

Collation of Completed CHIP



Our Key priorities are based on the four main Ofsted judgement areas and our SIP/Peer Review outcomes	
COMPLETED since 2016 –See CHIP outcomes document for further information (hyperlink) NOTE: highlight indicates links between previous and new targets.	
<p>Quality of Teaching, Learning and Assessment</p> <ul style="list-style-type: none"> -Curriculum Ongoing The Curriculum Working Party meets each month. -Curriculum Guides are being produced and are being applied termly. -Pupil progress/Assessment -Literacy and Numeracy development for more able students. Calculations policy to be devised (KD). See addition of Numeracy targets as a result of new termly assessment reporting (*01-03-18). -Basic Skills -Inclusion QS -Communication -MAT: -Engagement Profiling; The development of Engagement Profiling approach in collaboration with High Park School -Intensive Interaction; The development of a collaborative Intensive Interaction approach with High Park School Collaborative development of learning techniques are ongoing including the Intensive Interaction working Party 	<p>Outcomes for Children and Learners</p> <ul style="list-style-type: none"> Destination tracking to inform practice Work related learning
<p>Effectiveness of Leadership and Management</p> <ul style="list-style-type: none"> Produce a SEF summary document on a termly basis. New 17-05-18 SLT development Local Governing Body development Support staff personal development. New 07-05-19 Local Governing Body development Outcomes from National Leader of Governance audit Support staff personal development 	<p>Personal Development, Behaviour and Welfare</p> <ul style="list-style-type: none"> Review of CHS policy and approach to Bereavement New 03/09/18 Extended School-After School Club Extended School-Residential Happiness and Wellbeing policy Parental Engagement 1.To achieve the UNICEF Silver Award.03-09-18. New 07-05-2019 Develop/promote understanding of difference and diversity as a whole school priority. From 03/09/18, updated 18/01/19 , 27/04/19. Develop/promote understanding of difference and diversity as a whole school priority.

Collation of Completed CHIP



SIP outcomes from 29th March

Common MTP planning format
Common STP process which is effective in reflecting progression and improved monitoring of this process by SLT
Staff will have a greater understanding between LTP, MTP and STP planning
Continuity and progression in planning more explicit
Better informed Local Governing body regarding Safeguarding and Behaviour data
Subject focus made more explicit in planning, timetables and delivery
Assessment evidence base explicit and accessible
Evidence of progression, which is built in the curriculum across key stages, more explicit

SIP outcomes 03rd July 17

More consistent recording of progress in professional development diaries for support staff
Strengthened PD mentor process for support staff
Increased external training opportunities provided for support staff
Increased involvement of the Teaching School in CPD and PD

Peer Review 3rd Oct 2017

The application of a process which, on an ongoing basis, assesses and responds to student voice/opinion and need
Better informed Local Governing body regarding Safeguarding and Behaviour data.
More effective planning and assessment system with reduced workload for teachers
More effective 'trackable' assessment processes
Graduated responses to assessment outcomes

Collation of Completed CHIP



Quality of Teaching, Learning and Assessment

Priority: Curriculum development			
Success criteria: The application of a Primary and Secondary Curriculum that provides themes and programmes of study to support continuity and progression of teaching and learning across all key stages.			
Activity	Review	Lead Persons	Monitoring
<p>For the curriculum working party to meet on a regular basis (monthly) to set targets for development.</p> <p>To consult with teaching staff on an ongoing basis.</p>	<p>The Curriculum Working Party meets each month. Curriculum Guides are being produced and are being applied termly. New curriculum philosophy being formulated - see website.</p> <p>Curriculum guides completed for Autumn and Spring 2017-18.</p> <p>Consultation in teachers' meeting are as follows</p> <ul style="list-style-type: none"> 4th January 2017 15th February 2017 22nd March 2017 17th May 2017 19th July 2017 27th Sept 2017 4th Oct 2017 11th Oct 2017 22th Nov 2017 6th Dec 2017 *ongoing meetings through 2018 	<p>Curriculum working party: SP, AM, KD, ZP,JA</p>	<p>Curriculum development.</p> <p>Minutes of teachers meetings.</p>

Collation of Completed CHIP



Castle Hill School

Impact:
 Curriculum development has ensured that the planning process is smarter, accessible and relevant. (see planning assessment and assessment tracking outcomes)
 Outcomes for students are successful- see termly assessment report, Evidence of Work Files, Assessment Jotters and Learning Journals.

Priority: Assessment			
Success criteria: Pupil Progress conversations with departmental heads and teachers, on a termly basis. Conversations will focus on MAPP and P level progress towards targets set. Development and application of photographic evidence of learning and the School Report format.			
Activity	Review	Lead Persons	Monitoring through
Termly meetings to assess student progress. To develop an assessment report format for each area of the curriculum which will be collated to form the end of year report.	Discussions completed end of Autumn, Spring 2017 to date. Collated evidence available on server. July 2017: Completed. End of year reports completed 16/06/17 with collated learning Journal information. Due to be sent to parents end of week beginning 19 th June 2017. Next step: questionnaire to be sent to parents to access report success(July 2017).	Department heads AL	Assessment documentation to be collated by AL. Teachers meeting plan Teachers meeting minutes Report format School reports.
Impact: Reduced workload for teachers during Summer term. Easy access learning stories for each student across the academic year.			

