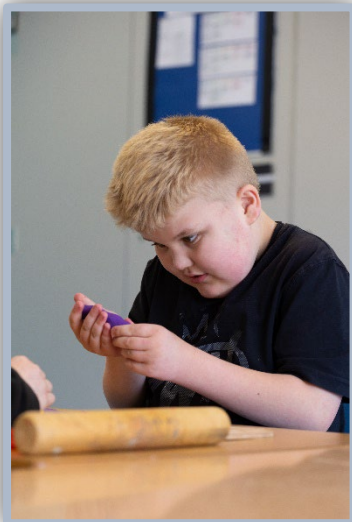




Castle Hill School

School Improvement Plan

March 2026



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.

Our key priorities are based on the four main Ofsted judgement areas (Excluding EYFS and Sixth Form which are integrated throughout), our own ongoing assessment process, SIP visits, Peer Review outcomes and Local/National agendas.	
Curriculum and Teaching, Achievement	Personal Development and Wellbeing
1. To improve our assessment process, through moderation and the development and application of new progression guidance. Refreshed 08/12/25. Reviewed 11/03/26.	1. Development of the staff resilience project 2025-2026. Refreshed 08/12/25. Reviewed 11/03/26.
2. To assess the implementation and impact of reference strategies. Refreshed 08/12/25. Reviewed 11/03/26.	2. Further development of HLTA/Learning Facilitator leadership skills 2025-26. Refreshed 08/12/25. Reviewed 10/03/26.
3. To enhance environmental awareness and student participation in ecological activities towards the Eco Schools Award. New 04/12/23, reviewed 09/03/24, reviewed 18/06/24, updated 15/11/24, reviewed 13/03/2025, reviewed 01/07/2025, updated 08/12/25. Reviewed 10/03/2026.	3. Development of staff Qualification offer. New 08/12/25, updated 02/03/26.
4. To develop, refine and adapt school's Pupil Premium offer. New and reviewed 29/02/24, updated 07/06/24, updated 15/11/24, updated 21/03/25, updated 24/06/25, updated 08/12/25. Reviewed 03/03/26.	
5. To participate in Kirklees Council special schools funding review New 07/06/24, updated 07/06/24, updated 06/11/24, updated 12/03/25, updated 24/06/25, updated 08/12/25, updated 02/03/26.	

Leadership and Governance	Attendance and Behaviour, Inclusion, Safeguarding
1. Application of moderation process to achieve a wider parity of outcomes 2025-26. Refreshed 08/12/25. Reviewed by KD date 13/03/26.	1. Community Cohesion project with MAT Schools. New 08/12/25. Reviewed 3/3/26.
2. Research and development through the application of Lesson Studies 2025-26. Refreshed 08/09/25, updated 02/03/26.	2. SALT led communication strategy review. New 08/12/25. Updated 03/03/26.
3. Peer Observation Project 2025-26. Refreshed 08/09/25, updated 08/12/25.	3. To ensure Castle Hill School are more independent in meeting more frequent statutory Team Teach training needs. New 23/04/25.
4. Initial Teacher Training. Refreshed 08/12/25, updated 12/3/26.	<p>Governors Strategic Action Plan</p> <p>SIP priorities are monitored by LGB members through:</p> <ul style="list-style-type: none"> -Principal reports presented at alternate governors meeting. -reports to governors' meetings by key staff leads. -link governor monitoring meetings. -informal events. <p>Link governors</p> <p>Leadership and Governance Finance /Funding: Joan Haines</p> <p>Curriculum and Teaching, Achievement, Inclusion Teaching, learning and Curriculum. Pupil Premium / Sports Premium: Jayne Askew & Emma Firth.</p> <p>Personal Development, Wellbeing, Attendance and Behaviour Wellbeing, Behaviour, students, staff and families: Katrina Whale Health & Safety, SMSC: Kristy Dyson. CPD and professional development: Richard Instone.</p> <p>Safeguarding Safeguarding / Child Protection/ Children Looked After/ Governor Training: Til Wright.</p>
5. To develop and grow our SEND training and support offer 2025-26. Refreshed 08/12/25, updated 12/3/26.	
6. Growth and development of the Makaton offer 2025-26. Refreshed 08/09/25. Reviewed 03/03/26.	
7. To redevelop AFA provision and wheelchair storage. Refreshed 08/09/25, updated 02/03/26.	
8. Development of IT onboarding system. Added 22/10/25, updated 02/03/26.	
9. Leadership Transition. Added 08/12/25, updated 08/12/25.	
10. EYFS transition. Added 09/12/25, updated 02/03/26.	

