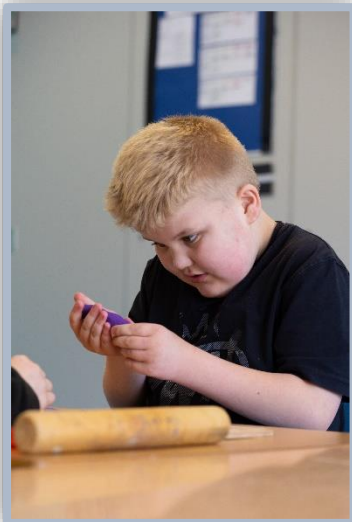




# Castle Hill School

## School Improvement Plan

### November 2024



**Together**  
Learning Trust



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

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

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

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

### **School Improvement Partner**

Our School Improvement Partner is Jackie Nellis. Jackie is an experienced Educational Consultant and has been an Executive Headteacher and Assistant Director of Children's services with a local authority, Jackie has a demonstrated and successful history of school leadership and working with schools, academy trusts and local authorities. Jackie supports school development and completes a school visit every term with a changing focus depending on need.

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

### **Multi Academy Trust**

**We are proud to be a part of the Together Learning Trust. We completed our conversion 2023-24**

As a part of a Multi Academy Trust we are able to share our ideas, strengths and expertise to provide the best possible learning opportunities for all our pupils.



### **Motto**

Innovating, Communicating, Empowering.

### **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.

### **Teaching School**

The DfE restructured the teaching school landscape from August 2021, the Pennine Teaching School Alliance, therefore, no longer exists. Whilst the landscape may look different, we will continue to be focused on the development of; Initial Teacher Training, Early Career Development, Leadership Development and Continual Professional Development through **Castle Hill School's Teaching and Learning Development Centre**. We are also a strategic partner of the **Kirklees and Calderdale Teaching School Hub**. Please refer to the relevant development criteria in the **Effectiveness of Leadership and Management section**.

**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.**

Quality of education	Personal development
<p>1. To apply headlines from the Summer 22-2023 Assessment Report and ongoing 18/11/22, 28/02/23, 08/06/23, updated 04/12/23, updated 8/03/24, updated 07/06/24, updated 15/11/24.</p>	<p>1. Development of resilience mentors. New 19/05/22, updated 18/11/22, updated 28/02/23, updated 08/06/23, updated 04/12/23, updated 8/03/24, updated 11/6/2024.</p>
<p>2. To assess the implementation and impact of Objects of Reference, Room Signifiers, and Touch Cues in subject areas, through a virtual learning walk (PiPs, MAPP, MTP, EHCPs etc). New 04/12/23, updated 29/02/24, updated 07/06/24. Addition made 06/11/24.</p>	<p>2. Further development of HLTA leadership skills 16/11/21, updated 28/02/23, updated 05/06/23, updated 29/11/2023, updated 04/12/23, updated 26/02/2024, updated 29/02/24, updated 11/6/2024, updated 12/11/24.</p>
<p>3. Develop a Kirklees Special School subject lead network in order benchmark and create a dialogue for improved pedagogy. 28/02/23, 05/06/23, updated 04/12/23, updated 29/02/24, updated 07/06/24. Addition made 06/11/24.</p>	<p>3. Curriculum Development mentor programme. New 04/12/23, updated 8/03/24, updated 07/06/24, updated 18/11/24.</p>
<p>4. To enhance environmental awareness and student participation in ecological activities. New 04/12/23, reviewed 09/03/24, reviewed 18/06/24, updated 15/11/24.</p>	
<p>5. Development/re-launch of Pupil Premium offer. New and reviewed 29/02/24, updated 07/06/24, updated 15/11/24.</p>	
<p>6. To participate in the special schools funding review with Kirklees Council. New 07/06/24, updated 07/06/24, updated 06/11/24.</p>	
<p>7. Development of SALT and communication teacher provision. New 01.05.24, updated 06/11/24.</p>	
<p>8. Development of a coordinated approach to school links into the community, new 06/11/24.</p>	