Collation of Completed CHIP



<p>Priority: Pupil Progress To investigate the learning needs of more able pupils.</p>			
<p>Success criteria: Improved performance for more able students in Literacy and Numeracy</p>			
Activity	Review	Lead Persons	Monitoring through
<p>Seek advice and guidance from MLD schools- Milton School. To visit Milton School to look at curriculum and resources used.</p> <p>Appropriate resources used effectively to extend the learning of more able pupils.</p> <p>To embed Numicon.</p>	<p>HW visited Milton School Summer 2017. Outcomes included restructuring of classroom.</p> <p>KD and JA visited Bradford Down Syndrome Society for reading and language development. To inform triad work on developing literacy skills for 'higher level learners'.</p> <p>Dr Wendy Uttley Group Coordinator & Trainer Down Syndrome Training & Support Service delivered training to teaching staff January 2017.</p> <p>Numicon training for support staff/teachers 26th June 2017 ,9th Nov 2017. Numicon Innovation due July 2017 - teachers meeting</p> <p>Large Numicon resources for outside areas developed in consultation with Oxford University. More standard</p>	<p>HW</p> <p>JA, HW</p> <p>HW, SP</p>	<p>Visit outcome presentation to teachers meeting.</p> <p>Assessment protocols including new assessment sheets.</p> <p>Lesson observations Teachers meeting itinerary and minutes.</p>

Collation of Completed CHIP



	<p>resources bought and utilised within classes.</p> <p>All Primary classes are numbered using Numicon shape.</p> <p>HW developed Numicon guide available and to be shared.</p> <p>Numicon training supplied to MAT schools 24th Nov 2017.</p>		
<p>Impact: Numicon used explicitly throughout school (observation) See Learning Journals Improved understanding of number skills (we hope this will be evidenced in forthcoming termly Progress reports) Calculations policy to be devised (KD). See addition of Numeracy targets as a result of new termly assessment reporting (*01-03-18).</p>			

Collation of Completed CHIP



Priority: Basic Skills			
Success criteria: Basic Skills Quality Standards renewal.			
Activity	Review	Lead Persons	Monitoring
To fulfil basic skills audit requirements. For assessor to meet with: Parents, SLT, communication teacher, Numeracy and Literacy Coordinator and Support staff. For assessor to complete a learning walk	Basic Skills Quality Standard achieved December 2016.	DP, AL, SP, JA	For SLT to attend debrief and apply recommendations for development.
Impact: Confirmation that learning in Basic Skills are applied effectively throughout school (refer to Autumn 2017 progress report. Outcomes will be compared with Spring assessment report).			

Priority: Inclusion			
Success criteria: Kirklees Inclusion Quality Standards renewal			
Activity	Review	Lead Persons	Monitoring
To fulfil Kirklees Inclusion Quality Standards requirements audit. To complete assessment day.	Award achieved July 2017	Curriculum working party: SP, SM, SS, AL, DP	For SLT to attend debrief and apply recommendations for development.
Impact: Confirmation all students' needs are being addressed (refer to Autumn 2017 progress report- areas of focus have been highlighted and will be compared in Spring assessment report)			

Collation of Completed CHIP



Priority: Communication			
Success criteria: Development and application of Total Communication Baseline of Practice			
Activity	Review	Lead Persons	Monitoring through
Complete consultation processes for baseline criteria in: Behaviour Working Party OoR Working Party Teachers meetings Formulate Baseline Apply Baseline in Jan 2017. Resource production. Learning Environment Assessment	Total Communication Baseline of Practice finalised at the beginning of Spring term 2017. Resources made and applied into classrooms 11 th January 2017 25 th January 2017 8 th February 2017. Learning environment learning walk completed 10 th May 2016. Learning Walk completed by Communication and Interaction Group. June 2016.	SP, DP, TD and BWP ZP, JA SP, RM SP, JA, ZP SLT RM, SP	Baseline completion. Learning walk Feb 2017. Teachers meeting itinerary and minutes.
Impact: Ongoing dialogue regarding school improvement/review of baseline. Improved understanding of Total Communication strategies for staff leading to accelerated progress in communication for pupils. We hope this will be evidenced in forthcoming termly Progress reports. Autumn term reports indicated successful progress in Literacy but further work needed in Numeracy. See addition of Numeracy targets as a result of new termly assessment reporting (*01-03-18). Spring assessment report will provide a comparator.			

