a more effective working space with clear understanding of protocols</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>Carry out staff survey regarding thoughts for development</p>	<p>Feedback outcomes and plan for development to class leads. Ensure plan available in workroom for all staff to see</p>	<p>KD</p>	<p>Survey results 'Word cloud'</p>
<p>Provide noise-cancelling headphones, and increased number of computers/workstations</p>	<p>Headphones types to be researched by ICT manager, purchased and applied</p>	<p>GF</p>	<p>Survey of outcomes</p>



Add shelving for pedagogy-based library resource Populate shelving with reference materials	Business manager to ensure shelving complete and fit for purpose Resources collated and added		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
<b>Impact:</b> Staff are able to work effectively in a quieter environment			

<b>7. 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 PSHE, PD completed 11.11.22  Display in secondary corridor 12.10.22	KD	Audit outcome  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, if required	Assessment	KD	External assessment
<b>Impact:</b> Improved practice and outcomes for pupils in the areas of PSHE, Healthy Eating, Physical Activity and SEMH			