Leadership and management	Behaviour and attitudes
<p>1. Moderation reporting review and development. Added 16/11/21, updated 06/06/22, updated 18/11/22, updated 28/02/23, updated 04/12/23, updated 8/03/24, updated 11/6/2024.</p>	<p>1. Paul Hamlyn Foundation teacher development fund. To deliver the Parallel Rhythms project. New 05/06/23, updated 04/12/23, updated 05/03/24, updated 11/6/2024, updated 18/11/24.</p>
<p>2. Research and development through the application of Lesson Studies 2023-24 CPD link updated 13/11/23, updated 04/12/23, updated 29/02/24, updated 07/06/24. Addition made 06/11/24.</p>	<p>2. Renewal of the Spiritual, Moral, Social and Cultural Quality Mark (due April 2024) New 04/12/23, updated, 08/03/24, updated 11/6/2024, updated 18/11/24.</p>
<p>3. Peer Observation project 23-24 updated 13/11/23, updated 04/12/23, updated 29/02/24, updated 07/06/24, updated 06/11/24.</p>	<p><b>Governors Strategic Action Plan</b> SIP priorities are monitored by LGB members through:</p> <ul style="list-style-type: none"> <li>-Principal reports presented at alternate governors meeting.</li> <li>-reports to governors' meetings by key staff leads.</li> <li>-link governor monitoring meetings.</li> <li>-informal events.</li> </ul> <p><b>Link governors</b> <b>Quality of Education / Personal Development</b> Teaching, learning and Curriculum. Pupil Premium / Sports Premium Jayne Askew &amp; Emma Firth. CPD and professional development Richard Instone. <b>Leadership and Management</b> Safeguarding / Child Protection/ Children Looked After/ Governor Training, Finance /Funding Til Wright. <b>Behaviour and attitudes</b> Wellbeing, Behaviour, students, staff and families Katrina Whale Health &amp; Safety, SMSC Kristy Dyson. <b>Risk Register</b> All governors.</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 28/02/23, updated and amended 08/6/23, updated 04/12/23, updated 5/3/24, Updated 10/6/24, updated 18/11/24.</p>	
<p>5. Initial Teacher Training. Added 18/03/21, updated 10/05/21, updated 02/11/21, updated 20/05/22, updated 28/02/23, updated 11/6/23, updated 04/12/23, updated 5/3/24, updated 18/11/24.</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, updated 28/02/23, updated 11/6/23, updated 04/12/23, updated 5/3/24, updated 10/6/24, updated 18/11/24.</p>	
<p>7. Growth and development of the Makaton offer. Added 20/05/21, updated 18/11/22, updated 28/02/23, updated 05/06/23, updated 04/12/23, updated 5/3/24, updated 11/6/2024, updated 18/11/24.</p>	
<p>8. To review the school's Safeguarding: Single Central Record (SCR) 16/10/23, updated 04/12/23 , updated 29/02/24, Updated 10/6/24, updated 18/11/24.</p>	
<p>9. Development of complex needs offer. New 29/02/24, updated 07/06/24, updated 06/11/24.</p>	

10. Development of staff induction material. New 29/02/24, updated 10/6/24, updated 18/11/24.

11. Development of wheelchair store to cope with student capacity within school. New 07/11/24.

## For previous CHIP documents ([Click here](#))

### Targets **completed** Autumn 23-24 are:

#### Quality of education

- Development of EYFS outdoor play area. New 06/06/22, updated 11/11/22, updated 18/11/22, updated 28/02/23, updated 05/06/23
- To develop a new Phonics pathway. New 16/03/22, updated 06/06/22, updated 18/11/22, updated 28/02/23, updated 08/06/23.
- To develop the upper play area to provide more opportunities for discovery and engagement. 11/11/22, updated 28/02/23, updated 05/06/23.
- To further develop subject lead student tracking and intervention strategies. 11/11/22, updated 28/02/23, updated 05/06/23
- To enhance our communication board system to include core vocabulary and opportunities to make choices and comment. 11/11/22, updated 28/02/23, updated 05/06/23
- Developing a new SIP review process with a new provider in order benchmark and create a dialogue for improved pedagogy. 05/06/23, updated 13/11/23.

#### Personal development

- Career provision development. Added 03/11/21, reviewed 10/05/22, updated 18/11/22, updated 28/02/23, updated 14/06/23
- Development of the sensory regulation room resource 16/11/21, updated 28/02/23, updated 05/06/23.

#### Leadership and management

- To further develop the Primary department learning environment New 05/06/23.

#### Behaviour and attitudes

- To regain Healthy Schools Award status to externally accredit our consistent approach to healthy lifestyles. Added 12/05/22, updated 18/11/22, updated 28/02/23, updated 12/06/23.

### Targets **completed** Spring/Summer 23-24 are:

#### Quality of education

- Priority: Development of the EYFS Vision and Curriculum, Students engaging in a bespoke curriculum focussed on the 7 areas of learning and development within the statutory Early Years framework. New 11/02/22, updated 06/06/22, updated 18/11/22, updated 28/02/23, updated 09/06/23, updated 04/12/23, reviewed 09/03/24, updated 11/6/24, completed June 24.

#### Leadership and management

- The development of three new rooms for sensory regulation needs and visual skills. Added 15/11/21, updated 06/05/21, updated 18/11/22, updated 28/02/23. updated 08/06/23, updated 04/12/23, updated 8/03/24, completed June 24.
- To create case studies representing Post19 transition to support families in their understanding of the process. Added 19/05/21, updated 07/05/21, 12/11/21, updated 20/05/22, updated 18/11/22, updated 28/02/23, updated 14/06/23, updated 04/12/23, updated 8/03/24, completed June 24.
- To further develop and enrich manual handling procedures and protocol throughout school. Added 12/11/21, updated 18/11/22, updated 28/02/23, updated 08/06/23, updated 04/12/23, updated 8/03/24, completed June 24.

### Targets **completed** Autumn 24-25 are:

#### Quality of education

Developing a peer review process within Kirklees Special Heads in order benchmark and create a dialogue for improved pedagogy.

#### Personal development

Development of effective working partnership and teacher leadership skills

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

Development of effective working partnerships and teacher leadership skills.

**Behaviour and attitudes**

Community Cohesion. To explore opportunities that may be beneficial to Castle Hill School at the proposed Newsome Centre.

