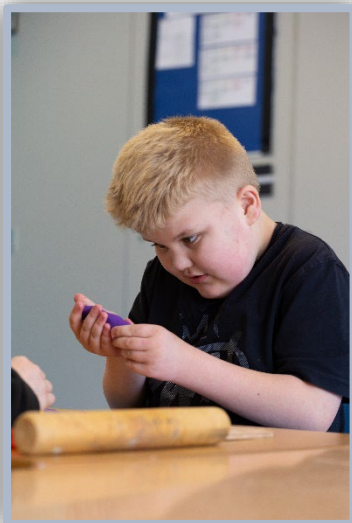




# Castle Hill School School Improvement Plan

**March 2024  
2023 – 2025**



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

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

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

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

## **School Improvement Partner**

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

## Multi Academy Trust

The Interaction and Communication Academy Trust (ICAT) is presently a small Trust of special schools across Yorkshire and the Humber.

### Our Vision

By developing a Multi Academy Trust we will be able to share our ideas, strengths and expertise to provide the best possible learning opportunities for all our pupils. We can extend our networks for all our children and families and collectively offer a wide range of opportunities.

Our aims are to:

- provide an atmosphere where all young people achieve to their full potential
- respect, trust and value ourselves and each other
- aim for our personal best and share in our successes
- hear every voice
- see change as a chance to grow
- make learning fun
- promote a climate of high expectation in which the achievements and successes are celebrated
- ensure pupils have a voice in all aspects of school life
- prepare our pupils for adulthood in order for them to become caring, confident and responsible citizens in the community

### Teaching School

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

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



### **Mission Statement**

We are pioneers of innovative and personalised teaching and learning,  
enriching lives, and fostering independence.

### **Aim**

We aim to enable all students to be effective communicators,  
to engage in meaningful learning,  
and be empowered to positively influence their world

Our Key priorities are based on the four main Ofsted judgement areas, our own ongoing assessment process, SIP visits, Peer Review outcomes and Local/National agendas.	
Quality of education	Personal development
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.	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.
2. Development of the EYFS Vision and Curriculum. 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.	2. To further develop awareness of our enhanced curriculum (Pupil Premium, Sports Premium and use of the School Led Tutoring grant) through the school website. Added 16/11/21, reviewed 13/05/22, updated 18/11/22, updated 28/02/23, updated 05/06/23, updated 04/12/23, updated 8/03/24.
3. 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.	3. Development of effective working partnerships and teacher leadership skills. Added 19/05/22, updated 18/11/22, updated 28/02/23, updated 08/06/23, updated 04/12/23, updated 8/03/24.
4. 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.	4. 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.
5. Developing a peer review process within Kirklees Special Heads in order benchmark and create a dialogue for improved pedagogy. 28/02/23, 05/06/23, updated 04/12/23, updated 29/02/24.	5. Curriculum Development mentor programme. New 04/12/23, updated 8/03/24.
6. 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.	
7. To enhance environmental awareness and student participation in ecological activities. New 04/12/23, reviewed 09/03/24.	

8. Development/re-launch of Pupil Premium offer. New and reviewed 29/02/24.	
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<b>Leadership and management</b>	<b>Behaviour and attitudes</b>
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.	1. Community Cohesion. To explore opportunities that may be beneficial to Castle Hill School at the proposed Newsome Centre. Added 01/11/21, updated 20/05/22, updated 18/11/22, updated 28/02/23, updated 14/06/23, updated 04/12/23, updated 05/03/24
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.	2. Paul Hamlyn Foundation teacher development fund. To deliver the Parallel Rhythms project. New 05/06/23, updated 04/12/23, updated 05/03/24.
3. Peer Observation project 23-24 updated 13/11/23, updated 04/12/23, updated 29/02/24.	3. Renewal of the Spiritual, Moral, Social and Cultural Quality Mark (due April 2024) New 04/12/23, updated, 08/03/24.
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.	<b>Governors Strategic Action Plan</b> SIP priorities are monitored by LGB members through: -Principal reports presented at alternate governors meeting. -reports to governors' meetings by key staff leads. -link governor monitoring meetings. -informal events. <b>Link governors</b> <b>Quality of Education / Personal Development</b> Teaching, learning and Curriculum. Pupil Premium / Sports Premium Jayne Askew & Emma Firth. <b>Leadership and Management</b> Safeguarding / Child Protection/ Children Looked After/ Governor Training, Finance /Funding Til Wright.
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.	
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.	
7. The development of two new rooms for sensory regulation needs and visual skills. Added 15/11/21, updated 06/05/21, updated	