Collation of Completed CHIP



MAT			
Priority: Engagement Profiling; The development of Engagement Profiling approach in collaboration with High Park School.			
Success criteria: Student progress evidenced through Engagement Profile records in both schools.			
Activity	Review	Lead Persons	Monitoring through
<p>Complete, Castle Hill Engagement Profile workshops during Autumn 2016.</p> <p>Complete, Castle Hill/High Park Engagement Profile workshops during Spring/ Summer 2016.</p> <p>Castle Hill: Application and Coordination of Engagement Profiling from Spring 2017 through the Communication Teacher in partnership with Pupil Premium Champion.</p> <p>Complete Castle Hill/High Park Engagement Profile moderation surgery during Autumn 2017/18.</p>	<p>Nine surgeries have been held during Spring/Summer 2017.</p> <p>High Park staff attended the five surgeries held in Spring term.</p> <p>Completed 'Engagement Profiles' for some individuals, eg TS, KP, LW, RC Completed 'Engagement Scales' for some individuals, eg RC, TT, TG All show clear evidence of progress. Profiles are ongoing.</p> <p>Engagement Profiling training on 24th November 2017.</p> <p>Engagement Profiling moderation surgery 4th December 2017.</p>	<p>KD, JA, RP, JG/ Jennifer Davison(HP)</p> <p>JA, JG</p>	<p>Session content records and agreed outcomes.</p> <p>Coordinated records and outcomes.</p> <p>Moderation outcomes.</p>
<p>Impact: Through moderation an objective and mutually accepted levelling process is applied to a wide variety of students across the MAT, leading to interventions that have increased engagement and learning (Case Studies IM & LR). Further moderation will take place in the 2017-2018 academic year.</p>			

Collation of Completed CHIP



MAT			
Priority: Intensive Interaction; The development of a collaborative Intensive Interaction approach with High Park School.			
Success criteria: Student progress evidenced through Intensive Interaction records in both schools.			
Activity	Review	Lead Persons	Monitoring through
Complete, Castle Hill/High Park Intensive Interaction workshops during Spring/ Summer 2016.	Initial meeting 25th January. Don Morrison then left the school (retirement). This area will now be led by Catherine Whitlam from September 2017.	RM/ Don Morrison	Coordinated records and outcomes.
Complete Castle Hill/High Park Intensive Interaction moderation surgeries during Autumn 2017/18.	11 working parties involving High Park and Fairfield School have taken place during the Autumn term 2017 and are ongoing. -Intensive Interaction- Working Party meetings 3rd November, 26th January 2018, new ETAS 27 th September 2017, new teachers 28th September 2017		Moderation outcomes.
Impact: Ongoing dialogue regarding improvement in practice/review. Improved understanding of Intensive Interaction strategies for staff leading to progress. Workshops are delivered on an ongoing basis. Intensive Interaction practice is celebrated through assessment: Learning Journals, PIP targets			

Collation of Completed CHIP



Outcomes for Children and Learners

Priority:			
Destinations			
Success criteria:			
Embedded tracking system of leavers destinations, progress and success			
Activity	Review	Lead Persons	Monitoring through
<p>Formulate a tracking system which indicates the destinations and placements of Post 19 students.</p> <p>Audit past student success. Produce a report of recommended action from lessons learnt.</p> <p>Apply the knowledge gained into the advice and guidance given to students, parents and families in school.</p>	<p>Pupil tracking document completed June 2017.</p> <p>Information included on Website- Leaver's Information page.</p> <p>Further data to be collected regarding sustainability of placements.</p>	DP	<p>Tracking system.</p> <p>Audit report.</p> <p>Advice given in EHC meetings, leavers' forums and Parents' Evening.</p>
Impact:			
A greater understanding of the success of destinations. This information informs new leavers' recommended destinations.			

Collation of Completed CHIP



Priority: Work Related Learning			
Success criteria: Application of a 14-19 Work Related Learning Pathway Plan.			
Activity	Review	Lead Persons	Monitoring through
To integrate WRL into the new curriculum document.	Section added to Curriculum Guides Spring 2017.	SP, KD, RM, JA, ZP	Curriculum and assessment outcomes.
To produce a 14-19 WRL pathway plan.		DP, CG	Pathway plan.
To complete specific WRL records to evidence learning opportunities.		DP, CG	Assessment documentation.
Impact: Clarity of learning pathway to be applied in planning process			

Collation of Completed CHIP



Effectiveness of Leadership and Management

Priority: SLT development			
Success criteria			
Embedded coaching process for SLT. Production of reflective diary.			
Activity	Review	Lead Persons	Monitoring through
To embed a coaching process into the SLT: -Maximise reflective learning processes. -Assist the SLT to maximise a team working philosophy. -Further embed solution focused/supportive working. - To further develop innovative thinking for school development. - To help identify personal strategies for effectiveness.	Dates for group coaching sessions with High Park and Milton School SLT: Thursday 23 rd March- Completed Thursday 29 th June pm Thursday 12 th Oct pm. Individual coaching with CHS SLT: Thursday 4 th May- Completed Friday 5 th May- Completed Thurs 21 st September Friday 22 nd September.	SP/ Joan Haines	Production of reflective diary.
Impact: More effective working within the SLT and within the MAT.			

