



SCHOOL EVALUATION 2020-21

Last reviewed February 2021
(please see review reference)

Our School Evaluation Form (SEF) is used for high-quality, self-reflective practice. The document provides a means to inform, update and appraise the school's developmental journey. Although identified as an outstanding school three times, we still continue to strive for improvement through a process of continued challenge. We are proud to see ourselves as a restless school striving for perfection in order to provide all of our pupils with the best learning opportunities possible.

Motto

Innovating Communicating Empowering

Mission Statement

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

Aim

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

Self-Assessed Judgements

Quality of education	1 - Outstanding
Behaviour and attitudes	1 - Outstanding
Personal development	1 - Outstanding
Leadership and management	1 - Outstanding

NB: Issues relating to Social Moral Spiritual and Cultural areas (SMSC) are highlighted in grey.

The Characteristics of the School

- 10 the school continues to be recognised as Outstanding in all areas in 2019.
- 10 Communication is at the core of our learning offer. Our intent is to ensure our students are prepared for their future as effective, confident, and empowered communicators.
- All pupils have an Education, Health and Care Plan (EHCP). The greatest proportion of pupils have severe, profound and multiple learning difficulties, many with associated sensory impairments. A minority of students also have autism spectrum conditions.
- The majority of pupils have complex communication, medical and health needs; some of these are be life-limiting.
- About a quarter of pupils are known to be eligible for additional funding through the Pupil Premium which is higher than the national average.
- Around 40% of pupils are from minority ethnic backgrounds and for many of these, English is an additional language. The analysis of data carried out over time identifies that there is no significant

difference of progress when split by gender or by ethnicity as all receive a level of intervention dependent on their individual learning needs (assessment data, intervention records).

- The school holds a number of awards, including a Quality Standard in Careers, a Quality Standard in Basic Skills and the Inclusion Standard, the Gold Games Award, the Silver SMSC Quality Standard, the Makaton Friendly standard, the Healthy Schools Award and the UNICEF Silver Rights Respecting Schools Award. We are in the process of applying for a Mental Health Award, the UNICEF Gold Rights Respecting Schools Award and the Gold SMSC Quality Standard.
- Children can enter school at any age and therefore any Key Stage. Higher levels of entrants are particularly prevalent in Early Year Foundation Stage and Sixth Form. All students have a significant learning delay, often with additional needs resulting in spiky attainment profiles.
- The majority of pupils finish KS4 working within Castle Hill School levels (CH Levels) and then transition to the Sixth Form provision. Following this they are successfully located in a variety of Post 19 provisions.
- The school continues to be a Teaching School and is the lead school of the Pennine Teaching Alliance. The Teaching School is currently working with Cumbria University to provide a School Direct SEND offer.
- The MAT CEO is a National Leader of Education and is a nationally recognised school improvement partner.
- In 2019 the school was awarded the contract by the DfE to be the lead for the national rollout of the Engagement Model.
- The development of coaching and peer-to-peer support for staff has promoted a culture of leadership at all levels. This work continues with distributed leadership models throughout the school (working parties, curriculum teams, mentor programme, collaborative leadership practice).
- Learners from other educational provisions work in partnership with school through reciprocal visits and lessons to support need (outreach records). When required there is capacity to provide links and dual placements with mainstream schools.
- We work in partnership with the local health trust which provides a range of health staff to support the needs of children attending the school and runs student health reviews from the premises. They also provide school staff with training in a range of interventions, medical conditions etc. Health staff can also have an input into the formulation of Education Health and Care Plans (Minutes of meetings: Joint assessment panel/CH Joint assessment/ training records/diaries).
- We work in partnership with Social Services and the Disabled Children's Service hosting joint reviews. We co-facilitate EHCP reviews for students throughout school and host Children In Need (CIN) and Children Looked After (CLA) reviews which ensures an effective wrap-around service (review records/emails). This ensures a highly effective multi-agency approach to good practice.
- The School is a registered centre for AQA Unit Awards, ASDAN Personal Progress, ASDAN Personal Social Development and OCR Entry Level Functional Skills. This enables our pupils to celebrate their achievements through nationally recognised accreditation and examination schemes.

Academy Conversion

The school converted to become an academy during the Autumn term 2016. Castle Hill School is now part of the Interaction and Communication Academy Trust (ICAT).

ICAT also includes High Park School, Bradford, and Milton School, Rotherham.

Quality of education

Inspectors will make a judgement on the quality of education by evaluating the extent to which:

Intent

leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.

Curriculum Intent

Due to our child-centred, needs-based curriculum, our assessment data consistently shows that all groups, including those commonly identified as being disadvantaged, make progress comparable with expectations and their peers.

Our curriculum is designed to enable all students to be effective communicators, giving them confidence and preparing them to take an active role in their community, influence their world, make positive contributions, be responsible and achieve social and emotional fulfilment.

In 2014, a Learning Audit provided us with the evidence for reformulating the curriculum to ensure that all pupils' needs were appropriately addressed. Outcomes prioritised literacy, numeracy and physical development. From this point the school adopted the Early Years Foundation Stage Areas of Learning as the curriculum framework. This process continues in the development of comprehensive Curriculum Guides for each learning area. An additional audit was completed during Autumn 2019. Outcomes were analysed and assessed, and changes applied to the curriculum model. (Learning Audit, Curriculum Guides, Curriculum Overview, Curriculum Model).

Our Curriculum also includes a comprehensive Sensory element, which covers Multi-Sensory Impairment, Visual Impairment, Hearing Impairment, and Feeding and Swallowing. This has ensured high levels of engagement for all students (Data, Learning Journals, MAPP).