<p>18/11/22, updated 28/02/23. updated 08/06/23, updated 04/12/23, updated 8/03/24.</p>	<p><b>Behaviour and attitudes</b> Wellbeing, Behaviour, students, staff and families Katrina Whale &amp; Richard Instone. Health &amp; Safety, SMSC Kristy Dyson.</p> <p><b>Risk Register</b> All governors.</p>
<p>8. 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.</p>	
<p>9. 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.</p>	
<p>10. 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.</p>	
<p>11. To review the school's Safeguarding: Single Central Record (SCR) 16/10/23, updated 04/12/23 , updated 29/02/24.</p>	
<p>12. Development of complex needs offer. New 29/02/24.</p>	
<p>13. Development of staff induction material. New 29/02/24.</p>	

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

**Targets **completed**, Spring 23-24 are:**

**Quality of education**

-Redevelopment of the Sixth Form Curriculum. Added 11/06/19, updated 02/01/20, updated 15/04/19, updated 03/11/20, updated 04/03/21, 01/11/21, updated 06/06/22, updated 18/11/22, updated 28/02/23, updated 14/06/23, updated 04/12/23, complete Spring 24.

**Leadership and management**

-To develop the school's website to retain Castle Hill's unique identity. 11/11/22, updated 28/02/23, updated 05/06/23, updated 04/12/23, complete Spring 24.

-MAT conversion. 05/06/23, updated 13/12/23, complete Spring 24.

**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.



## Quality of education

1. Priority: To apply headlines from the Summer 2023 Assessment Report																	
<b>Intent:</b> Raising performance outcomes and improving assessment processes through: <ul style="list-style-type: none"> <li>- the application and quality assurance of Key Skill Pathways</li> <li>- PiP quality assurance and moderation</li> <li>- the development of progression guidance</li> </ul>																	
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through														
<ul style="list-style-type: none"> <li>- <b>Key skill Pathways application</b> to be quality assured for pupils engaged in subject-specific study. Case studies will track Pathways – Curriculum Guides - MTP – PiP documents – Evidence of work to provide evidence of application.</li> </ul>	Existing Case Studies will continue. New Case Studies in development for 23-24 beginning with EYFS pupils Key skill pathways to be updated on a regular basis	KD / JA	Collated Case Studies and tracking evidence  PiP documents														
<ul style="list-style-type: none"> <li>- <b>PiP/Pathway/CHL Moderation</b>              The PiP Moderation Working Party will provide an ongoing forum for discussion regarding the setting of PiP targets, as well as dedicated time within Teachers Meetings. The Working Party will quality assure the process through the tracking of targets from EHCP, to MAPP, to PiP, as well as act as clinic to provide support to teachers.</li> </ul>	PiP/Pathway/CHL moderation sessions completed with teachers: <table border="1" data-bbox="851 821 1232 1069"> <tr> <td>21.10.20</td> <td>20.10.21</td> </tr> <tr> <td>24.02.21</td> <td>19.01.22</td> </tr> <tr> <td>13.01.21</td> <td>02.03.22</td> </tr> <tr> <td>24.02.21</td> <td>17.05.23</td> </tr> <tr> <td>28.04.21</td> <td>27.09.23</td> </tr> <tr> <td>09.06.21</td> <td>18.10.23</td> </tr> <tr> <td>29.09. 21</td> <td>28.02.24</td> </tr> </table> Moderation dates to be confirmed for the summer term 2024	21.10.20	20.10.21	24.02.21	19.01.22	13.01.21	02.03.22	24.02.21	17.05.23	28.04.21	27.09.23	09.06.21	18.10.23	29.09. 21	28.02.24	KD / VL	Minutes of Working Party meetings Minutes of Teachers Meetings Amendment to practice for example differentiating PiP focus and context. Collated Case Studies and tracking evidence
21.10.20	20.10.21																
24.02.21	19.01.22																
13.01.21	02.03.22																
24.02.21	17.05.23																
28.04.21	27.09.23																
09.06.21	18.10.23																
29.09. 21	28.02.24																
<ul style="list-style-type: none"> <li>- <b>The development Castle Hill Level Progression Guidance</b>              To develop progression guidance, apply it to the summer 2023 Castle Hill Level attainment data and extend its application to summer 2024 CHL attainment data, making the process more refined.</li> </ul>	Application of Progression Guidance to assist in target setting process in autumn 2022 and spring 2023 progress towards targets meeting. Data shows the Progression Guidance Graph may have assisted in increasing challenge within the target setting process for 2022-2023. Application of Progression Guidance to assist in target setting	PH / DP / Phase Leads / Maths Lead (KD), English Lead (JA), in partnership with CW	Analysis of Pupil Progress Documents Monitoring through the Summer 2024 Assessment Report and subsequent reports														