## Quality of education

1. Priority: To apply lessons learnt from previous Assessment Reports			
<p><b>Intent:</b> Improving assessment processes through:</p> <ul style="list-style-type: none"> <li>- The gathering of qualitative data (case studies) to support quantitative data outcomes</li> <li>- Moderation to quality assure descriptors of progress</li> <li>- the development of progression guidance</li> <li>-the development of Birth to 5 Matters assessment</li> </ul>			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
<b>Case studies</b> will track and support outcomes	Ongoing collation of long and short term case studies	PH / JA	Collated Case Studies
<b>CHL Moderation</b> To provide an ongoing forum for discussion regarding the setting of targets through dedicated time within Teachers Meetings	Moderation dates to be confirmed for the Autumn term 2024-25  16.10.24 - Reading – CH Levels 5+	KD / VL	Minutes of Teachers Meetings
<b>The development Castle Hill Level Progression Guidance</b> To develop progression guidance, to inform the target setting process	Application of Progression Guidance to assist in target setting process	PH / DP / RW	Analysis of successful outcomes from the target setting process
<b>Birth to 5 Matters framework</b> To further define and apply assessment steps within EYFS using the Birth to 5 Matters framework	Further understanding of small steps of progression  Sub-dividing of Emerging, Developing and Secure into three: 'c/b/a', in line with CHLs (nine sub-levels in total per Range).	KD	More effective Birth to 5 Matters assessment



	<p>KD met with SB - 13.06.24, 25.06.24 to moderate judgements for all pupils in EYs for start and end of year, 2023-24. Pupils given a numerical score in all areas to input into whole-school Assessment Report.</p> <p><b>Target-setting:</b> All pupils in EYs baselined with end of year and end of KS targets set, using new, more defined assessment steps, eg 1Dc, 2Sa.</p> <p><b>Assessment Report:</b> KD to meet with PH, DP, 18.11.24, to clarify EYs data needed for whole-school report.</p> <p><b>EY assessment:</b> KD to produce clear protocol around EYs assessment (links with SIP visit report 06.11.24)</p>		<p>Pupil Progress Documents (PPD) discussed with DP</p> <p>Autumn Whole-school Assessment Report</p> <p>One page report detailing EYs assessment protocol</p>
<p><b>Impact:</b> Improved assessment processes and increased opportunities for learning</p>			



**2. Priority: To assess the implementation and impact of Objects of Reference, Room Signifiers, and Touch Cues in subject areas through a virtual learning walk (PiPs, MAPP, MTP, EHCPs etc).**

**Intent:** To enable subject leaders/teachers to support and understand the use of Objects of Reference, Room Signifiers, and Touch Cues within their subject areas and provide support to enhance the provision

Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
For all subject leads/teachers to complete a virtual learning walk to identify the use of Objects of Reference, Room Signifiers, and Touch Cues within their subject	Autumn 23-24	SP/PH/AM	Virtual learning walk Subject lead targets Impact statements
To add a target to their subject lead action plan to enhance provision as a result of their outcomes of Learning walk outcomes and the work of the OOR lesson study group	Autumn/Spring 23-24	SP/PH/AM	
To assess impact of action plan development and the OOR lesson study group through an additional virtual and actual learning walk.  <b>Addition November 24.</b> Teachers to work towards preparing for the lesson observation focus: 'Framing Transition' in Spring 2024-25	Spring/summer 22-23  Autumn/Spring 24-25	SP/PH/AM	

**Impact:** Improved subject lead provision of Objects of Reference, Room Signifiers, and Touch Cues

<b>3. Develop a Kirklees Special School subject lead network in order benchmark and create a dialogue for improved pedagogy.</b>			
<b>Intent:</b> Successfully co-lead on school improvement development across the partnership.			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Suggest strategy and seek agreement provide Terms of Reference Set groups	Spring 22-23	SP	Student progress and developed pedagogy
Initial visits by groups with clear outcomes and plans for ongoing collaboration Groups include PSHE and PD	PD/PSHE Initial meeting Summer 22-23 22/06/23 (minutes available) PD/PSHE Autumn 23-24 29/11/23 (agenda available) PD/PSHE Spring 23-24 PD/PSHE Summer 23-24 TBA		
<b>Addition November 24.</b> Groups to include Literacy	Initial meeting 23 Sept 2024 14 <sup>th</sup> Nov 2024 23 <sup>rd</sup> January 2025		
<b>Impact:</b> Improved opportunities for communication, discovery, engagement and play			

<b>4. Priority: To enhance environmental awareness and student participation in ecological activities. (For Autumn 2024)</b>			
<b>Intent:</b> Achieve Eco-Schools Green Flag Accreditation			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Establish an Eco-Committee. Discuss with SLT and wider staff team to determine membership of this group. linked to School Council. First meeting 19.11.24 Establish an "Eco-Board", display or page on website etc to showcase work of the committee and wider Eco-projects.	Eco-Committee established, having initial meeting in Spring Term. Eco-Committee to meet once a half term.  Eco-Board established Summer Term	AM	Minutes kept to evidence topics covered and action taken.

<p>Work with Eco-Committee to establish an "Eco-Code". 19.11.24</p> <p>Carry out an Environmental Review, including involvement of the Eco-Committee.</p> <p>Establish initiatives following result of Environmental Review. Link to curriculum (eg in Curriculum Guides) and to use of ReWorks where possible.</p>	<p>Eco-Code in place and evident on Eco-Board and introduced to the wider school community. Autumn 2024</p> <p>Establishing current good practice and highlighting possible future action for development. Spring Term.</p> <p>Initiatives such as litter picks and posters promoting eco-aware practice. Links made to curriculum (eg in Curriculum Guides, ASDAN, links to ReWorks). To begin in Summer Term.</p>		<p>Results of Environmental Review shared with Eco-Committee and wider school population.</p> <p>Eco-Schools Action Plan (linked to 3 of the 10 Eco-Schools Topics)</p>
<p>Apply for Eco-School Green Flag Accreditation</p>	<p>Application Summer 2025</p>		<p>Planning Monitoring Accreditation Achieved Summer 2025/Autumn 2025</p>
<p><b>Impact:</b> Enhanced "Eco" learning opportunities. Developed links with the community around Eco projects. Curriculum links to environmental projects established. Eco-School Green Flag Accreditation.</p>			