Our students experience a broad and varied curriculum. Teachers access guidance through Castle Hill Curriculum Guides. Each rigorous and comprehensive subject specific Curriculum Guide provides information including the current theme, programmes of study, level guides, references to further curriculum resources, suggested activities, suggested activities for Continuous Provision EYFS and Primary, suggested activities for Extended Provision Secondary, key vocabulary, related literature and songs, Collective Worship, guidance on Unicef Articles and British Values, Gatsby Benchmarks, safeguarding and on-line safety, Multi-Sensory approaches, pupil voice and wellbeing, guidance on Work Related Learning, and guidance on Healthy Eating ensuring the needs and interests of children, learners and employers, nationally and in the local community, are met. The curriculum ensures precise and accurate next steps in learning are provided for (curriculum guides, curriculum overview document).

The Curriculum Guides give structure and allow flexibility to ensure differentiated needs are met. Curriculum groups and leaders review, develop and enhance the guides on a termly basis. This provides excellent guidance for all staff ensuring consistent delivery across the curriculum. Every aspect of planning, evaluation and delivery of learning is personalised to make optimum use of learners' strengths and to structure progress in their identified areas of development (curriculum overview, assessment strategy, planning, curriculum documents, teachers meeting minutes, curriculum group action plans).

Curriculum groups and leaders are allocated time in staff meetings and receive class release time to develop their curriculum areas ensuring development of each area (curriculum area files). In order to evaluate the effectiveness of personalised curriculum planning, curriculum teams track progress to monitor the effectiveness of teaching in curriculum areas. Curriculum teams present to peers and Governors on a rota basis, this ensures action plans and curriculum development is shared with and monitored by peers, SLT and Governors resulting in a high quality outcome focused document (data collection of group learning, case studies).

Curriculum leaders are responsible for disseminating information and national developments related to their curriculum areas to the teaching team (action plans, teacher meeting minutes).

There is an innovative and effective structure of personalised planning, which begins with reference to the curriculum guides and pupils' EHCPs. Programmes of study and targets are integrated into medium and short term planning. Effective assessment systems track attainment and progress (see curriculum overview, case studies, assessment outcomes, assessment reports).

Cultural capital is guaranteed for our students through an extensive community involvement which is promoted and integrated into the curriculum. Its impact is successfully delivered through a variety of strategies including links and events (differentiated curriculum, evidence of links, work related learning, collective worship, CPD targets, policies, assessment reports, Kirklees Inclusion Quality Standards Mark, SMSC calendar).

the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs

The curriculum is designed to capture all individual ways of learning, taking into consideration vertical and horizontal learning needs. The curriculum is used as a comprehensive, enriched, constantly evolving resource for teachers to draw guidance from to design personalised learning experiences for our unique cohort.

Our child-centred approach to curriculum design and delivery is driven by our curriculum intent statement:

The curriculum is designed to enable all students to be **effective communicators**, giving them **confidence** and **preparing** them to take an **active role** in their community, **influence their world**, make **positive contributions**, be **responsible** and **achieve** social and emotional **fulfilment**. (Curriculum, SEF summary, assessment report, case studies, post-school tracking, links audit, CPD focus, lesson studies, curriculum group development)

The learning journey begins for our students pre-placement, where effective transition arrangements help students and families orientate, feel safe, and be ready to learn. The initial learning experience is based upon EHCP targets partnered with the Development Matters curriculum 2012 which gives clear pre-formal developmental steps. Moving to the Primary curriculum, students access a more thematic approach to learning with a continued focus on becoming empowered communicators. This process is enhanced through the Secondary curriculum where the application and generalisation of skills, with a focus towards community participation and empowerment. This is further embedded, enhanced, and formalised through the 14-19 curriculum with a focus on the skills needed for planned destinations. Each student's journey through the curriculum has a focus on their age, ability, need, strengths and interests. (case studies, learning journals, evidence of work files, planning, links evidence, assessment report outcomes, curriculum)

The curriculum is designed to have a strong structure of continuity and progression which ensures our students are prepared for their future lives. Continuity and progression is delivered through programmes of study that promote unique developmental opportunities. This ensures our students are provided with challenging learning experiences appropriate for their ability. (Curriculum Guides, Key Skill Pathways, case studies, learning journals, evidence of work files, planning, links evidence, assessment report outcomes, curriculum)

A departmentally differentiated thematic approach in the curriculum ensures progression and enables shared learning experiences across the school (topic cycle: EYFS – My World, KS1&2 – People who help us, KS3&4 – 999 Emergency; Sixth Form pathways: pre-formal, semi-formal, formal). This approach to curriculum development and delivery has promoted excellent progress in all groups of students (assessment report, curriculum, learning journals, case studies).

A differentiated accreditation and qualification pathway is delivered to meet the needs of each student according to their ability, interests and strengths (qualification offer and outcomes).

Students begin to complete accreditation through the AQA Unit Award Scheme during transition in Key Stage 2. This continues through Key Stage 3 into Key Stage 4. Students also complete ASDAN Personal Progress Qualification units in Key Stage 4. Units are specifically designed to prepare students for the future and cover themes including; Preparation for Work, Community Participation and Independent Living.

Sixth form students access a choice of three qualification options; ASDAN Personal Progress (Pre-Entry and Entry Level 1), **ASDAN Personal and Social Development** (Entry Level 1), OCR Functional Skills (Entry level 1, 2 & 3). The qualifications provide a differentiated learning route to meet all needs. Students completing **ASDAN Personal and Social Development** (Entry level 1), OCR Functional Skills (Entry Level 1, 2 & 3) are fully prepared for college/educational destinations where their education pathway can be continued to the next appropriate stage, for example Entry 2 or 3 qualifications. Other students are also prepared to progress into service providers through **ASDAN Personal Progress** and **ASDAN Personal and Social Development**. Preparatory units related to these systems are based on Independent Preparation for Work, Managing your own money and others.