To further define and apply assessment steps within EYFS using the Birth to 5 Matters framework.	process autumn 2023 and review on targets throughout the year.		
<b>Impact:</b> Improved assessment processes and increased opportunities for learning			

**2. Priority: Development of the EYFS Vision and Curriculum**

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

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

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

**3. 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.	Spring/summer 22-23	SP/PH/AM	
<b>Impact:</b> Improved subject lead provision of Objects of Reference, Room Signifiers, and Touch Cues			

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

**Intent:** Successfully co-lead on school improvement development across the partnership.

Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Promote strategy and provide Terms of Reference Set triads	Autumn 23	SP	Student progress and developed pedagogy
Initial visits by x2 head teachers- focus on curriculum leads and subject area development	Spring 22-23		

Re arrange triads for 23-24	Autumn 23-24		
Return visit by x2 head teachers- focus on continuity of subject area development from previous year	Spring 23-24		
Re set Triads	Summer 23-24		
<b>Impact:</b> Improved opportunities for communication, discovery, engagement and play			

<b>5.Develop a Kirklees Special School subject lead network in order benchmark and create a dialogue for improved pedagogy.</b>			
<b>Intent:</b> Successfully co-lead on school improvement development across the partnership.			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Suggest strategy and seek agreement provide Terms of Reference Set groups	Spring 22-23	SP	Student progress and developed pedagogy
Initial visits by groups with clear outcomes and plans for ongoing collaboration 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		
Re arrange plans and groups for 24/25			
<b>Impact:</b> Improved opportunities for communication, discovery, engagement and play			

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

			<b>Accreditation</b> <b>Achieved Summer</b> <b>2025/Autumn 2025</b>
<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.			

7. Priority: Development of Pupil Premium offer			
<b>Intent:</b> 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	Autumn 2024/25		
Add colour code/ abbreviation to highlight PP within assessment methods			
Review impact of audit with further PP assessment		AL	
<b>Impact:</b> More effective tracking and impact of PP strategy			