5. Priority: Development of Pupil Premium offer			
Intent: More effective tracking and impact of PP strategy			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Review effectiveness of Pupil Premium delivery through a Pupil Premium audit.	Complete audit February 2024	AL	PP outcomes and further audit
Formulate PP action plan	Spring 2024	DP	
Complete policy review in light of new cohort.	Spring 2024		
Clarify PP assessment method within MAPP targets	Summer 2024		
Clarify PP assessment frequency within PIPs			
Add colour code/ abbreviation to highlight PP within assessment methods			
Review impact of audit with further PP assessment	Autumn 2024/25	AL	
Impact: More effective tracking and impact of PP strategy			

6.To participate in the special schools funding review with Kirklees Council			
Intent: Successfully participate in the review			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Principal to participate in special school funding review	Academic year 23-24		
Principal to be an active member of the task and finish group	Autumn/Spring 24-25	SP	

Principal to assist in applying new agreed strategy	End of academic year 24-25		Student progress and developed pedagogy
Principal allocate funding accordingly for successful educational outcomes	Academic year 25-26		
<b>Impact:</b> To apply a new funding model within Castle Hill School to ensure the continuation of effective teaching and learning			

<b>7. Development of SALT and communication teacher provision</b>			
<b>Intent:</b> Employ a Communications Teacher and Speech and Language Therapist			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Complete advert for Communications teacher for employment – 2 days from Spring 25	Summer 24	SP	Student progress and developed pedagogy
Employ SALT for 3 days TTO Re arrange plans and groups for 24/25	Consultation with TLT Secure funds Consultation with NHS SLA formulation Advertisement Employment		
<b>Impact:</b> Improved opportunities for student communication development and staff pedagogy			

<b>8. Development of a coordinated approach to school links into the community</b>			
<b>Intent:</b> Ensure an enriched offer is secured with links into school and out in the community for 24-25			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Complete links audit	Autumn 24-25	SP	Student progress and developed pedagogy
Apply and coordinate a effective community link offer throughout school	Consultation with department leads and class teachers	AM	
<b>Impact:</b> Improved opportunities for student learning both in school and in the community			

## 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
<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>PH to advertise the 'Resilience Mentors' training opportunity to staff, oversee the delivery, and assess outcomes/impact.</p> <p>In partnership with AM develop a training support opportunity for Sixth Form parents, in relation to careers, opportunities and support beyond Castle Hill School</p> <p>PH to arrange for 'Refresher' training</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> <p>Proposal for support and training for staff including 1 full day of training for 'Resilience Mentors'</p> <p>Eleanor Davies confirmed to join the project 04.11.22</p> <p>Draft role description for 'Resilience Mentors' – Produced in collaboration with mentors on the training day</p> <p>Training Day 30.11.2022 – postponed. New Resilience Mentor Training delivered 08.03.2023</p> <p>PH to meet Resilience Mentors (summer 2) to assess outcomes/impact</p>	<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> <p>Employee Healthcare Referral records</p>

	<p>Sixth Form Parents Careers Support Event 'Coffee and Cake' 29.03.24</p> <p>Resilience Mentor Refresher Training to take place Autumn 2024 (to be delivered in-house)</p>	PH	
<p><b>Impact:</b> Improved well being support leading to improved teaching and learning</p>			

2. Priority: Development of HLTA leadership skills			
<p><b>Intent:</b> To develop strategies to enhance HLTA leaderships skills, confidence, and knowledge of school systems, such as, assessment</p>			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p>RW and the HLTA group to complete a SWOT analysis to determine areas of need and focus. Staff to evaluate strengths and areas for development in conjunction with the Professional Standards for Higher Level Teaching Assistants. 24/01/2023</p> <p>RW and HLTA group to discuss areas of development, problem-solve as a group and share strategies. 24/01/2023 07/03/2023 13/06/2023 29/11/2023 22/02/2024 12/10/2024</p> <p>RW to identify training needs for HLTAs if required and liaise with SLT if training/support is required.</p>	<p>Launch of HLTA group, focusing on leadership, confidence, and knowledge of school systems 24/11/2022</p> <p>Termly HLTA group meetings: 29/11/2022 2 present 24/01/2023 4 present 07/03/2023 5 present 13/06/2023 4 present 29/11/2023 6 present 22/02/2024 3 present 12/10/2024 3 present</p> <p>The HLTA staff will be approached in autumn 2022 to participate in group meetings 24/11/2022</p>	<p>RW, HLTA group, in partnership with SLT</p>	<p>Meeting records 29/11/2022 24/01/2023 07/03/2023 13/06/2023 29/11/2023 22/02/2024 12/10/2024</p> <p>Training records</p> <p>Analysis of impact</p> <p>Observation feedback</p> <p>HLTA Personal Development documents</p>



Folder with supporting documents for HLTA staff to access – ongoing documents to be added.

24/01/2023

07/03/2023

13/06/2023

29/11/2023

10/06/2024

RW to feedback to SLT on an ongoing basis.