Collation of Completed CHIP



Priority: Local Governing Body			
Success criteria Embedded local governing body structure and protocols.			
Activity	Review	Lead Persons	Monitoring through
To <u>formulate</u> and embed the new local governing body structure and protocols.	New 'Strategic and Operational' meeting format runs consecutively and has been successfully embedded from 7 th February 2017.	SP/JW	Minutes of Local Governing Body Meetings.
Impact: Clarity in governing body meetings regarding content.			

Priority: Local Governing Body
<p>Success criteria:</p> <p>Roles and responsibilities Formulation and application of role descriptors with outlined process and systems guidelines related to:</p> <ul style="list-style-type: none"> -Responsibilities -Action plans -Collation of records of progress -Outcome analysis -Impact <p>Assessment Formulation and application of LGB School Improvement Plan assessment timetable and protocol Formulation and application of an assessment <u>reporting</u> format and assessment reporting timetable (Assessment outcomes will provide comparators against the Principal's Report)</p> <p>Induction Formulation and application of LGB induction process highlighting clear processes and systems regarding responsibilities, support processes, vision, values and responsibilities</p>

Collation of Completed CHIP



Strategic plan

Formulation and application of an annual strategic plan

Audit

Formulation and application of an annual effectiveness audit, with a focus on outcomes

Reporting

Inclusion of a CEO statement of progress regarding the MAT (standing agenda item) in each Principal's Report

Further Actions from External review of Governance – Progress & Impact Review (PIR) February 2019

Risk register

Introduce the Risk Register for Safeguarding and Finance

Principal's report

Review the contents of the Principal's report so that reporting to LGB is more focussed on key development areas.

Training

Delivery of training focused on showing evidence of impact of Governance at the school.

Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
Action Plan Roles and responsibilities Agree with LGB areas of responsibility: <i>Business Support Staff</i> <i>Staff Wellbeing</i> <i>Safeguarding & Behaviour</i> <i>Pupil Premium and Sports Premium</i> <i>Chair of Governors</i>	All to be allocated by September 2018	LGB	Outcomes of responsibilities and tracking of each Governors recording process

Collation of Completed CHIP



<p><i>Teaching & Learning</i> <i>Support Staff</i> <i>Most Able Pupil</i> <i>Looked after Children</i> <i>Health & Safety/Buildings</i> <i>Governor Training</i> <i>Hard to reach students</i></p> <p>Produce roles responsibility documents with outlined process and systems guidelines related to</p> <ul style="list-style-type: none"> -Responsibilities -Action plans -Collation of records of progress -Outcome analysis -Impact analysis <p>Apply CHIP and SIP areas of focus for LGB Agree areas and timetable for assessment and outcomes</p> <p>Induction Formulation and application of LGB induction process. To include 'assessment of process' questionnaire File to be completed</p> <p>Strategic plan Formulation and application of an annual strategic plan</p> <p>Audit</p>	<p>Completed by September 2018</p> <p>Referred to in the Principal's Report January 2019. Areas of focus to be recorded in minutes</p> <p>Present in Spring 1 LGB</p> <p>Initial plan produced by Jane Lewis by June 2018</p>	<p>SP/JH</p> <p>SP/JH LGB</p> <p>SP</p>	<p>Inclusion of standing agenda item at each strategic meeting</p> <p>Analysis of outcomes</p> <p>Assessment of outcomes</p> <p>Assessment of outcomes</p>
---	---	---	--

Collation of Completed CHIP



<p>Formulation of effectiveness audit</p> <p>Reporting CEO statement of progress regarding the MAT</p> <p>Risk register Introduce the Risk Register for the LGB focussed initially on safe-guarding to build a framework (Follow-up to Action 1.1)</p> <p>Use risk register in reporting to MAT Board to explain impact of decision making and steps taken to mitigate risk at Castle Hill.</p> <p>Principal's report Review the contents of the Principal's report so that reporting to LGB is more focussed on key development areas.</p> <p>Training Delivery of training focused on showing evidence of impact of Governance at the school.</p>	<p>Spring 2019</p> <p>Autumn 2018</p> <p>Ability to identify and mitigate risk across all areas of school life. 30th April 2019</p> <p>Robust reporting to MAT Board on Governance of LGC in identifying and mitigating risks.From Summer Term 2019</p> <p>Reduction in Principal's workload. Governors able to focus on key areas. End of Spring Term</p> <p>Build confidence of Governors to explain their input into improved outcomes. Thurs 6th Dec 2018 Mon 20th May 2019</p>	<p>JH/DM</p> <p>GR</p> <p>Safe-guarding Governor and Principal</p> <p>Principal & Chair</p> <p>Chair, Vice-Chair & Principal</p> <p>Vice-Chair</p>	<p>Report</p> <p>Report</p> <p>Risk register</p> <p>Report</p> <p>Training record</p>
<p>Impact: More efficient, effective and strategically minded Local Governing Body</p>			