## Personal development

1. Priority: Development of staff resilience and support for parents of pupils transitioning from Post 16 to their future destinations.			
Intent: To develop strategies to enhance staff resilience, and parental support in preparation for pupils leaving Castle Hill School, in partnership with Dr. Nicola Stenberg from Huddersfield University.			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
AH and PH to identify areas of need related to staff resilience and parental support in preparation for pupils leaving Castle Hill School.	Consultation with Dr. Nicola Stenberg, School Director of Executive Education and Katie Curtis from Huddersfield University 04.04.22 to determine the support they are able to provide and to outline our requirements.	PH/AM (in partnership with Dr. Nicola Stenberg)	Meeting records
AH and PH to work in partnership with Dr. Nicola Stenberg and Katie Curtis from Huddersfield University to determine how they can support the development of strategies to enhance staff resilience and develop parental support for pupils who are leaving Castle Hill School.	Dr. Nicola Stenberg to share proposal W/B 18.05.22.		Training records
PH to advertise the 'Resilience Mentors' training opportunity to staff, oversee the delivery, and assess outcomes/impact.	Proposal for support and training for staff including 1 full day of training for 'Resilience Mentors'		Analysis of impact of training
In partnership with AM develop a training support opportunity for Sixth Form parents, in relation to careers, opportunities and support beyond Castle Hill School	Eleanor Davies confirmed to join the project 04.11.22		Employee Healthcare Referral records
PH to arrange for 'Refresher' training for the Resilience Mentors by Dr. Nicola Stenberg.	Draft role description for 'Resilience Mentors' – Produced in collaboration with mentors on the training day		
	Training Day 30.11.2022 – postponed. New Resilience Mentor Training delivered 08.03.2023		
	PH to meet Resilience Mentors (summer 2) to assess outcomes/impact		

	<p>Sixth Form Parents Careers Support Event 'Coffee and Cake' 29.03.24</p> <p>Resilience Mentor Refresher Training to take place 13.03.24 – Half-day training for all Resilience Mentors</p>		
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<b>2. Priority: To further develop awareness of our enhanced curriculum (Pupil Premium, Sport Premium and use of the School Led Tutoring grant) through the school website</b>			
<b>Intent:</b> Raised awareness of enhanced curriculum within the school community			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Website area development	<p>Creation of area on school website to include representation for:</p> <ul style="list-style-type: none"> <li>-Music therapy</li> <li>-Dance therapy</li> <li>-Sports input</li> <li>-After school club</li> </ul>	DP/GF	Website engagement
Enhanced curriculum newsletters	<p>Creation of termly newsletters to include representation for:</p> <ul style="list-style-type: none"> <li>-Music therapy</li> <li>-Dance therapy</li> <li>-Sports input</li> <li>-After school club</li> </ul>	DP/KB	



<b>3. Priority: Development of effective working partnership and teacher leadership skills</b>			
<b>Intent:</b> To develop strategies to enhance effective working partnerships, and to develop teacher leadership skills and confidence.			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
<p>PH to identify areas of need relating to working partnerships within school and teacher class leadership skills and confidence</p> <p>PH and the Effective Working Partnership group to complete a SWOT analysis to determine areas of focus, staff to share strategies for effective working and create a baseline of expectations for Effective Working Partnerships</p> <p>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</p>	<p>Launch of Effective Working Partnership group and Teachers as Leaders group</p> <p>SWOT Analysis for Effective Working Partnership and Teachers as Leaders group</p> <p>Half-termly Effective Working Partnership group meetings:</p> <ul style="list-style-type: none"> <li>- 07.10.21</li> <li>- 18.11.21</li> <li>- 07.02.22</li> <li>- 14.03.22</li> <li>- 26.05.22</li> <li>- 07.07.22</li> <li>- 07.07.22</li> </ul> <p>Effective Working Partnerships Baseline of Expectations</p> <p>The members of the Effective Working Partnership group were approached in autumn 2022 to participate in the next project focusing on Resilience Mentors.</p> <p>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> </ul>	<p>PH, Effective Working Partnership Group, Teachers as Leaders Group</p> <p>PH, Teachers as Leaders Group</p>	<p>Minutes of Meeting records</p> <p>Training records</p> <p>Analysis of impact</p> <p>Meeting records</p> <p>Training records</p>