10/02/2023

17/03/2023

13/06/2023

29/11/2023

10/06/2024

11/11/2024

RW to share CPD opportunities with HLTA reflective log 29/11/2023

RW to liaise with AM regarding similar groups in school, such as, the Learning Facilitator group.

Recap protocols and procedures of administering medication when acting as HLTA

Robyn to suggest newly qualified HLTAs to have an opportunity to peer observe before being observed.

RW to share good practice newly qualified HLTAs as well as experienced HLTAs

**Impact:** Improved HLTA practice leading to an enhanced student learning experience

<b>3. Priority: Curriculum Development mentor programme</b>			
<b>Intent:</b> Working with a mentor to progress subject lead pedagogy: Tracking, assessing, monitoring and supporting achievement within subject areas.			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Subject leaders, with their mentor should work to establish a deeper understanding of student achievement within their subject area and apply intervention strategies to support teaching and learning as a result. Subject Lead Intervention Documents , Subject Lead Progress Monitoring documents and case studies should be enhanced through this process.	<p>Set mentor group : Autumn</p> <p>Meetings to be held every ½ term to set and review targets</p> <p>Spring 23/24</p> <p>Summer 23/24</p> <ul style="list-style-type: none"> <li>Autumn 24/25</li> </ul>	SP	Curriculum area development and curriculum leader file audit
<b>Impact:</b> Enhance and enrich subject area influence within the learning offer.			

### 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 – UA Pathway, Number Pathway, Phonics Pathway, Speaking and Listening Pathways, Reading Pathway -Pre- Key stage standards - Reading	To be integrated into staff meetings throughout the year – 28.09.22, 19.10.22, 18.01.23, 25.01.23, 01.03.23, 17.05.23, 27.09.23, 18.10.23, 24.01.24, 28.02.24, 07.03.24, 15.05.24, 16.10.24	KD	Clear moderation outcomes and actions added to moderation report. Report added to

<p>-MAPP and PIP targets – Developing bank of subject specific impact statements; 'Deep dive' into phonics PIP targets ('golden thread') - Mastery – Statements devised in a new aspect of each curriculum area</p>	<p>'Birth to 5 Matters' moderation of judgements for EY pupils – KD, SB – 08.07.24, 10.07.24</p>		<p>website on ongoing basis</p>
<p>Consultation with SLT and teachers regarding new reporting systems – Castle Hill Assessment Criteria to be devised in Maths and Literacy</p> <p>Building up 'bundles' of evidence for each level in English and Maths strands</p>	<p>Speaking, Listening, Reading and Writing Assessment Criteria formulated by JA/CW Number, SSM, UA Assessment Criteria formulated by KD Teachers meeting and SLT meetings feedback reactions and outcomes Moderation using Assessment Criteria 27.09.23 (Speaking and Listening), 18.10.23 (Number), 24.01.24 (Reading), 07.03.24 (Number), 15.05.24 (Number), 16.10.24 (Reading)</p> <p>Number Levels 6-8: 07.03.24, 15.05.24 Maths Levels 4-5 English strands Levels 4-8</p>		<p>Effectiveness of new reporting system</p>
<p>Facilitation of external moderation links within and outside of the MAT</p>	<p>Link facilitation and analysis of outcomes</p>		<p>External moderation outcomes</p>
<p>Completion and sharing of report outcomes and areas for development</p>	<p>Sharing of outcomes and next steps Monitoring of success in next moderation round</p>		<p>Assessment of AFL report</p>
<p><b>Impact:</b> Improved assessment accuracy and understanding resulting in improved Teaching and Learning</p>			

2.CPD link Priority: Research and development through the application of Lesson Studies 2022-23, new 23-24, new 24-25			
Intent: Development, application and dissemination of action research through lesson studies			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p>Complete a research and development project which will aid pedagogical development within school related to the hybrid/balanced instruction approach to teaching reading. The lesson study groups are:</p> <ul style="list-style-type: none"> <li>-Phonics pathway group</li> <li>-Music, rhythm and sound group</li> <li>-Inclusive literacy best practice group</li> <li>-Bridge best practice group</li> <li>-Bespoke literature group</li> <li>-Phase 1,2,3 phonics best practice group.</li> </ul>	<p>Autumn term 2022: formulation of triads</p> <p>End of Autumn 2022-23 Initial feedback to the teachers' meeting: 15<sup>th</sup> Dec</p> <p><b>Additional-</b> to present to whole staff group during March 10<sup>th</sup> training day, replaced with 21<sup>st</sup> July training day.</p> <p>End of Summer 2022-23 feedback and conclusions</p>	<p>SP/SLT</p> <p>All teachers</p>	<p>Application of outcomes during and after the research period through lesson observation</p>
<p>Dissemination of outcomes to support staff to support their personal development process</p>	<p>21<sup>st</sup> July training day 22-23.</p>	<p>Teachers</p>	<p>Support staff PD targets related to lesson studies resulting with an impact on learning</p>
<p>To complete lesson studies to support outcomes from 2022-23. Groups for 23-24 are:</p> <ul style="list-style-type: none"> <li>AAC and Advanced reader routes for learning</li> <li>Emergent reading group</li> <li>OOR touch cues development group</li> <li>Phonological awareness through Intensive Interaction</li> <li>Rhythm and Rhyme group</li> </ul>	<p>Teacher meeting feedback Autumn term</p> <p>Teacher meeting feedback Spring term</p> <p>Teacher meeting feedback Summer term</p> <p>Transition training day presentation to school staff</p>		
<p>Dissemination of outcomes from 23-24 to support staff to support their personal development process</p>	<p>Autumn 2024/2025</p>		