Collation of Completed CHIP



Castle Hill School

Priority: Support staff personal development			
Success criteria: To have a more effective personal development process for support staff evidenced through increased numbers of effective personal development diaries.			
Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
To provide training sessions for Personal Development Facilitators to assess and evaluate systems to date. and to collate and apply targets for improvement moving forward	Personal Development Facilitator training completed 17 th March. Feedback collated Audit completed January 2017 School Improvement Partner focus July 2017 Training completed 19 th Oct 2017 New CHIP target set from initial SIP visit: Two in depth support staff PD audits, as opposed to one, will be completed by the SLT. One in January 2018 and one in April 2018	SP	Records of training Personal development process audit Application and assessment of outcomes
Impact: More effective personal development process, demonstrated through audit outcomes			

Collation of Completed CHIP



Castle Hill School

Priority: Wellbeing/ SMSC			
Success criteria: Develop/promote understanding of difference and diversity as a whole school priority. To achieve the UNICEF Bronze Quality Standards Mark. To achieve the UNICEF Silver Award.			
Activity	Review	Lead Persons	Monitoring through
To fulfil the UNICEF Bronze Quality Standards Mark audit requirements.	<p>DP Attended UNICEF RRSA course, Summer 2017. Next step will be to complete an audit to understand areas that require development, June 17. Target integrated into DP CPD October 2017.</p> <p>DP present to Local Governing Body on the 5th December 2017</p> <p>Embedded International/British values throughout the curriculum</p>	DP	Records of successful identification of need and interventions. Awarded Bronze Standard
Teaching and learning about rights	Education of the Articles of the CRC to stakeholders through focus on website and newsletters. End of Autumn 2 2018	DP	Website updates Newsletters
Teaching and learning through rights – ethos and relationships	<p>Curriculum guides to include UNICEF focus and Articles of the CRC. Now reflected in each newly produced curriculum guide from Autumn 2018-19</p> <p>School Policies to have reference to appropriate Articles of the CRC when reviewed. End of Autumn 1 2018</p>	<p>DP</p> <p>DP</p> <p>DP</p>	<p>Updated Curriculum guides</p> <p>Updated School Policies</p>

Collation of Completed CHIP



Castle Hill School

<p>Teaching and learning for rights – participation, empowerment and action</p>	<p>Policies so far include:</p> <ul style="list-style-type: none"> • British Values • Careers • PSHE • Relationships & Health Education <p>Each curriculum group action plan has associated targets towards the UNICEF QS.</p> <p>Audit to date (11/01/19):</p> <ul style="list-style-type: none"> • Communication and Language • Maths • PSHCE • Understanding the World • Expressive Art and Design • Sensory • Physical Development 	<p>DP</p>	<p>Completed audit Outcome of actions</p>
<p>To ensure the Award is an ongoing staff meeting agenda item</p>	<p>Thursday morning meeting presentations to staff:</p> <p>06/09/18 Article 31 04/10/18 Article 29 08/11/18 Article 14 06/12/18 Article 13 17/01/19 Article 24</p>	<p>DP</p>	<p>Staff meeting minutes</p>
<p>To ensure knowledge of our progress is shared with staff</p>	<p>School council to be included in making decisions in school development. End of Autumn 1 2018</p> <p>Regular updates to whole school meetings and displays. Autumn 1 and 2 2018. See updated display in Primary</p>	<p>DP DP</p>	<p>School council minutes Display</p>

Collation of Completed CHIP



<p>To fulfil UNICEF Silver requirements</p>	<p>corridor</p> <p>Weekly 'Article' focus for discussion in class groups. Autumn 1 2018</p> <ul style="list-style-type: none"> • September Article 31 Collated • October Article 29 31 Collated • November Article 14 31 Collated • December Article 13 31 Collated • January Article 24 Given out <p>Staff questionnaires. Discussed in staff meeting 10/01/19. Hard copies given to teachers 16/01/19</p> <p>Collation of evidence. External moderation. Summer 2019 See Castle Hill School Evaluation</p>		<p>Achievement of UNICEF Silver award.</p>
<p>Impact: Embedded international community and British values</p>			

Collation of Completed CHIP



Castle Hill School

Priority: Welfare (Extended School)			
Success criteria: The existence of a sustainable after school club.			
Activity	Review	Lead Persons	Monitoring through
To complete research and development related to after school clubs and their sustainability. To submit a proposal by Summer 2017.	<p style="color: green;">Parents consulted. Small trial planned for second half term Autumn 2017. Liaising with Highbury School who are also launching for Sept 2017.</p> <p style="color: green;">Sept 2017: Trial set for 3 weeks in November. Letter has gone to interested families and responses have started to come in.</p> <p style="color: green;">Trial dates completed. Staff and students identified. 15, 22, 29 Nov 2017.</p> <p style="color: green;">Dates to be set for sessions Spring term 2018.</p>	DP, AL	Launch of after school club offer in 2017-18.
Impact: Extended learning opportunities.			