The curriculum provides opportunities to understand and experience the world of work through mini-enterprise projects, work experience within and out of school, community visits, and the input of C&K Careers. The Gatsby Benchmarks provides us with a framework which has been adapted appropriately for the needs of our students in order to quality assure our careers provision. (Careers Quality Standard, Gatsby Benchmarks at CHS document, curriculum guides).

Destination tracking shows that the vast majority of leavers retain their initial destination placement. This indicates that they are fully prepared for their next stage of education/service provider (tracking data).

learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

We provide a broad and balanced curriculum which is based upon the principals of a child centred approach to learning. Students' learning is guided by our full curriculum, programmes of study and on the students' own needs and engagement priorities (case studies).

Castle Hill School's curriculum has reference to all National Curriculum subjects and the evidence of the application of this is provided in long, medium, and short term planning. (OFSTED report, curriculum guides, curriculum leaders files)

Innovative enhanced approaches to personalised learning ensure that all learning needs are met. What might be traditionally described as interventions are woven within the fabric of each pupil's curriculum (learning journals, orange observation books, evidence of work files, home learning records, Outreach records, virtual lessons, YouTube channel lessons, links, external educational practitioners). Specific communication focused lessons are provided ensuring that the benefits pupils traditionally received from interventions are embedded within their day to day learning (Communication Teacher planning and assessment, orange observation books).

Pupils are grouped according to learning need, which has led to whole school improvement in the quality and effectiveness of learning. Communication groups in both Primary and Secondary, facilitated by the Communication Teacher, has contributed to increased independence and this has led to outstanding progress being made particularly in speaking and listening (data).

As students progress towards Sixth Form their curriculum focusses more on the application of academic and life skills in real life scenarios, through opportunities such as work related learning, and community visits. These measures ensure a full and expansive learning experience for each student.

The Sixth Form pathways (pre-formal, semi-formal, formal) provide a bespoke, differentiated, learning experience with an intent towards their post-school destination.

Implementation

teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise

Lessons are highly effective due to the teachers' excellent subject knowledge and good to outstanding pedagogical skills. A variety of on-going strategies are applied to enhance and promote dialogue, reflection and challenge leading to development around pedagogy. These include teachers' meetings, lesson studies, peer to peer mentoring, and management and peer led training (lesson plans and evaluations, lesson observations, minutes of meetings, lesson study records, baselines of practice, working party records).

Because teaching and learning and pedagogy is a key area, significant emphasis is put on the development of each teacher's personal practice and application of skills. A reflective learning process is promoted through peer observation, self-evaluation, and reflective practice. Teachers are encouraged to consider their areas of development through the ongoing observation process. (lesson observations, peer observation reports, planning monitoring documents)

Dynamic, innovative, and restless Continuous Professional Development (CPD) process takes a high priority and this is clearly linked to Performance Management and the aims of the school. This is explicit within school culture and is continuously celebrated and shared. Due to the culture of expectation and empowerment of CPD and the high level of training made available to staff, there is a wide range of expertise, professional support and discussion which in turn leads to continuing development in the teaching strategies and techniques used (CPD records, lesson observations, teachers meeting minutes, class meeting minutes, lesson study outcomes, peer observation reports, Principal/Governor reports, PD files, LSA training records).

The leadership of curriculum areas has been further strengthened by the creation of a team approach to ensure expertise is shared and there is a consistency of approach (curriculum team files, action plans, presentations to staff and governors, curriculum audit).

Staff provide information sharing advice and guidance to colleagues regarding practice to ensure subject knowledge and skills are up to date, promoted and refined (training records, presentations to staff, twilight).

Our unique and innovative curriculum ensures that teachers are supported in teaching according to individual students' needs (assessment documents, curriculum maps, curriculum working party, Curriculum Guides).

The school benefits from a member of the SLT who is both a qualified Teacher of Children with MSI and also a SLE. This quality assures the outstanding practice that already exists in meeting the needs of pupils with multi-sensory impairments (intervention records, MSI teacher timetable, Pupil Progress case studies, quality formative and summative assessment, sensory curriculum guides, training records).

Teaching and learning is enhanced and extended and enriched through visits, specialist visitors and stimulating resources (CHIP, planning, lesson observations, minutes from meetings).

Bespoke environments around school increase opportunities for engagement and learning (sensory pod, hydrotherapy pool, rebound therapy room, soft play room, sensory room, sensory regulation room).

As a Teaching School we provide staff with a wide variety of opportunities for CPD and knowledge sharing (teaching school information).

teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches

Our teachers have a clear understanding of individual learning needs through the application of our highly effective assessment for learning (AFL) processes; the curriculum supports this approach rather than drives it. At Castle Hill School engagement is the foundation of our curriculum, supporting AFL. Differentiated approaches are essential within our context. The whole ethos of the school is about necessary personalisation of learning so that individual learners' needs are identified and addressed through a bespoke and flexible curriculum (curriculum guides, curriculum overview, Kirklees Inclusion Quality Standard, evidence of differentiation in planning and assessment, Pupil Progress case studies).

Lessons are carefully planned with appropriate and challenging learning objectives. Planning includes references to all students, all of whom work on personalised programmes to ensure the best possible levels of engagement and progress. Teachers dynamically respond to pupil need as they teach, adapting their delivery and practice appropriately thus ensuring progression (lesson plans, engagement profiles, PiP targets and assessment sheets).

Teachers' delivery of lessons and learning is supported by the SLT. Advice and guidance is provided. Areas of focus include engagement, commentary and presentation style (lesson observations, monitoring records).

All class staff, under the guidance of the teacher, deliver, support and assess learners' understanding. Commentary is encouraged, and assessments are 'live' through the use of bespoke recording systems (orange books).