<p>To complete lesson studies to support outcomes from 2023-24. Groups for 24-25 are:</p> <ul style="list-style-type: none"> <li>-Rhythm and Rhyme group</li> <li>-Emergent reading group (early readers including introduction to letters and sound blending)</li> <li>-Phonological awareness through Intensive Interaction (Gestalt Language processing)</li> <li>-AAC and advanced reader routes for learning (accelerated readers with a reading scheme and functional literacy focus)</li> <li>-OOR/touch cues development group</li> </ul>	<ul style="list-style-type: none"> <li>Teacher meeting feedback Autumn term</li> <li>Teacher meeting feedback Spring term</li> <li>Teacher meeting feedback Summer term</li> <li>Transition training day presentation to school staff</li> </ul>		
<p><b>Impact:</b> Greater understanding of outstanding practice resulting in improved Teaching and Learning related to Reading</p>			

<p><b>3. Priority: For teachers to participate in the school's Peer Observation project 2024-25</b></p>			
<p><b>Intent:</b> Teachers to observe peers with members of the SLT</p> <p>Autumn Spring Summer</p> <p>Teachers to produce a short report after each observation on lessons learnt regarding their own practice</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>Teachers to produce a short report after each observation on lessons learnt regarding their own practice. This area should be highlighted as an area for development in <u>their</u> next observation</p>	<ul style="list-style-type: none"> <li>Autumn report 2024/25- set timetable and collate reports</li> <li>Spring report 2024/25-apply timetable and collate reports</li> <li>Summer report 2024/25-apply timetable and collate reports</li> </ul>	<p>SP</p>	<p>Reports and subsequent lesson observation outcomes</p>
<p><b>Impact:</b> Improved teaching methods through the application of reflective practice</p>			

<b>4. Priority: To develop and grow our SEND training and support offer</b>			
<b>Intent:</b> Effective SEND support for the community			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
To set up a small working group within school to support the development of the training offer	Initial discussion to agree potential offer  Survey sent to all schools to monitor demand	AL/DP  DP	Training offer, including number of delegates signed up
<b>Re-write the training offer for 2023-2024</b> Following some changes in staffing, roles and responsibilities re draft the offer available. Liaise with Kirklees (Sarah Grant & Emma Brayford) to discuss potential school needs. Use exit data from current SEND programme to compile school needs	Engagement Model Training planned for January 2024 21 delegates attended training 18/4 & 2/5 EM Training delivered  11 schools registered for Cohort 2 SEND in Mainstream Schools October 2023 – full day November 2023 - twilight January 2024 half day March 2024 twilight May 2024 half day July – half day	AL/DP	Published training programme  Notes from Kirklees discussions Exit data from current SEND programme
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
<b>Re fresher training for facilitators</b> Training to include implementation and research to align with EEF priorities for training		AL/DP	Training plans Working party dates

When training is established arrange a working party for facilitators to share training plans and ideas			
Marketing of the SEND offer for all schools (mainstream & SEND), inc. development of the Pennine website	Set dates/times/venues for the training Attended SENCO Net October 2021 to share SEND CPD opportunities	MAT leave	Website development
<b>Website Development</b> Re-launch of the training offer with a focus on key programmes initially (linked to Kirklees priorities): Communication, Assessment, Early Maths <b>Marketing</b> Attendance at SENCO net to advertise training opportunities	Created new web pages on the Castle Hill School website for marketing of our training offer Booking link created to book directly from the Castle Hill Website (Training)	AL/DP	Website updates SENCO net agendas
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	MAT leave	
<b>Wider Opportunities</b> Continue to build on established working relationship with Kirklees and The Teaching School Hub to provide relevant training opportunities to local schools. Explore funding opportunities with Kirklees. In preparation for the change in MAT discuss opportunities to support the MAT schools and work in collaboration with mainstream partners to provide a more robust offer.	Hosted CAMHs training for parents in understanding Behaviour Strategies. 6 week programme (Nov- Dec 2023) – 10 parents engaged in the programme  Parent training delivered: February 2024 Regulation / behaviour February 2024 Intensive Interaction March 2024 communication training  Joint SEND School Twilights: 29/2/24 Engagement Model (12 external staff)	AL/DP	
<b>Impact:</b> Supporting all schools to provide appropriate SEND support for learners in all schools			



<b>5. Priority: Initial Teacher Training updated</b>			
<b>Intent:</b> For 87-92% of trainee teachers to successfully complete their ITT year (in line with the national statistics for ITT) 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 year's ITT students through the ECF process	Facilitator for the ECF through the TS Hub supporting the development of the SEND content	AL(PH)	Evaluations of input Success in year 1 of the ECF
Successful delivery of the 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 90% of trainees (21-22) are in full time employment (2/23)	AL(PH)	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 meeting with Lucy Sykes 24/2/23 to discuss future involvement in delivering SEND ITT (Kirklees) Discussion with Emma Brayford (Kirklees) to look at potential joint working with Kirklees SCITT	AL(PH)	Recruitment rates