<p>reflective practices developed throughout the year.</p>	<p>23.05.22 20.10.22 08.12.22 09.02.23 21.04.23 23.06.23 26.10.23 19.12.23 (am) 08.02.24 (am) 23.03.24 (am)</p> <p>Teachers as Leaders Guide for ECTs for 2024-2025 and outcome report for the year to share with SLT.</p>		<p>ECT (Early Career Teacher) Records</p> <p>Analysis of impact</p>
<p><b>Impact:</b> Improved working partnerships and developed teacher leaderships skills and confidence</p>			

4. Priority: Development of HLTA leadership skills			
Intent: To develop strategies to enhance HLTA leaderships skills, confidence, and knowledge of school systems, such as, assessment			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p>RW and the HLTA group to complete a SWOT analysis to determine areas of need and focus. Staff to evaluate strengths and areas for development in conjunction with the Professional Standards for Higher Level Teaching Assistants. 24/01/2023</p> <p>RW and HLTA group to discuss areas of development, problem-solve as a group and share strategies. 24/01/2023 07/03/2023 13/06/2023</p>	<p>Launch of HLTA group, focusing on leadership, confidence, and knowledge of school systems 24/11/2022</p> <p>Termly HLTA group meetings:</p> <p>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</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</p> <p>Training records</p> <p>Analysis of impact</p>

<p>29/11/2023 22/02/2024</p> <p>RW to identify training needs for HLTAs if required and liaise with SLT if training/support is required.</p>	<p>The HLTA staff will be approached in autumn 2022 to participate in group meetings 24/11/2022</p> <p>Folder with supporting documents for HLTA staff to access – ongoing documents to be added. 24/01/2023 07/03/2023 13/06/2023 29/11/2023</p> <p>RW to feedback to SLT on an ongoing basis. 10/02/2023 17/03/2023 13/06/2023 29/11/2023</p> <p>RW to share CPD opportunities with HLTA reflective log 29/11/2023</p> <p>RW to liaise with AM regarding similar groups in school, such as, the Learning Facilitator group.</p> <p>Recap protocols and procedures of administering medication when acting as HLTA</p> <p>Robyn to suggest newly qualified HLTAs to have an opportunity to peer observe before being observed.</p>	<p>Observation feedback</p> <p>HLTA Personal Development documents</p>
<p><b>Impact:</b> Improved HLTA practice leading to an enhanced student learning experience</p>		

5. Priority: Curriculum Development mentor programme			
Intent: Working with a mentor to progress subject lead pedagogy: Tracking, assessing, monitoring and supporting achievement within subject areas.			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
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.	Set mentor group : Autumn  Meetings to be held every ½ term to set and review targets  Spring 23/24  Summer 23/24	SP	
Impact: Enhance and enrich subject area influence within the learning offer.			

## Effectiveness of leadership and management

1. Priority: Complete a reviewed moderation reporting process to achieve a wider understanding of process towards parity of outcomes			
<b>Intent:</b> The production of evidenced parity of outcomes in assessment processes ensuring effective assessment Understanding of conclusions and areas for development within the teacher population Inclusion of external moderation processes			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Moderate internally and externally: -Castle Hill School Levels – UA Pathway, Phonics Pathway, Speaking and Listening Pathways, Reading Pathway -Pre- Key stage standards - Reading -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	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 Twilight sessions to be completed 07.03.24	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  Building up 'bundles' of evidence for each level in English and Maths strands	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)  Maths Levels 6-8, 07.03.24 Maths Levels 4-5 English strands Levels 4-8		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, new 23-24</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>
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: -Phonics pathway group -Music, rhythm and sound group -Inclusive literacy best practice group -Bridge best practice group -Bespoke literature group -Phase 1,2,3 phonics best practice group.	Autumn term 2022: formulation of triads  End of Autumn 2022-23 Initial feedback to the teachers' meeting: 15 <sup>th</sup> Dec <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.  End of Summer 2022-23 feedback and conclusions	SP/SLT All teachers	Application of outcomes during and after the research period through lesson observation
Dissemination of outcomes to support staff to support their personal development process	21 <sup>st</sup> July training day 22-23.	Teachers	Support staff PD targets related to lesson studies resulting with an impact on learning