An on-going learning objective review process ensures that personalised targets are set and achieved (termly teacher MAPP audit and analysis, PiP assessment, PiP moderation meeting records).

Students are set challenging short term and long-term targets related to EHCPs and AFL processes. Progress against these is monitored closely through the MAPP process. Parental input is encouraged through Parents' Evenings and general home/school contact (EHCP process, annual target setting, termly MAPP reviews, lesson evaluations, termly assessment reports).

Students are provided with opportunities for processing and take-up time so that they are able to embed their skills and understanding (planning, lesson observations, EHCPs).

Student voice is a valued and essential part of the planning process, informing teaching and learning (Engagement Profiles, Communication Passports, AFL, planning, bag about me).

over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts (Techniques to assimilate and generalise knowledge and information)

The ethos of our school is reflected in our Motto, Mission Statement and Aims. These clearly promote the retention and application of skills and knowledge to enable our learning community to achieve. (Motto, Mission statement, Aims)

The school's use of MAPP as an assessment tool focuses on four areas, two of which are maintenance and generalisation. This ensures a focus on the retention of skills in preparation for the further development of independence. (Assessment report, individual pupil progress reports)

Learning opportunities within classroom are consolidated on an ongoing basis. The students require this approach to ensure that learning sticks which then allows them to generalise their skills. Routines are evident throughout the school providing a clear platform for learning in which progress can be identified and maximised. Routines support the learning, provide activities of reference, ensure familiarity and wellbeing, which in turn supports self-regulation (Planning, baselines of practice, songs of reference).

A personalised approach ensures that learning builds on students' own interests and motivators. This ensures that students remember new learning (medium term planning).

A clear whole-school approach to learning enables consistency, continuity, and the perpetuation of knowledge and skills year on year (baselines of practice, curriculum, MAPP assessments, planning monitoring, transition documents, transition fortnight, peer observations, staff meetings, triad, curriculum team feedback, curriculum guides, pupil progress tracking files).

Transition pathways are clearly designed and applied in partnership with destinations to ensure students' skills are maintained and generalised effectively (transition plans, pupil tracking, leavers' forums, leavers' visits, leavers' coffee and cake afternoons, leavers' fair, collaboration with C&K Careers and Pathways team).

Students are encouraged to apply their skills in a wider context including frequent links within the community. This ensures students have a well-rounded experience and can apply and generalise their skills with real life situations. ICT has enabled our students to reach out into the community remotely during times which prevent face to face contact. (weekly timetabled external links, after school club, celebrations and events, themed weeks, medium term planning, cross phase partnerships).

Communication passports give information on students' backgrounds, interests and preferences, ensuring their choices are recognised and continued both within and outside of the school setting. This supports recognition, application, and generalisation of abilities and skills (communication passports, Section A from EHC Plans)

National qualification and accreditation systems are used to quality assure knowledge and skill retention and application for pupils in all phases (Assessment report, Qualification outcomes)

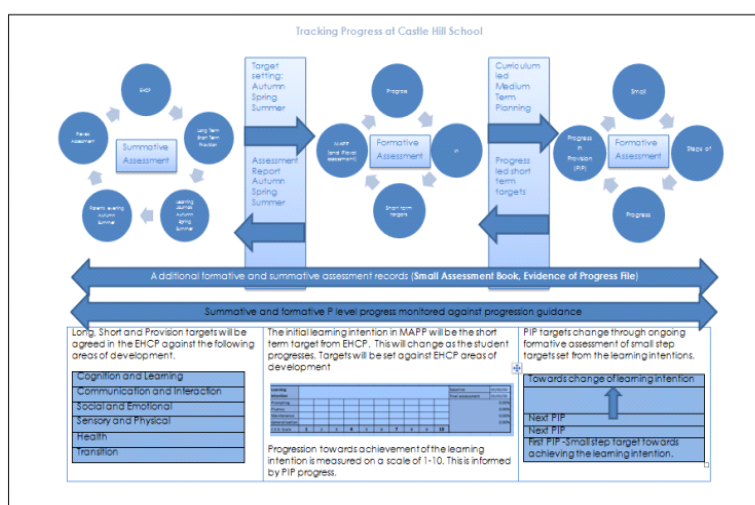
teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners

The school has a clear assessment, recording and reporting policy which ensures that progress can be effectively communicated and monitored so that appropriate strategies can be put in place (assessment policy, assessment procedures).

The school has adapted MAPP as a bespoke assessment tool. The EHCP drives the targets set, which are then assessed against using the four MAPP categories which are prompting, fluency, maintenance, and generalisation. These MAPP targets are then broken down further into small step, child-centred PiP targets which are easily assessed and provide further direction for learning. (PiP progress document, MTP, Pupil Progress reports, Evidence of Progress Files, Learning Journals, observation notebooks, classroom observations, progress interviews, engagement profiling, and learning walks)

The following diagram shows the school's intuitive assessment system. <hyperlink>

Our assessment cycle illustrates our Summative and Formative assessment process.



As part of the on-going process of assessment, rigorous target setting and progress meetings take place termly with teachers. Castle Hill Level and MAPF outcomes are referenced, and areas for further development are highlighted and discussed. This enables the SLT to have a clear overview of any issues regarding the progress of pupils (progress meeting minutes).

All data collected is analysed by the teachers both individually and as curriculum teams. This ensures challenging and robust targets being set (notes of teachers' meetings with SLT, minutes of Governors' meetings, pupil progress reports, curriculum files).

Termly moderation and assessment meetings with all teaching staff help to develop understanding of key assessment features in students' work. The process also provides the opportunity to discuss next steps in learning. The high quality moderated materials that are a result of these meetings are also used in moderation activities with other schools, both MAT and non-MAT (class MAPF reports, P Level moderation, Moderation outcomes, moderation reference materials).