Support current trainees in applications and interviews for ECT positions	Provide job application clinic Offer mock interview process	AL(PH)	Employment data
Develop ECTs as link buddies for new trainees.	Last years trainees attended induction meeting for new ITTs Last years trainees to deliver a session on your first year as an ECT	AL(PH)	
Identify new routes to delivery of the SEND ITT programme 23/34 (Following ITT Market Review)  Re writing of the ITT curriculum in partnership with HH SCITT  Development of mentor training with HH SCITT	Contact local ITT providers to discuss options CK TS Hub Kirklees SCITT Huddersfield Horizon SCITT  Partner of Huddersfield Horizon SCITT for Sept 2024  Curriculum Planning meetings: 1/3/24 29/4/24	AL	Future Programme for ITT Programme 23/24
<b>Impact:</b> Development of NQTs with strong knowledge and understanding of SEND pedagogy and practice			

<b>6. To be engaged in and develop the growth of the SEND offer through the Teaching School Hub</b>			
<b>Intent:</b> To be a strategic partner of the Teaching School Hub To be active in the design and delivery of SEND support/training for schools linked to the TSHub			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
To build up relationships with the TSHub and to be named as a strategic partner for the TSHub	Invited to attend TSC SEND meeting for TSHubs  Invited to attend Strategic Partner meeting for the TSHub Strategic partner of the CKTSH SP is a member of the Governing Body for the CKTSH	AL	TSHub development

<p>Support the CKTSH CPD offer through sharing planned SEND CPD opportunities</p> <p>Joint project management of a SEND for Mainstream programme with TSHub and Kirklees LA</p>	<p>Agreed with LS (Director of TSHub) to provide information on current and future SEND CPD opportunities.</p> <p>Facilitator for the ECF supporting the SEND ECTS (11 in total)</p> <p>Planned delivery of a SEND programme to support mainstream schools 22/23 Initial planning meeting held with Dionne Heaven Launch date set July 2022 Development of a SENCO qualification to be delivered through the TS Hub</p> <p>Cohort 1 SEND Programme successfully delivered</p> <p>Cohort 2 SEND programme in the planning stages Funding agreed: Delivered session 1 July 2023 Delivered session 2 October 2023 Delivered session 3 November 2023 Planned session 4 January Planned session 5 March Planned session 6 July</p>	<p>AL</p>	
<p><b>Impact:</b> Supporting all schools to provide appropriate SEND support for learners in all schools</p>			

7. Priority: Growth and development of the Makaton offer			
Intent: To effectively support pupils who use Makaton as part of a total communication approach by developing staff knowledge and confidence			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p>Review of the current Makaton provision, including extending the Makaton delivery team.</p> <p>Deliver a staff training programme to support with classroom level signing linked to termly topics.</p> <p>All staff to receive at least Level 1 training in Makaton.</p> <p>Provide training for parents linked to the school's key vocabulary and topics.</p>	<p>KP has been identified as an additional Makaton Training. Level 3&amp;4 Makaton training has been completed in May 2022.</p> <p>KP Makaton tutor training assessment March to May 2023.</p> <p>KP has completed Makaton training and has applied for license meaning she can begin to deliver workshops.</p> <p>Makaton Twilight delivered May 2022</p> <p>Twilights 2022/23 academic year: 27/09/22, 03/11/22, 02/03/23, 18/04/23, 08/06/23</p> <p>Twilights 2023/24 academic year: 15/09/23, 13/11/23, 12/01/24, 26/02/24, 12/04/24, 10/06/24</p> <p>LSA training: 18/01/24, 11/04/24</p> <p>Audit of staff training to date completed</p> <p>New staff trained according to need in each Level 1 and 2 session</p> <p>Dates set for 2022/23 academic year: Taster session 06/03/23</p> <p><b>Ongoing 23-24- see training records</b></p>	<p>AL, DP, ND, KP</p>	<p>Application of Makaton in class</p> <p>Training menu</p> <p>Training records</p>
<p>To provide Makaton training to the wider community.</p>	<p>Dates set for Makaton Training 2022/23 academic year: Moorlands Primary School 06/09/22 Kirklees tasters 21/09/22</p>		

	<p>Level 1 (Community) 04/10/22  Linthwaite School 13/10/22  Level 1 (Community) 17/01/23  Crossley Fields Primary 18/01/23  Level 1 (Kirklees LDT) 21/01/23  Level 1 (Trainee Teachers) 23/01/23  Crossley Fields Primary 25/01/23  Level 2 (Community) 07/02/23  Level 1 (Community) 22/02/23  Growing Minds Nursery 23/02/23  Level 1 (Kirklees SALT Team) 15/03/23  Presentation to SENCoNet 02/03/23  Level 1 (Community) 22/03/23  Level 2 (Community) 27/04/23  Level 1 (School staff) 02/05/23  Hinchliffe Mill School (Taster Session) 10/05/23  Level 1 (Community) 16/05/23  Level 3 (Community) 23/05/23  Our lady of Lourdes School (Taster Session)  12/06/23  Makaton training ongoing 23-24-see training records  Makaton staff training twilight 15.9.23  Level 1 (Community) 21.9.23  Taster session Huddersfeild uni 16.11.23  Level 1 (Community) 29.12.23  Level 2 (Community) 24.1.24  Level 1 (Community) 27.2.24  Staff training twilight 11.3.24  Level 2 (Community) 10.4.24  Makaton training for parents 13.5.24</p>		
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	Taster session for Huddersfield Uni 23.5.24		
Niki to attend Frontline Makaton training	Training completed 13.12.23		
Niki to attend annual Tutor revision session	Training completed 11.12.23		
To achieve the Makaton Friendly Award	Ongoing due to Makaton offer being incomplete. Summer 24		
<b>Impact:</b> Greater support for pupils who use Makaton as a receptive and expressive learning strategy			