Collation of Completed CHIP



Priority: Welfare (Extended School)			
Success criteria: The existence of inclusive residential opportunities for Sixth Form pupils.			
Activity	Review	Lead Persons	Monitoring through
To complete research into appropriate residential opportunities. To identify funding options. To set up inclusive residential opportunity during 2018.	Lottery funding applied for and received. Venue selected and visited – Calvert Trust in the Lake District. Venue selected due to its inclusive facilities and opportunities for young people with multi-sensory needs and those who use wheelchairs. Fifteen pupils will attend as two groups for two nights each. Parents invited to school for presentation. February 2018 Dates set for week beginning 30 th April.	DP, KW	Residential opportunity for Sixth Form pupils 2018.
Impact: Extended learning opportunities.			

Collation of Completed CHIP



Priority: Welfare (Parental Engagement)			
Success criteria: Increased parental engagement.			
Activity	Review	Lead Persons	Monitoring through
To address training needs for parents through a questionnaire. To provide training opportunities based on responses.	Training is ongoing. Training sessions delivered to date include: Behaviour Feb 2017 Online Safety March 2017 Sensory Integration May 2017 Intensive Interaction June 2017. Communication June 2017 Further training dates arranged for Spring and Summer 2017-18	SM, RM, KD	Responses. Training itinerary and outcomes.
Impact: Further understanding of learning strategies to be used in the home context.			

Collation of Completed CHIP



SIP Outcomes

<p>Priority: SIP outcomes : 2016- 2017</p> <p>Quality of Teaching, Learning and Assessment</p> <p>On the 29th March 2017 Sally McFarlan, Executive Head Teacher, National Leader of Education and our new School Improvement Partner (SIP) attended school to complete her initial SIP visit. Sally's specific focus was 'The effectiveness of planning in ensuring high quality teaching and learning'. Outcomes of the visit were positive with some areas highlighted for development.</p>			
<p>Success criteria</p> <p>Applied common MTP planning format.</p> <p>Applied common STP process which is effective in reflecting progression. Improved monitoring of this process by SLT.</p> <p>Staff will have a greater understanding between LTP, MTP and STP planning.</p> <p>Subject focus made more explicit in planning, timetables and delivery.</p> <p>Continuity and progression in planning is explicit.</p> <p>Assessment evidence base explicit and accessible.</p> <p>Evidence of progression, which is built in the curriculum across key stages, more explicit.</p>			
Activity	Review	Lead Persons	Monitoring through
<p>**MTP planning format required. Format to be agreed in Autumn term 2017, teachers' meeting.</p> <p>**Refer to Peer Review outcomes below for further development.</p>	<p>Discussed with: Workload Working Party 11/10/17 16/10/17. SLT 17/10/17. Teachers' meeting 1/10/17. Pilot launched in Primary 6 and Secondary 4 1/10/17. Full application Jan 2017 Review due 24/01/18 in teachers meeting.</p>	<p>SP/SLT</p>	<p>Minutes and MTP outcome.</p> <p>Collation of evidence in new restricted access 'Planning Dialogue Document' which will be included in class files from September 2017.</p>

Collation of Completed CHIP



<p>**Agree common STP process which is effective in reflecting progression in all classes including AFA. Improved monitoring of STP process which is effective in reflecting progression in all classes including AFA.</p> <p>Continuity and progression in planning is explicit.</p> <p><i>**Refer to Peer Review outcomes below for further development.</i></p>	<p>The requirement for evidence of progression has been discussed in the Teachers' Meeting (Summer Term 7/06/2017). Colour coding agreed. July 2017: Ongoing. Continuity and progression to be highlighted in Curriculum Overview.</p> <p>Discussed with: Workload Working Party 11/10/17 16/10/17 SLT 17/10/17 Teachers' meeting 1/10/17 Pilot launched in Primary 6 and Secondary 4 1/10/17 Full application Jan 2017 Review due 24/01/18 in teachers meeting.</p>	<p>SP/SLT</p>	<p>Collation of evidence in new restricted access 'Planning Dialogue Document' which will be included in class files from September 2017.</p> <p>Review in December 2017 through collation of evidence from lesson plans, 'Planning Dialogue Document' and lesson observations.</p>
<p>**Staff will have a greater understanding between LTP, MTP and STP planning.</p>	<p>'Curriculum NEW Overview' document has highlighted this relationship. A copy is included in each class teachers' file and curriculum file. This document has been</p>	<p>SP, RM</p>	<p>Minutes of meetings.</p> <p>Documents in files for reference.</p> <p>Collation of evidence in new restricted access</p>

Collation of Completed CHIP



<p><i>**Refer to Peer Review outcomes below for further development.</i></p>	<p>discussed in the teachers' meetings May 2017.</p> <p>Teachers worked towards completion – Philosophy and objectives for subject areas 6/12/17</p> <p>Overview completed and published February 2018.</p>		<p>'Planning Dialogue Document' which will be included in class files from September 2017.</p> <p>Lesson observations in the Spring term will replace observation interviews to further check effective use of LTP,MTP,STP.</p>
<p>Subject focus made more explicit in planning, timetables and delivery.</p>	<p>Discussed in teachers' meetings Summer Term, May 2017.</p> <p>Subject reference included in timetables</p> <p>Subject references included in curriculum guides.</p> <p>Autumn Curriculum Guides reviewed Wed 20th December 2017 in the Teachers' meeting.</p> <p>See minutes for outcomes.</p> <p>Spring review due 21/03/18.</p>	<p>SLT</p> <p>Curriculum working party</p> <p>Curriculum teams</p>	<p>Review in December 2017 through collation of evidence from lesson plans, 'Planning Dialogue Document', lesson observations, planning/ timetable monitoring forms – 'Looking at my File'.</p> <p>Lesson observations in the Spring term will replace observation interviews to further check subject focus inclusion.</p> <p>Review of Curriculum Guides December 2017.</p>