The school assesses students where appropriate using the Engagement Model. This helps to provide relevant MAPF and PiP targets which are also integrated into EHCPs (The Engagement Model is being further developed by Alison Ley, Director of Teaching School, at a national level. Castle Hill School will take a lead in disseminating this information to the mainstream and special needs communities, Engagement Model evidence, assessment evidence)

As part of the admissions process for new pupils, a detailed initial communication assessment is completed by our Communication Teacher in partnership with our Speech and Language Therapist providing an accurate starting point for communication needs to be met. This process gives a baseline to help teachers plan and assess (Communication Teacher audit).

Self and Peer evaluations each day celebrate achievement (learners of the week records).

Assessment Process for Early Years

Pupils are assessed using MAPF and PiP targets, related to EHCP targets, in line with the rest of the school. Pupils are also assessed using the Development Matters statements providing us with a comparative measurement process (assessment reports, PiP progress documents, MAPF reports, Orange books, Learning Journals, Learning walks, Evidence of work files, Observation reports, engagement profiling).

A tracking and assessment software package, Tapestry, supports the recording of pupil achievement against the Development Matters statements which informs progression within three stages: emerging, developing and secure, and then informs next steps. This can also include progress which is identified as horizontal, an important feature for tracking the learning of many of our students (assessment reports).

Termly Learning Journals for each curriculum area are used to provide evidence of progress along with target setting and progress interviews which take place in a termly basis (assessment reports)

Bi-annual reviews take place for children under 5 years old (EHCP records).

Castle Hill School leads EYFS moderation sessions with Kirklees Schools on an ongoing basis (attendance records).

Assessment Process for Sixth Form

Pupils are assessed using MAPP and PiP targets, related to EHCP targets, in line with the rest of the school. The assessment process for Sixth Form also incorporates assessment based on the Achievement Continuum, which is integrated into the Castle Hill Level assessment processes (PiP progress document, MTP, Pupil Progress reports, Evidence of Progress Files, Learning Journals, observation notebooks, classroom observations, progress interviews, engagement profiling, and learning walks).

Pupil Premium

Pupil Premium pupils receive a variety of different interventions. These are personalised and dependent on the needs of the individual. Class teachers, SLT, and the Pupil Premium team led by the Pupil Premium TLR, work together to agree and set the specific Pupil Premium MAPP targets in consultation with parents (PP records, PP PiP records, observations of learning, case studies).

Wider impact and enrichment is monitored and assessed through PP team discussion, PP TLR and teachers' termly meetings, discussions with families, and the production of case studies. Further learning is determined by the outcomes of these consultations (PP Team records, PiP trackers, EHCPs, evidence of learning, case studies)

Pupil Premium + is delivered and monitored through the same mechanism.

The annual Pupil Premium assessment process quality assures the implementation and impact (Pupil Premium audit)

teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

Outcomes from the development of the learning environment and the application of our effective curriculum ensure that our students are effective communicators and have confidence in their future role in their community, can influence their world, make positive contributions, be responsible and achieve social and emotional fulfilment (pupil tracking placement records, assessment reports, qualification outcomes).

Our bespoke, thematic, and differentiated curriculum ensures that the teachers have an outstanding resource of reference which provides guidance on learning pathways, resources, and approaches to ensure students are empowered and able to thrive as successful members of their school and their wider communities, both now and in the future (planning, curriculum guides, destination tracking, accreditation and qualification outcomes).

The long, medium, and short term planning strategy ensures that teachers' workload is streamlined and efficient, reducing the need for onerous multi-layered planning. Teachers' views are sought regarding workload through the workload working party (Long, medium, and short term planning, Workload working party minutes).

The learning environment provides a specifically adapted resource which ensures that learning is accessible and achieved. The school environment is continually assessed and adapted to meet the changing needs of the students. The SLT and teachers specifically focus on learning environment development at the beginning of each half term. A teachers' meeting is dedicated to setting targets and evaluating previous aims related to each classroom and departmental corridor. This ensures that the learning environment remains high on everyone's agenda (teachers' meeting minutes, learning environment learning walk reports, teachers' individual reviews).

Specialist resources and rooms are an essential part of the learning experience for our students. The SLT have specified areas within the CHIP which continually address need (CHIP eg sensory regulation room, outdoor play development, recycling centre, Sixth Form life skills bedroom).

a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge (Our intention is to develop effective communicators, reading is therefore part of our Total Communication Strategy)

Reading/communication

Our primary focus for learning is engagement. Without engagement learning is inhibited. From the very early developmental stages we promote learning through the application of the Engagement Model and through schema-based learning. Children are encouraged to make links between events and objects through abstract signifiers including photographs, symbols and signs. Active listening is also an important element of this process. We develop this through the application of techniques such as intensive interaction and sensory exploration. Our children then develop their formalised reading skills from this developmental base (Engagement Model, Castle Hill Level assessment, English Learning Pathways, Intensive Interaction WP evidence, Sensory Curriculum guides).

Our Reading, Writing, Speaking, and Listening developmental pathways ensures that staff have a very clear idea of developmental stepping-stones. The pathways assist planning and target setting, ensuring programmes of study are relevant, appropriate and achievable (speaking and listening and reading pathway, planning, PIP progress documents, case studies, assessment reports).

We adopt a child-centred approach to teaching reading to accommodate the individual needs of pupils who are showing the early stages of phonic awareness, we also recognise the importance of whole word recognition and the use of visual prompts and symbols within this process (development of literacy pathways, planning, curriculum and curriculum guides, MAPP and PIP progress documentation, case studies, See and Learn programme).