<p>To complete legacy lesson studies to support outcomes from 2022-23 AAC and Advanced reader routes for learning Emergent reading group OOR touch cues development group Phonological awareness through Intensive Interaction Rhythm and Rhyme group</p>	<p>Teacher meeting feedback Autumn term Teacher meeting feedback Spring term Teacher meeting feedback Summer term</p>		
<p>Dissemination of outcomes to support staff to support their personal development process</p>	<p>Autumn 2024/2025</p>		
<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 2023-24</b></p>			
<p><b>Intent:</b> Teachers to observe peers with members of the SLT Autumn Spring Summer Teachers to produce a short report after each observation on lessons learnt regarding their own practice</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>	<p>Autumn report 2023/24- set timetable and collate reports Spring report 2023/24-apply timetable and collate reports Summer report 2023/24-apply timetable and collate reports</p>	<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>			

4. Priority: To develop and grow our SEND training and support offer			
Intent: Effective SEND support for the community			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
The previous CHIP targets for this area had been on hold due to changes in MAT structure, capacity of staff and maternity leave. Review of the existing format also highlighted the plan was dependent on local schools having a budget to access training opportunities. Therefore, the CHIP targets have been re-written to reflect the current climate.			
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 planned  11 schools registered for Cohort 2 SEND in Mainstream Schools October 2023 – full day November 2023 - twilight	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  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</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 year's ITT students through the ECF process	Facilitator for the ECF through the TS Hub supporting the development of the SEND content	AL(SB/PH)	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 90% of trainees (21-22) are in full time employment (2/23)	AL(SB/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(SB/PH)	Recruitment rates
Support current trainees in applications and interviews for ECT positions	Provide job application clinic Offer mock interview process	AL(SB/PH)	Employment data

Develop ECTs as link buddies for new trainees.	Last years trainees attended induction meeting for new ITTs Last years trainees to deliver a session on your first year as an ECT	AL(SB/PH)	
Identify new routes to delivery of the SEND ITT programme 23/34 (Following ITT Market Review)  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: The development of three new rooms for sensory regulation needs and visual skills			
Intent: To enhance the provision for sensory regulation and visual skills, through the development of new bespoke rooms			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Plan and deliver a variety of fundraising activities (ongoing)	<p>22-23:</p> <ul style="list-style-type: none"> <li>- Meet as Fundraising Leads to determine fundraising strategy 22.09.22</li> <li>- Macmillan Coffee Morning 30.09.22</li> <li>- Autumn Fair 04.11.22</li> <li>- Parent shop (father's day/mother's day)</li> <li>- Easter Egg Raffle (ongoing in-house activity)</li> <li>- CastleFest 08.08.23</li> </ul> <p>Meet as Fundraising Working Party</p> <p>23-24:</p> <ul style="list-style-type: none"> <li>- Macmillan Coffee Morning 29.09.23</li> <li>- Autumn Fair 17.11.23</li> <li>- Christmas Fair 27.11.23</li> </ul>	<p>SB (in partnership with KW and Fundraising Working Party)</p> <p>Liaise with GF re prizes</p>	<p>Fundraising records</p> <p>Fundraising Working Party minutes</p>
Develop the existing Secondary storage room into a new shared Secondary Sensory room	<p>Meet as Fundraising Leads to determine priorities for equipment</p> <p>Equipment ordered for the Sensory room in Secondary – significant delays in receiving equipment. PH asking GF for updates and GF chasing suppliers.</p> <p>Shared Secondary Sensory room now complete and fully furnished 16.12.22</p> <p>Create a timetable to structure the use of the rooms</p>	<p>PH (liaise with GF re: specialist equipment and Pinnacle as required)</p>	<p>Design records</p> <p>Photographic Evidence of Provision within Sensory Curriculum folder</p> <p>Evidence of Interventions that have taken place in this Learning Environment within</p>