<b>8. Priority: Safeguarding: Single Central Record (SCR)</b>			
<b>Intent:</b> To create a more streamlined and easier to navigate SCR which will be accessible to the SLT and ensure that all Safeguarding procedures for staffing are completed and an accurate record.			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
<p>To adopt a new template for the SCR that ensures all of the mandatory checks are complete with the flexibility to add additional categories as appropriate for our needs.</p> <p>Create a timeline for the transfer of information</p> <p>Transfer the information and complete checks on the current information stored</p> <p>Identify any gaps that need completing.</p> <p>To ensure that other information that is currently stored in the existing SCR, such as training records, staff permissions, is recorded appropriately and is made accessible to staff who require access to the information.</p>	<p>The Key SCR template has been adopted as the new template (20/09/23)</p> <p>All current staff details have been transferred to the new format</p> <p>External staff/consultants/health transferred to the new format</p> <p>Spring /Summer 2023/24</p>	<p>AL/ SP</p>	<p>Review of the SCR in Supervision</p> <p>Governor monitoring</p> <p>SLT updates</p>

Information to be transferred to MAT template	New employees to be added Autumn 2024	AL	
<b>Impact:</b> Increased confidence that the schools SCR is accurate, and the information is accessible to senior leaders			

<b>9. Priority: Development of complex needs offer</b>			
<b>Intent:</b> Provide bespoke school destination for complex needs students			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Set vision	Spring 2023/24	SP	Progress reports to LGC
Discuss with Kirklees regarding funding	Spring/summer 2023/24- ongoing discussions		
Costing via Pinnacle	Autumn 2024/25		
Agreement to proceed	Autumn/Spring 2024/25		
Works	Spring/Summer 2025/26		
Increase cohort	Autumn 2026/27		
<b>Impact:</b> Enhanced learning opportunities for complex needs population			



10. Priority: Development of staff induction material			
Intent: More effective method of understanding, completing and tracking induction requirements			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Research models of induction used by other institutions and authorities.	February/March 2024	AL	PP outcomes and further audit
Compare CHS and other methods	Spring 2024		
Identify best practice	Developed a template for the induction booklet		
Agree process for development	Summer 2024		
Finalise process and then apply	Autumn 2024/25		
Impact: More effective understanding of induction responsibilities for new staff			

<b>11. Priority: Development of wheelchair store to cope with student capacity within school.</b>			
<b>Intent:</b> Provide bespoke wheelchair store to improve the learning environment as a response to changing need within school			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Set vision	Autumn 2024/25	SP	Progress reports to LGC
Discuss with Kirklees regarding funding	Autumn 2024/25		
Costing via Pinnacle	Autumn 2024/25		
Agreement to proceed	Autumn/Spring 2024/25		
Works	Summer 2024/25		
Increase capacity	Autumn 2025/26		
<b>Impact:</b> Enhanced learning opportunities for complex needs population			

## Behaviour and attitudes

1. Priority: Community cohesion			
Intent: Paul Hamlyn Foundation teacher development fund to deliver the Parallel Rhythms project			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Secure the Paul Hamlyn Foundation award.	Award secured £164,000	KW	Outcomes and assessment
Confirm participants: Castle Hill School Berry Brow infants South Crosland Juniors Fairfields School Headlands C/E Roberttown C of E Junior and Infant School	Participants confirmed	KW	
Coordinate the two-year art and music programme that will involve a combination of professional development for identified teachers and in-school class-based workshops.	Formulation of programme Attendance at Induction event at Paul Hamlyn Foundation headquarters (KW and RW) Delivery of phase 1 at CHS complete Interim report submitted 27 <sup>th</sup> Feb 2023 Mini-residency delivered June 6 <sup>th</sup> and 7 <sup>th</sup> to coincide with CastleFest 2024  End of year 1 teacher Creative Gathering to be delivered on the 3 <sup>rd</sup> July	KW	

	<p>End of year 1 evaluation report for Paul Hamlyn Foundation</p> <p>Year 2 programme established and circulated to all schools</p> <p>KW band RW attending the Y2 briefing at PHF headquarters on 8<sup>th</sup> November</p>		
<p><b>Impact:</b> Increased student voice within the local community leading to a greater sense of belonging and empowerment. Teachers confidence and skills develop in the delivery of music and art activity</p>			

**2. Priority: Renewal of the Spiritual, Moral, Social and Cultural Quality Mark (due April 2024)**

**Intent:** Spiritual, Moral, Social and Cultural development runs through everything we do at Castle Hill. This nationally recognised Quality Mark will recognise the work that we do in this area for students and the wider school community.

Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Apply for self-review tool and verification service	Understand and analyse	DG	Outcomes, assessment and renewal of QS mark
Complete self-review tool and formulate whole school action plan for areas for development	Nov/Dec 23 Dates of progress to be included;	DG	
Apply action plan	Jan/Feb/March 24 Dates of progress to be included;	DG	
Apply for quality standard	April 25 Dates of progress to be included; SMSC QM processed being paused externally (June 2024),	DG	

	requesting extension while waiting for QM agency to get back to us with moderation date.		
Complete and coordinate assessment visit	<p><b>Awaiting response from the national quality mark regarding visit</b></p> <p>SMSC QM will be verified virtually</p>	DG	
<b>Impact:</b> Recognise, celebrate and enrich personal development throughout the school, curriculum and community.			