See and Learn Language and Reading strategies are applied to teach early vocabulary, sight words, simple phrases and sentences, and grammar rules. This process offers our students concrete and visual representations of language concepts to support the development of their spoken language skills (planning and assessment evidence, Communication Teacher audit and records).

Empowering our students to be effective communicators is one of our core intentions. As a result, the school identified a need to create the role of a lead Communication Teacher who works as part of a multi-disciplinary team including Speech and Language Therapy. As part of this multi-disciplinary team, the Communication Teacher's input enhances delivery of the communication assessment process and so ensures that communication needs are met, and where appropriate, suitable communication devices are allocated. This ensures more effective and personalised learning in key areas. (diary and catalogue of resources, communication audit, baseline and assessment records).

Initial consultation by the Communications Teacher ensures effective early intervention. Our Total Communication Strategy, promotes excellent levels of engagement, develops independence and cognitive progresses for all students. Partnership working with the Barnsley Assistive Technology Service Hub further ensures that complex communication needs are met (Communication teacher records, communication audit, MAPP assessment, planning, observations).

All learning environments include opportunities for developing communication/reading skills (signage, displays, learning environment development records, lesson observations, learning environment audit).

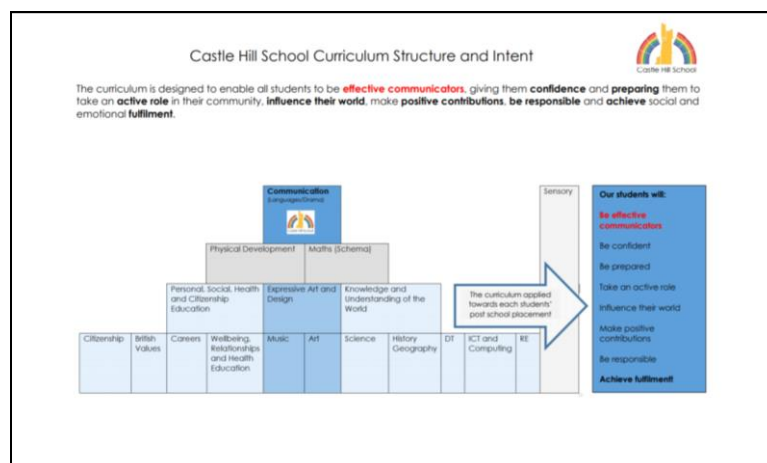
Our bespoke/adapted Communication Engagement Model descriptors assist teachers in identifying programmes of study based on the five areas of engagement; exploration, realisation, anticipation, persistence and initiation. This ensures that students' confidence and enjoyment of communication develops (case studies, communication teacher's records, teacher's planning and assessment, assessment report).

Impact

learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained

The curriculum provides a broad and balanced approach to learning ensuring students develop skills across the curriculum. The curriculum also provides opportunities for bespoke approaches to learning. The developmental pathways highlighted within each curriculum guide and the associated programmes of study provide varied learning opportunities to fit individual need. As a result, each child's learning experience is unique. (Curriculum overview, planning, assessment, case studies, assessment reports).

The Castle Hill School curriculum structure clearly highlights how each curriculum area is included and is combined effectively towards clearly defined outcomes and ultimately, destinations.



2020-21 Evidence of COVID-19 progress recovery

Our COVID recovery programme has been rigorous and thorough. From September 2020 a comprehensive programme of catch-up has been applied. We were aware in our 2019-20 Assessment Report that achievement, although ongoing during the pandemic, had been negatively affected by the impact on school attendance. Our catch-up strategies have ensured that all students, whether attending or not, have the opportunity to access high quality and bespoke learning opportunities. Our achievement data from Autumn 2020-21 is comparable in all areas with that of Autumn 2019-20, pre-pandemic. This clearly indicates that the cohort from 2020-21 are achieving as successfully as the cohort from the previous year which we feel is clear evidence of catch-up. Individual Progress Reports support this evidence. The Individual Progress Reports for the Spring and Summer terms 2019-20 indicate slower progress for the majority of students. This has been addressed and is reflected in the Autumn term 2020-21 assessment outcomes where the progress of the majority of children is shown to have perpetuated towards agreed end of key-stage targets. (COVID catchup statement, IPRs, 2020-21 Assessment Reports)

From March 2020 a variety of strategies have been applied to support the learning of our students during the pandemic. These include the imaginative use of new and existing technologies. The key to this process has been effective, clear, monitored and ongoing communication between home and school. (Home/school learning files, YouTube channel, Outreach records, planning and assessment records, contributions towards Oak National Academy learning resources)

The success of this approach is evidenced in our 2019-20 whole school assessment report. Although some key-skill areas are seen to have plateaued during this time, including some areas of numeracy and literacy, others have progressed and developed. For those areas where progress had plateaued, our individualised, child-centred and effective learning programmes have ensured catch-up. Areas of progression during the lockdown period include speaking and listening. We attribute this to the intuitive nature of the advice supplied in this subject area in the home context. The home learning environment provided ideal opportunities for students to rehearse and develop their life-skills. Strong progress in this area is evidenced for some students through MAPP and PiP progress. (2019-20 whole school assessment report, Sixth Form MAPP and PiP assessment)

COVID-19 catch-up case studies illustrate individual students' learning pathways and experiences, highlighting academic progress and wellbeing. (COVID-19 case studies)

Further information can be accessed in our termly assessment reports:

<https://www.castlehillschool.org.uk/assessment-reports>

Accreditation and Qualifications

Our accreditation and qualification offer is bespoke and highly-personalised, and is integrated into the curriculum. Opportunities are differentiated according to need. Due to pandemic and the impact on the accreditation providers, assessment opportunities were deferred to the Autumn term. Although the assessment was deferred, the course content provided many relevant home learning opportunities. All students have successfully achieved their course-specific qualifications. (Assessment report, accreditation outcomes)

learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.