Collation of Completed CHIP



<p>**Make assessment evidence base explicit in all classes.</p>	<p>New class file format formulated in consultation with SLT and ready for use from September 2017.</p> <p>Review due 24/01/18- Teachers' meeting.</p>	<p>SP, GF, SLT</p>	<p>Review in December 2017 through collation of evidence from lesson plans, 'Planning Dialogue Document', lesson observations, planning/ timetable monitoring forms – 'Looking at my File'.</p>
<p>**Evidence of progression, which is built in the curriculum across key stages, more explicit.</p> <p>**Refer to Peer Review outcomes below for further development.</p>	<p>Review of Curriculum Guides to ensure progression across Key stages is explicit. Include explanation of progression /themes in Curriculum document.</p> <p>Autumn Curriculum Guides reviewed Wed 20th December 2017 in the Teachers' meeting. See minutes for outcomes.</p> <p>Spring review due 21/03/18</p>	<p>RM Curriculum working party Curriculum teams</p>	<p>Review in December 2017 through collation of evidence from lesson plans, 'Planning Dialogue Document', lesson observations, planning/ timetable monitoring forms – 'Looking at my File'.</p>
<p>Impact: Further clarity of planning process and accessibility of planning and assessment documentation. Outcomes evidenced in termly assessment report.</p>			

Collation of Completed CHIP



<p>Priority: SIP outcomes : 2016- 2017 CPD and Personal Development Review On the 3rd July 2017 Sally McFarlan, Executive Head Teacher, National Leader of Education and our School Improvement Partner (SIP) attended school to complete her second SIP visit. Sally's specific focus was CPD for teaching staff and a review of the support staff's Personal Development process. Outcomes of the visit were positive with some areas highlighted for development.</p>			
<p>Success criteria More consistent recording of progress in professional development diaries for support staff Strengthened PD mentor process for support staff Increased external training opportunities provided for support staff Increased involvement of the Teaching School in CPD and PD</p>			
Activity	Review	Lead Persons	Monitoring through
Two in depth support staff PD audits, as opposed to one, will be completed by the SLT. One in January 2018 and one in April 2018.	<p>Staff allocated to SLT 19 Oct 2017.</p> <p>PD targets completed- Autumn 2017.</p> <p>Initial audit by SLT January 2018.</p> <p>March 7th 2018 underway</p>	SLT	PD audit
Each staff member will be allocated a mentor from within their class. This can include the class teacher. Mentor identity will be recorded in each self-evaluation diary during each PD interview.	<p>PD training supplied to facilitators by SP 19/10/17.</p> <p>Facilitators/mentors have completed PD target setting Dec 2018</p>	SLT	Self-evaluation diaries

Collation of Completed CHIP



<p>Provide a greater breadth of external training opportunities for support staff.</p>	<p>-MAT training day-24th November. 'The Art of Brilliance' by Andy Cope (Author). -Four staff members are beginning HLTA qualifications- Dec 2018 Staff have been offered the opportunity to apply for: -Post Graduate Diploma in Multisensory Impairments- None applied. -Regional Makaton Tutor qualification Interviews and applications are in process-January 2018 -One staff member continues with an NVQ level 3 Teaching and learning -Staff visits to MAT partners continue. Two visits completed Spring 1 2018</p>	<p>SP/SLT AL to research and develop possible support staff conference</p>	<p>PD-self-evaluation diaries Training log</p>
<p>To source, develop and provide training opportunities for teaching and support staff through the Teaching School.</p>		<p>Ali Ley 2.5 day allocation to Teaching School</p>	<p>Teaching School CPD/PD offer. Training records.</p>
<p>Impact: Increased subject knowledge for staff Outcomes evidenced in termly assessment report.</p>			

Priority Outcomes from Peer Review October 2017

CPD and Personal Development Review

On the 3rd Oct 2017 Sally McFarlan, Executive Head Teacher, National Leader of Education and our School Improvement Partner (SIP) attended school to complete her third SIP visit. This visit was also incorporated a **Peer Review**. Debbie Sweet (Highbury Head teacher, Calderdale) , Richard Pawson(Wood Bank Head teacher, Calderdale) and Helen Metcalfe- Senior Kirklees Learning Partner joined Sally to complete the process. The following areas provided focus for scrutiny:

- **Effectiveness of Leadership and Management**-Sally M (Ladywood Head teacher and NLE, Bolton) -

Focus 1-Does the curriculum have suitable breadth, depth and relevance?