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

Targets completed Autumn 25-26 are:

- Development of HLTA leadership skills 2021-2025
- Development of SALT and communication teacher provision
- Development of a coordinated approach to school links into the community
- Development of complex needs offer
- Development of amended classroom environment and breakout space for Primary 3
- Renewal of the UNICEF, Inclusion and Mental Health Gold Awards
- For teachers to participate in the school's Peer Observation project 2024-25
- Research and development through the application of Lesson Studies 24-25
- Development of staff induction material
- Paul Hamlyn Foundation teacher development fund to deliver the Parallel Rhythms project

Curriculum and Teaching, Achievement

1. Priority: To improve our assessment process, through moderation and the development and application of new progression guidance.			
Intent: Improving assessment processes through: <ul style="list-style-type: none"> - The gathering of qualitative data (case studies) to support quantitative data outcomes - Moderation to quality assure descriptors of progress - the development of progression guidance 			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Progress Over Time Case studies will track and support outcomes	Ongoing collation of long- and short-term case studies	PH / JA	Collated Case Studies
CHL Moderation 25-26 To provide an ongoing forum for discussion regarding assessment outcomes through dedicated time within Teachers Meetings Moderation sessions include CHS levels, PiP targets and also discussions with other schools.	Application of lessons learnt by the teachers within assessment processes.	KD / VL	Minutes of Teachers Meetings

<p>The development Castle Hill Level Progression Guidance To develop progression guidance, to inform the target setting process</p>	<p>Application of Progression Guidance to assist in target setting process</p>	<p>PH / DP / RW</p>	<p>Analysis of outcomes from the target setting process within the Summer Assessment Report on an annual basis</p>
<p>The Assessment of all pupils in Year 1 and above using Castle Hill Levels, including those in Early Years. (All Early Years pupils will be assessed using Birth to 5 Matters in addition to this.)</p>	<p>The inclusion of Year 1 and above data in Castle Hill Level assessments for Early Years Pupils</p>	<p>PH</p>	<p>Assessment Reports Pupil Progress Documents</p>
<p>To identify and support classes where MAPP progress is below expectations</p>	<p>Increased frequency of assessment for identified classes</p>	<p>DP</p>	<p>Assessment Reports MAPP assessment</p>
<p>To develop a horizontal progression element within Individual Pupil Progress Document to support identified pupils for whom it is appropriate to be challenged to make progress within range</p>	<p>To identify pupils for whom it is appropriate to have a horizontal progression element within Individual Pupil Progress Documents (13 pupils in total) – 24.02.26</p> <p>Update the Teachers /Class Leads re: planned changes to Pupil Progress Documents – 04.03.26</p> <p>To launch the new horizontal progression element for Progress Towards Targets meetings summer 2026</p>	<p>PH</p>	<p>Pupil Progress Documents</p> <p>Whole School Assessment Report Summer 2026</p>
<p>Impact: Improved assessment processes and increased opportunities for learning</p>			

2. Priority: To assess the implementation and impact of reference strategies. (Objects of Reference, Room Signifiers, MSR, Touch Cues etc)			
Intent: To understand the effectiveness of reference strategies throughout school and plan future improvements			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
To apply a learning walk to further assess continuity of good practice previously achieved and also understand the impact of new innovation in the area.	Autumn 25-26 subject area learning walk (focus on subject area innovation) - SLT overview completed Spring 25-26 subject area learning walk (focus on subject area innovation) - PH reminded Subject Leads 04/03/26 re: focus for subject learning walks - PH to complete SLT overview	SP/PH/AM	SLT learning walk providing an overview of the innovation in subject areas during Spring and Summer 25-26
Impact: Improved subject lead provision of Objects of Reference, Room Signifiers, and Touch Cues			

3. Priority: To enhance environmental awareness and student participation in ecological activities.			
Intent: Achieve Eco-Schools Green Flag Accreditation			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Begin "Outdoor Learning with Lee" sessions. Establish targets for work with Lee, linked to PD curriculum. Link Eco-Committee work with School Council. Establish an Eco-Committee. Establish an "Eco-Board", display or page on website etc to showcase work of the committee and wider Eco-projects. Carry out an Environmental Review, including involvement of the Eco-Committee.	Sessions begin September 2025. To be reviewed half-termly Eco-Committee established, having initial meeting in Spring Term. Eco-Committee to meet as required. Eco-Board established Summer Term Establishing current good practice and highlighting possible future action for development. Spring Term.	AM	Minutes kept to evidence topics covered and action taken. Results of Environmental Review shared with Eco-Committee and wider school population.