	<ul style="list-style-type: none"> <li>- Monitor effective use of the rooms</li> <li>- New sensory room reviewed in Learning Environment walk 26.04.23</li> </ul>		<p>Sensory Curriculum folder</p> <p>Timetable records</p> <p>Learning walk records</p>
Develop the existing Secondary storage room into a new shared Secondary Soft Play room	<p>PH liaising with House of Play for wall surrounds and equipment for the Shared Secondary Soft Play room</p> <p>3 quotes sourced for the development of the Soft Play room from SouthPaw, Angus Firth Design and House of Play to discuss at SLT 13.06.23</p> <p>Soft Play room complete design.</p> <p>Soft Play room complete quotation process 11.10.23</p> <p>Soft Play room complete funding process.</p> <p>Soft Play room complete installation process during February half-term 2024</p> <p>Awaiting 2 pieces of equipment from House of Play, delayed March 2024</p>	PH (liaise with Pinnacle as required)	<p>Design records</p> <p>Photographic Evidence of Provision within Sensory Curriculum folder</p> <p>Evidence of Interventions that have taken place in this Learning Environment within Physical Development Curriculum folder</p> <p>Timetable records</p> <p>Learning walk records</p>
Develop the existing Sixth Form 'bedroom' provision into a new Sensory room	<p>Meet AM to determine visual skills equipment priorities</p> <p>Meet with GF to check sufficient socket supply within the room</p>	PH (liaise with Pinnacle and GF and AM as required)	<p>Design records</p> <p>Photographic Evidence of Provision</p>

	<p>Contact suitable providers to create designs and source a minimum of three quotes</p> <p>Share designs and quotes with SLT and choose provider</p> <p>Osborne Technologies selected as the provider for the project</p> <p>Sixth Form sensory room complete funding process by 31.01.24</p> <p>Sixth Form sensory room complete installation process – installation date confirmed for 05.03.24</p>	<p>within Sensory Curriculum folder</p> <p>Evidence of Interventions that have taken place in this Learning Environment within Sensory Curriculum folder</p> <p>Timetable records</p> <p>Learning walk records</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. 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 2023	AM	Report initial information/findings to LGB
Compile Case Studies (initially one per pathway)	Autumn 2023	AM	
Publish Case Studies in School Website, add to prospectus and Sixth Form pamphlet.	Spring 2024	AM	
<b>Impact:</b> Families throughout school have a greater understanding of the final transition process from school to service providers and college			

<b>9. 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 (ongoing)	Raised awareness of the moving and handling policy and associated procedures (ongoing)	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 2023	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	Termly reviews of Manual Handling Risk Assessments with MHA (ongoing)	PH, PT	Moderation of Manual Handling Risk Assessments
Annual training for all staff who undertake Manual Handling practices	<ul style="list-style-type: none"> <li>- Whole staff manual handling training, including enhanced training for new staff with MHA 06.07.21</li> <li>- New LSA manual handling training with MHA 15.09.21</li> <li>- Whole school manual handling training with MHA 05.10.21</li> <li>- Whole school manual handling training with MHA 05.09.22</li> <li>- New LSA manual handling training with MHA 29.09.22</li> <li>- Whole school manual handling training with MHA 05.09.23</li> <li>- New LSA manual handling training with MHA 26.01.23</li> <li>- Whole staff manual handling training (focus on ambulant pupils) 24.03.23 (8.15-9.15)</li> <li>- Whole staff manual handling training (focus on ambulant pupils) 20.04.23</li> <li>- LSA manual handling training + absent staff catch-up (focus on ambulant pupils) 29.6.23 (10.30-11.30)</li> </ul>	PH, PT	<p>Teachers Meeting Minutes, SLT Meeting Minutes</p> <p>Records of communication with MHA</p> <p>Development in understanding of manual handling procedures and protocol as evidenced through ongoing competency assessments</p>