Our embedded, child-centred and successful early transition arrangements, across all phases including for new starters and leavers, ensure that students are fully prepared for class, phase and setting changes. As a result, students are more resilient and able to cope with change (planning for enrichment and communication groups, home visit notes, visits to previous settings, previous setting notes, EHCPs).

The EHCP process for each pupil highlights transition targets to prepare for the following year and key stage. Targets provide student-centred strategies to ensure successful transitions (EHCPs, Headteacher's reports).

Our focus on student wellbeing ensures they can apply their learning in wider contexts. The CPD process for 2018-19, and in 2019-20 highlights that teachers are required to provide an ongoing community link for their students in class. This ensures wider community involvement. This target is also included within the Castle Hill School Improvement Plan (planning/photos and videos/outreach documentation, graduation, link coordinator records).

Transition to Castle Hill

Our weekly crèche for babies and very young children help parents to understand the needs for their child and the workings of the school. This enables a smooth and effective transition when the child is of nursery age (creche records).

Students transitioning into Castle Hill are given opportunities to visit new class groups, peers and teachers dependent upon need. These transitions can happen at any time and are arranged according to need and are often supported by home and current placement visits (planning, transition records, SENACT consultation documents and communications, multi-agency transition records, records of visits, stay and play sessions, dual placements).

In school transition

We are aware that our students find change challenging. Consequently, we value highly the generalisation of learning through activities such as staff swaps, regular changes of environment, learning opportunities in community settings. This promotes resilience and the acceptance of change (planning, class timetables, MAPP reports, staffing records).

Our bespoke use of the assessment system MAPP measures progress through four strands. The Generalisation strand closely monitors and assesses students' abilities to apply their skills in a wide variety of contexts ensuring our students are ready for change and challenge (MAPP reports).

At the end of each academic year the final two weeks of term are allocated to transition, whereby students spend time in their new classes with their new peers, teachers, and support staff. Prior to this, class transition arrangements are applied, visits are arranged, and information is shared. Transition arrangements can start from the Spring term onwards dependant on student need. This scaffolded approach provides the students with the security, reassurance, and information they need to transition smoothly (planning, transition records).

To support transition we have allocated a teachers' meeting and a training day prior to the transition fortnight. Our transition training day in the Summer term is strategically placed to allow class staff to share and swap information. This ensures that classes, teachers, and support staff are fully prepared and informed for the students' arrival (planning, training day records).

Teachers are informed and consulted regarding new class groups early in the second half of the Summer Term. This gives a clear understanding of the students in their new classes and provides opportunities for dialogue regarding appropriate placement (Class groups).

Students are provided with transition opportunities through the curriculum, for example shared enrichment sessions, communication sessions, lunchtime groups, assemblies and informal gatherings and celebratory events to ensure school community engagement opportunities, provide confidence, and develop independence and generalisation (planning, curriculum, curriculum overview).

Parents are informed of destination classrooms and groups during the Summer Parents' Evening, providing an opportunity to meet with new class teachers and staff. Parents and carers are then encouraged to discuss, promote and prepare their children for their new destination. Teachers are encouraged to facilitate information sharing meetings from this point onwards with parents, support staff and multi-agency professionals. This process ensures that everyone is fully informed and engaged in transition (Parents' Evening questionnaire).

Dual placement transitions

Transition arrangements are prepared, closely monitored, and assessed for those students taking part in dual placements. Communications between Castle Hill, destination school, SENACT and multi-agency teams ensure that continuity is achieved (communications).

Transition towards future placements

The three year Sixth Form curriculum is designed with a core dedicated to the development of independence and the accumulation of cultural capital. This enables and empowers our students to feel confident to communicate their needs and be active participants in their future placements, their community and society as a whole. The curriculum is flexible, adaptable and empowering (Sixth Form

curriculum, Sixth Form pathways, Accreditation records, destination tracking, assessment, learning journals, parental surveys).

Our curriculum guides ensure that Work Related Learning pathways are highlighted and as a result included in planning providing relevant preparatory education (planning, curriculum, curriculum guides).

Curriculum, accreditation and qualification thematic approaches ensure preparation for moving on are met. Themes include those associated to Work Related Learning, Life Skills and Community Participation (curriculum content).

The annual What Next Fair and Preparing for Adulthood events ensures students, parents and carers have a clear picture of transition possibilities for the future. New opportunities for families and students to learn more about transition possibilities have been established such as coffee mornings and visits to these service providers (Preparing for Adulthood event working party minutes, letters and parents' replies slips, parents evening records).

Our Year 14 Leavers' Forum, held up to four times a year, ensures a wide variety of professionals from a number of service providers in the community have the opportunity to discuss and organise future placements for our leavers (minutes of meetings).

The Sixth Form has established a coffee afternoon for parents. This is attended by a variety of Post 19 service providers and gives parents the opportunity to discuss their son or daughter's transition to Post 19 provision. This contributes to a more informed and smooth transition. (signing in records, photographic evidence).

Transition visits to service providers and college are facilitated to ensure students are prepared for their post-school placements (accreditation and qualification evidence, Learning Journals).

A service level agreement with the Careers Service ensures quality advice, guidance and information is supplied to students, parents and carers. The careers library resource ensures that information is available for opportunities about the world of work (service level agreement, Calderdale and Kirklees Careers Resource Standard for special schools).

School has successfully achieved the Quality Standards Mark in Careers Information, Advice and Guidance in 2010, 2013, 2016, as well as most recently in 2019. This ensures our provision is in line with national expectations (award outcomes).