<p>Establish initiatives following result of Environmental Review. Link to curriculum (eg in Curriculum Guides) and to use of ReWorks where possible.</p> <p>AM to meet with curriculum leads to link Eco-School aims with curriculum mastery actions where appropriate.</p> <p>Eco-School related tasks promoted by curriculum leads (eg KUW Eco-week – Summer 26, Geography led litter picking initiatives).</p> <p>Apply for Eco-School Green Flag Accreditation</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 Spring Term.</p> <p>Application Summer 2026</p>		<p>Eco-Schools Action Plan (linked to 3 of the 10 Eco-Schools Topics)</p> <p>Planning Monitoring Accreditation Achieved Summer 2026</p>
<p>Impact: Enhanced "Eco" learning opportunities. Developed links with the community around Eco projects. Curriculum links to environmental projects established. Eco-School Green Flag Accreditation</p>			

<p>4. Priority: To develop, refine and adapt school's Pupil Premium offer.</p>			
<p>Intent: More effective tracking and impact of PP strategy</p>			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p>Develop new Pupil Premium offer whereby personalised input is delivered and recorded by class staff</p> <p>Review effectiveness of Pupil Premium delivery through a Pupil Premium audit.</p> <p>Formulate PP action plan</p>	<p>Autumn 2025</p> <p>Complete audit March 2026</p> <p>Spring 2026</p>	<p>DP</p> <p>AL</p> <p>DP</p>	<p>PP outcomes and further audit</p>

Review impact of audit with further PP assessment	Summer 2026/27	AL	
Impact: More effective tracking and impact of PP strategy			

5.To participate in Kirklees Council special schools funding review.			
Intent: To influence the review towards positive outcomes for Castle Hill School			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Principal to participate in special school funding review Principal to be an active member of the task and finish group	Academic years 23-26 Autumn/Spring 24-25; 20 th Sept, 26 th Nov, 16 th Dec 14 th Jan, 12 th Feb, 18 th March Autumn 25-26: 9 th Sept, 25 th Nov	SP	Analysis of student progress following application of new funding systems.
Apply moderation timetable Process delayed following CHS and Fairfield moderation sessions.	CHS to be the first school moderated on the 10 th June Summer 2025		
Further collaboration with Kirklees	Provide Kirklees with staffing structure and class overview -Autumn 1 New proposed funding streams to be submitted from Kirklees Moderation process re allocation of funding streams to be completed Initial draft from Kirklees re financial weighting to streams In school discussions re impact Prep for application Sept 26		
Impact: To apply a new funding model within Castle Hill School to ensure the continuation of effective teaching and learning			

Personal Development and Wellbeing

1. Priority: Development of the staff resilience project 2025-2026.			
Intent: To develop strategies to enhance staff resilience			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p>PH to arrange for 'Refresher' training and re-launch</p> <p>Additional MHFA to be trained to support staff resilience and wellbeing</p>	<p>Resilience Mentor Refresher Training to take place 2025-26 (to be delivered in-house) - date to arrange for summer term 2026</p> <p>ETA completed MHFA training 17/11/25 and 18/11/25</p> <p>PH to contribute to the Wellbeing Hub to support practice around resilience – 1st Meeting 16/03/2026 at Southgate School</p>	PH/AM	<p>Analysis of impact of training</p> <p>CPD records</p>
Impact: Improved well-being support leading to improved teaching and learning			
2. Priority: Development of HLTA/Learning Facilitator leadership skills 2025-26.			
Intent: To develop strategies to further enhance HLTA/Learning Facilitator leaderships skills, confidence, and knowledge of school and teaching systems			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p>Discussions regarding collaborative plans for staff development</p> <p>Initial Focus: Motivating others Strategies to stretch learning Strategies for total communication</p>	<p>LF and HLTA meetings held half-termly.</p> <p>First joint meeting held 26.02.26 - Emphasis on SALT advice (included presentation/advice from Emily Cook).</p> <p>Second joint meeting due to be held 23.04.26.</p> <p>Agenda to include discussion on lesson observation themes past and present.</p>	RW/AM	<p>Meeting records</p> <p>Training records</p> <p>Analysis of impact</p> <p>Observation feedback</p> <p>Personal Development document</p>
Impact: Improved practice leading to an enhanced student learning experience			

3. Priority: Development of staff Qualification offer.			
Intent: To develop opportunities for staff to assist in the further development school's pedagogical knowledge through access to external qualifications			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
NPQH	X1 Staff member enrolled November 2025	SP	Training records
Level 5 Specialist Teaching Assistant Apprenticeship	X1 Staff member enrolled November 2025	SP/AH/AL/ST	Mentoring
MA Inclusion (SLD/PMLD) MA / PGCert (Online) - University of Birmingham	X1 Staff member enrolled September 2025	BM	Outcomes/qualifications
Level 4 - Diploma in School Business Management	X1 Staff member enrol March 2026		
Impact: Improved HLTA practice leading to an enhanced student learning experience			