	<p>23-24</p> <ul style="list-style-type: none"> <li>- 05.09.23 Whole staff Lifting and Handling Training inc. Evacuation Mat Training on the September Training day</li> <li>- LSA + New ETA (inc. Casual ETA) Lifting and Handling Training 09.11.23 10.30-11.30</li> <li>- New ETA Lifting and Handling Training 14.12.23 3.30 – 4.30</li> <li>- New ETA (inc. Casual ETA) Lifting and Handling Training 11.01.24 3.30 – 4.30</li> <li>- Manual Handling Refresher - 3.30 – 4.30 18.04.23</li> </ul>		
<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>PT and PH to complete competency assessments for L&amp;H practice during transition from the buses and in the Primary Department 10.02.23.</p> <p>Additional training focusing on supporting ambulant pupils applied as an outcome delivered by L&amp;H Advisor 24.03.23 8.15 – 9.15 and 20.04.23 3.30 – 4.30.</p> <p>1:1 ETA Competency Assessment 20.11.23 actioned following identified need</p>	<p>PH, PT</p>	<p>PT Record of advice and guidance provided</p> <p>CPOMS entries</p>
<p><b>Impact:</b> Greater understanding and contribution to manual handling procedures and protocol throughout school</p>			

10. 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>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  <b>Makaton training ongoing 23-24-see training records</b></p>		
<p>To achieve the Makaton Friendly Award</p>	<p>Ongoing due to Makaton offer being incomplete.  This is due in April</p>		
<p><b>Impact:</b> Greater support for pupils who use Makaton as a receptive and expressive learning strategy</p>			

<b>11. 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>Information to be transferred to MAT template</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>AL</p>	<p>Review of the SCR in Supervision</p> <p>Governor monitoring</p> <p>SLT updates</p>
<b>Impact:</b> Increased confidence that the schools SCR is accurate, and the information is accessible to senior leaders			

**12. Priority: Development of complex needs offer**

<b>Intent:</b> Provide bespoke through 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		
Costing via Pinnacle	Summer 2023/24		
Agreement to proceed	Autumn 2024/25		
Works	Spring/Summer 2024/25		
Increase cohort	Autumn 2025/26		
<b>Impact:</b> Enhanced learning opportunities for complex needs population			

<b>13. Priority:</b> Development of staff induction material			
<b>Intent:</b> 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	Summer 2024		
Agree process for development			
Finalise process and then apply	Autumn 2024/25		

<b>Impact:</b> More effective understanding of induction responsibilities for new staff			

## Behaviour and attitudes

<b>1. Priority: Community cohesion</b>			
<b>Intent:</b> To explore opportunities that may be beneficial to Castle Hill School at the proposed Newsome Centre, through keeping abreast of development plans and progress.			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Request to be on mailing list and involved in stakeholder group.	To inform Cheryl Reid, Kirklees Council of the school's interest in the proposed Newsome Centre	KW	Link opportunities within the community
Attend stakeholder meetings and community update meetings and to feedback areas of interest	Attendance is not always possible due to conflict of meeting times and part-time working days. Minutes are received and read after each meeting.  Development of the change of use at Newsome Church is slow due to the need to raise significant funds.		
<b>Impact:</b> Increased student voice within the local community leading to a greater sense of belonging and empowerment			

<b>2. Priority: Community cohesion</b>			
<b>Intent:</b> Paul Hamlyn Foundation teacher development fund to deliver the Parallel Rhythms project			
<b>Implementation</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Secure the Paul Hamlyn Foundation award.	Award secured £164,000	KW	<b>Outcomes and assessment</b>
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 scheduled to coincide with CastleFest on 6 <sup>th</sup> and 7 <sup>th</sup> June	KW	
<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			



3. Priority: Renewal of the Spiritual, Moral, Social and Cultural Quality Mark (due April 2024)			
<b>Intent:</b> 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 24 Dates of progress to be included;	DG	
Complete and coordinate assessment visit	April 24	DG	
<b>Impact:</b> Recognise, celebrate and enrich personal development throughout the school, curriculum and community.			