Focus 2- Is there adequate reference to SMSC and British Values in the curriculum and is this evidenced in the classroom?

- **Quality of Teaching, Learning and Assessment** -Debbie Sweet (Highbury Head teacher, Calderdale).

Focus 1-Do teachers, practitioners and other staff have a secure understanding of learning needs of students and are these differentiated appropriately?

Is assessment for learning effectively applied?

Focus 2- Is Pupil Premium effectively applied and tracked?

- **Personal Development Behaviour and Welfare** -Richard Pawson(Wood Bank Head teacher, Calderdale).

Focus 1-Are Safeguarding requirements fulfilled?

Focus 2-Is there regular and prompt attendance?

- **Outcomes for children and Learners**-Helen Metcalfe- Senior Kirklees Learning Partner

Focus 1-Is there evidence of progression and achievement for more able students?

Focus 2-Are clear Work Related Learning pathways applied to ensure preparation for the future?

Outcomes of the visit were positive with some areas highlighted for development.

Success criteria

The application of a process which, on an ongoing basis, assesses and responds to student voice/opinion and need.

Better informed Local Governing body regarding Safeguarding and Behaviour data.

More effective planning and assessment system with reduced workload for teachers.

More effective 'trackable' assessment processes.

Graduated responses to assessment outcomes.

Collation of Completed CHIP



Activity	Review	Lead Persons	Monitoring through
<p>To ensure that student voice is monitored, heard and responded to for all groups throughout school.</p>	<p>Action plan completed for Autumn 2017.</p> <p>Performance management target agreed 16/10/17.</p> <p>Triad focus agreed 17/10/17.</p> <p>Triad target review and update 13/11/17- See Teachers' meeting minutes.</p>	<p>KD Student council action plan.</p> <p>AL Performance management link.</p> <p>AM Triad Focus.</p>	<p>Student council minutes.</p> <p>Performance management outcomes and assessment of action taken.</p> <p>Triad outcomes and assessment of action taken.</p>
<p>Behaviour (Termly Report) More information to be given to governors regarding: -Tracking incident type and frequency. -Number of students on behaviour plans by department, length of time of application, numbers resolved and numbers newly applied. Commonalities should be highlighted. A Case Study each term will also be produced as a point of discussion regarding effectiveness.</p>	<p>First report provided 5th Dec in Local Governing Body meeting.</p> <p>Second report due 20th March 2018.</p>	<p>TD- Actioned 5/10/2017.</p>	<p>Local Governing Body meeting minutes.</p>
<p>Safeguarding (Termly Report) More information to be given to governors regarding:</p>	<p>New classification of cases applied to supervision meetings from 06/10/17.</p>	<p>SM- Actioned 06/10/2017.</p>	<p>Local Governing Body meeting minutes.</p>

Collation of Completed CHIP



<p>-Escalated cases /deescalated cases and case classification.</p> <p>A Case Study each term will also be produced as a point of discussion regarding effectiveness.</p>	<p>First report submitted 5th Dec at Local Governing Body Meeting.</p> <p>Second report due 16th January 2018.</p>		
<p>Evidence of progression file to be introduced to each class specifying progress in:</p> <ul style="list-style-type: none"> - C+L - C+I - Physical development - Social and emotional - Transition. <p>Assessment notepads to be introduced to each class.</p> <p>**New (Easy Track) planning process to be applied.</p> <p>New Progression in Provision (PIP) assessment process to be introduced.</p>	<p>Files distributed in teachers meeting 11/10/17.</p> <p>Autumn Curriculum Guides reviewed Wed 20th December 2017 in the Teachers' meeting. See minutes for outcomes.</p> <p>Spring review due 21/03/18</p> <p>Pilots in Primary 6 and Secondary 4 to begin 1/11/17.</p> <p>Discussed with: Workload Working Party 11/10/17 16/10/17. SLT 17/10/17. Teachers' meeting</p>	<p>SP- Actioned 11/10/2017.</p>	<p>File assessment (SLT monitoring process).</p> <p>Notepad assessment (SLT monitoring process).</p> <p>SLT monitoring process.</p>

Collation of Completed CHIP



	<p>1/10/17. Pilot launched in Primary 6 and Secondary 4</p> <p>1/10/17. Integrated into teachers CPD from 18/10/17.</p> <p>Review due 24/01/18 in teachers meeting.</p>		
SLT, when monitoring planning will complete a tracked case study...from EHCP to MTP, STP ,PIP back to MTP, STP.	<p>SLT informed 17/10/17.</p> <p>3 tracking assessments complete prior to 01/03/18</p>	SP- Actioned 11/10/2017.	SLT monitoring process tracked case studies.
Termly report planned to provide summative assessment information which will ensure a graduated response to learning need is applied.	<p>First report due end Dec 2017.</p> <p>Completed and actions highlighted to staff and curriculum teams. See Numeracy target *01/03/18</p>	SP- Previously Actioned 19/09/2017.	Graduated responses from data collected.
<p style="color: orange;">Impact: Greater ability for staff to track, assess and action learning</p>			