Leadership and Governance

1. Priority: Application of moderation process to achieve a wider parity of outcomes 2025-26.			
Intent: The production of evidenced parity of outcomes in assessment processes ensuring effective assessment			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Moderate internally and externally: -Castle Hill School Levels -Pre- Key stage standards -MAPP and PIP targets - Mastery	To be integrated into staff meetings throughout the year	KD	Clear moderation outcomes and actions added to moderation report. Analysis on moderation impact.
Facilitation of external moderation links	Link facilitation and analysis of outcomes		
Completion and sharing of report outcomes and areas for development	Sharing of outcomes and next steps Monitoring of success assessment report outcomes		
Impact: Improved assessment accuracy and understanding resulting in improved Teaching and Learning			
2. Priority: Research and development through the application of Lesson Studies 25-26.			
Intent: Development, application and dissemination of action research through lesson studies			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
To complete lesson studies to support outcomes in the following areas of focus: -Rhythm and Rhyme group -Emergent reading group (early readers including introduction to letters and sound blending) -Phonological awareness through Intensive Interaction -AAC and advanced reader routes for learning		SP	Discussions groups Training Analysis of impact from learning walks and assessment reports

-OOR/touch cues development group			
Present to school training day Autumn 2	Dissemination of good practice		
Feedback to Teachers meeting	03/12/25 End of Spring term End of Summer term		
Impact: Greater understanding of outstanding practice resulting in improved Teaching and Learning related to Reading			

3. Priority: For teachers, HLTAs and Learning Facilitators to participate in the school's Peer Observation project 2025-26.			
Intent: Teachers, HLTA and LF to observe peers with members of the SLT: Autumn, Spring, Summer			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
All to produce a short report after each observation on lessons learnt regarding their own practice. This area should be highlighted as an area for development in their next observation	Autumn report 2025/26- set timetable and collate reports Spring report 2025/26-apply timetable and collate reports Summer report 2025/26-apply timetable and collate reports	SP	Reports and subsequent lesson observation outcomes
Impact: Improved teaching methods through the application of reflective practice			

4. Priority: Initial Teacher Training.			
Intent: Develop SEND ITT programme through the Huddersfield Horizon SCITT and support ECF processes			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Grow the next generation of SEND teachers in collaboration with the Huddersfield Horizon SCITT	Recruitment of new candidates (26-27) 3 interviews offered to date: 1 x withdrawn 1 x non attendance 1 x offer made Current cohort (25/26) 1 x successful recruitment in SEND 1 x applying for jobs	AL	Future Programme for ITT Programme 26/27
Support ECF teachers through the Kirklees and Calderdale Teaching School Hub	Collaborative coaching and progression through ECF Application of support processes towards QTS Delivered 2 x conferences (Autumn Term) Delivered 2 x Clinics (Autumn Term) Delivered 2 x clinics (Spring Term)		
Impact: Development ECF teachers with strong knowledge and understanding of SEND pedagogy and practice			

5. Priority: To develop and grow our SEND training and support offer 2025-26.			
Intent: Effective SEND support for the community			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Continue to build on established working relationship with Kirklees and The Teaching School Hub to provide relevant training opportunities to local schools, both in and outside of the MAT. Explore funding opportunities with Kirklees.	No current funding opportunities through EEF or Kirklees	AL	Application of future programmes
Impact: Supporting all schools to provide appropriate SEND support for learners in all schools			

6. Priority: Growth and development of the Makaton offer 2025-26.			
Intent: To effectively support pupils who use Makaton as part of a total communication approach by developing staff and public knowledge			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
ND to attend annual Tutor revision session KP to attend annual Tutor revision session To expand the team with the identification and training of 2 additional tutors	8 th December 2025 Advert posted 23/04/26 Interviews Training	AL, DP, ND, KP	Application of Makaton in class Training menu Training records
To provide a comprehensive Makaton training timetable 2025-26	16/10/25 Level 1 in school for community (fully booked) 17/10/25 Nightingales Day nursery Level 1 (13 delegates) 22/10/25 Spoke at EYFS SENCO network meeting promoting Makaton training from school 4/11/25 Spoke at SENCO network meeting promoting Makaton training from school 25/11/25 Nursery rhymes day nursery, Taster session 27/11/25 Level 1 in school for community (fully booked)		

	<p>5/1/26 Pentland primary school, Level 1 13/1/26 Netherton I&J school, Taster session 29/1/26 Huddersfield Uni, Taster session 5/2/26 Level 2 in school for community (fully booked) 11/3/26 Level 1- Castlehill staff training day (15 staff) 16/3/26 Taster session for Castlehill school parents 18/3/26 Level 1 in school for community (fully booked) 27/3/26 Level 1 - Kirkburton CE first school, 15 participants 15/4/26 Level 2 in school for community 12/5/26 Level 1 in school for community 17/6/26 Level 2 in school for community</p>		
<p>Impact: Greater support for pupils who use Makaton as a receptive and expressive learning strategy</p>			

<p>7. Priority: To redevelop AFA provision and wheelchair storage.</p>			
<p>Intent: Greater and safer space for learning</p>			
<p>Implementation</p> <p>Re-carpet Music room Create doorway to bike track yard Plan transition of AFA (secondary for 26-27) Re-use wheelchair/learning space store for initial purpose Re-purpose old AFA room</p>	<p>Outcomes, progress, timeline</p> <p>Change order and planning permission Autumn and Spring Carpet change during spring/door change Summer Student move September 2026</p>	<p>Lead Persons</p> <p>SP/AH</p>	<p>Monitoring through</p> <p>Reports and subsequent lesson observation outcomes</p>
<p>Impact: Improved teaching methods through the application of reflective practice</p>			

8. Priority: Development of IT onboarding system			
Intent: More effective method of understanding, completing and tracking induction requirements			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Working with the TLT to support the onboarding process for new staff Incorporating the Induction booklet into the onboarding system Transfer of current paper documents to online versions.	Onboarding meeting with TLT Plans discussed with the development team Autumn 25-26 Reformatting current induction paperwork Autumn 2025-26 New photographs and video complete Launch Spring 25-26	SP/AL/GF/AH	Impact of applied process
Impact: More effective understanding of induction responsibilities for new staff			

9. Priority: Leadership (Principal) transition.			
Intent: To secure knowledge and understanding within a transition process to ensure whole school continuity			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Working with the Trusts to secure a new Principal and pass on knowledge of current systems and processes	Advertisements Interviews Transition meetings	SP	Successful transition outcomes
Impact: Effective transition of knowledge and culture moving into 2026-27			

10. Priority: EYFS transition.			
Intent: To secure knowledge and understanding within a transition process to ensure EYFS continuity			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Working with the SLT to secure a new EYFS lead and to pass on knowledge of current systems and processes	Transition meetings	SLT	Successful transition outcomes
Impact: Effective transition of knowledge and culture moving into 2026-27			

Attendance and Behaviour, Inclusion, Safeguarding

1. Priority: Community cohesion project with MAT schools.			
Intent: To work with MAT schools to collaborate on a joint mark making art project			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
All Primary MAT schools to visit Castle Hill Reworks build and complete mark making projects in collaboration with Castle Hill School pupils	Autumn 2025-26: Bolton Brow, Scout Road, Netherton Infants, (Meltham Moor - did not attend to diary clash)	KW	Project artwork and assessment
All Primary MAT schools to visit Castle Hill Reworks to take part in artworks as part of the sculpture development work.	Meltham Moor, Netherton, Lindley, Scout Road and Boulton Brow Schools attended workshops during January and February		

All MAT school headteachers and Art coordinators to attend a wellbeing and Art CPD opportunity Spring 2025-26	Spring 2025-26: Bolton Brow, Scout Road , Netherton Infants, Meltham Moor	KW	
Impact: Increased student voice within the local community leading to a greater sense of belonging and empowerment. For Teachers confidence and skills to be enhanced in the delivery of art activities For Headteachers wellbeing needs to be addresses through collaborative practice			

2. Priority: SALT led communication strategy review and promotion.			
Intent: To grow whole school communication practice			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
School SALT to highlight to staff on a weekly basis the importance of effective communication strategies. Content will be decided on outcomes from learning walks.	12 th Nov- Teachers' meeting 19 th Nov- Training Day 26 th Nov- Teachers' meeting 8 th Nov 2nd December 14th January 21 st January 26 February (Learning facilitators) 4 th March	EK/JA	Assessment and student progress Communication audit

	11 th March (Training day)		
Teachers will disseminate this information to support staff in their weekly class meetings			
Impact: Increased student learning and improved staff pedagogy.			

3. Priority: Behaviour			
Intent: To ensure Castle Hill School are more independent in meeting more frequent statutory Team Teach training needs			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Secure intermediate trainer expertise within the staffing structure of school	Advertisements Interviews Training	SP	Successful qualifications secured and training disseminated
Impact: Meeting training needs in house, enhancing expertise and knowledge			