We comply with national careers guidance in relation to the Gatsby Benchmarks, which have been adapted to meet the unique transition needs of the students at Castle Hill School to ensure that they are prepared for their future placements (Careers Policy, Careers Quality Standard).

The Sixth Form students enjoy regular differentiated links with other schools, organisations, service providers and employers in the community ensuring our students benefit from work related learning in preparation for future life. Students participate in educational visits, celebration events and enrichment activities to ensure they make an active contribution to the community (link records, planning, assessment, learning journals).

The accreditation and qualification systems support and enhances the curriculum, providing opportunities for pupils to take part in personalised courses. Opportunities for certification include the AQA Unit Award Scheme for Years 6 to 11, ASDAN Personal Progress for Key Stage 4 and Sixth Form and ASDAN Personal and Social Development and OCR Entry Level Functional Skills within Sixth Form. Curriculum modules include: ASDAN PP- Developing Skills for the Workplace, ASDAN PP- Looking After Yourself Personal Presentation. This ensures effective coverage in key, life and vocational skills equipping students with the appropriate tools for post-school life (curriculum accreditation and qualification outcomes).

To enhance the Sixth Form student experience, throughout each academic year there are opportunities for students to participate in performing art enrichment. Recent examples include performances at local venues, art projects and a dance teacher working with students who use wheelchairs (Shakespeare for schools performances, Mrs Sunderland, Get Connected, Jamie Bolan dance tutor).

Review procedures based on person centred approach commence from year 9 and continues to year 14. The EHCP review process ensures external multi-agency involvement is delivered according to need. This supports successful post 19 outcomes (review minutes from year 9, leavers' destination monitoring).

Sixth Form students participate in mentoring projects (class links and sports leaders) with Primary and Foundation stage students. This ensures students mix across phases to promote and model good behaviour (planning).

Sixth Form students also benefit from a variety of school-life work related learning opportunities, ranging from collecting registers to assisting with school maintenance (assessment, learning journals, planning).

Sixth Form students have the opportunity to take part in a residential visit in order to develop independence, self-help and life skills as well as to develop their sense of awe and wonder (photographic evidence).

Sixth Form students' future needs are being addressed through planning new work related projects (Ecobuild)

They read widely and often, with fluency and comprehension.

Our total communication strategy is applied for each student at the earliest opportunity. This promotes the understanding of many forms of communication including being able to decipher symbols and signs. This skill is enhanced throughout the students' school career and culminates in sixth formers and leavers applying their reading skills in real life contexts, including environmental signage, shop frontage, and logos (curriculum, case studies, EHCPs, assessment and accreditation, learning journals)

Behaviour and attitudes

Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:

the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct

At Castle Hill School we recognise that all behaviour is communication. Each students' experience in school is scaffolded through the application of familiar routines which allows them to feel secure, anticipate activities and understand expectations to enable learning (Positive Behaviour Policy, Positive Behaviour Working Party meeting minutes).

A highly effective Positive Behaviour Policy is applied throughout school. The policy is formulated by the Positive Behaviour Working Party (PBWP) which includes staff from all departments and roles. The Positive Behaviour Policy focuses on de-escalation strategies and provides a positive, flexible approach to dealing with behaviour issues. The Positive Behaviour Policy is reviewed annually and whole school training takes place as a result. (Positive Behaviour Policy, policy training notes and signage).

Appropriate planning and risk assessments ensure that students' behavioural difficulties are recognised and managed in order to ensure successful 'in and out' of school education is achieved (behaviour plans, risk assessments, planning).

When difficult behaviour occurs during lessons, effective management and the application of the positive behaviour strategy ensures that not only learning continues for others, but the individual in crisis is encouraged to develop coping strategies for the future. A culture of collaborative problem solving promotes this approach (lesson observations, behaviour plans, serious incident book, CPOMS, PBWP minutes).

The school rule is displayed throughout the school in symbol form and is regularly referred to by staff and students alike ensuring a consistent approach (school rule)

Pupil peer mentoring is a strong feature which supports our effective and embedded school positive behaviour policy. Pupils who are socially and cognitively aware in class, departments and across the whole school support each other in order to manage their own behaviour. Through the application of the curriculum, empathy and understanding of others is encouraged on an ongoing basis (staff and visitor observations, positive behaviour policy, school rule, PSHE curriculum).

Effective adherence to the Positive Behaviour Policy is ensured through formal and informal learning walks. This ensures that procedures are clear, consistently and diligently applied. Behaviour plans are formulated with families and reviewed regularly (behaviour plans, PBWP minutes).

We celebrate success daily in class and weekly in whole school and phase celebrations. Achievements are then recorded on individual, class and whole school achievement boards. Students are keen to achieve the awards and are motivated to behave well to receive them (achievement boards and records).

To show our continued commitment to our pupils their conduct and their values we are working towards Unicef's Gold Rights Respecting School Award. The UN Convention on the Rights of the Child set out a series of 'Articles' that list the child's rights which we respect and are aligned with our fundamental British values (Unicef Silver Award in 2019, work towards gold)

2020-21 Review process
Review to here 18/03/21
Next review to progress 29/04/21

learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements

Wellbeing analysis indicates that students are happy and their indicators of wellbeing continue to develop and improve (indicator of wellbeing outcomes, wellbeing portraits). Pupils are proud of their work and that of others (visitors' comments). Enjoyment of learning is consistently recognised as being an outstanding feature of the school (parent/carer questionnaire, visitor feedback, annual review records). Learners' attitudes to school are excellent and they enjoy coming to school (attendance reports, supervision notes, parent/carer questionnaire, annual review records). Students are rewarded for attitudes to learning and their successes are celebrated in a range of ways appropriate to their needs. They are proud of their certificates and rewards and will communicate and celebrate their achievements with staff (learner of the week records, star charts, Principal's awards).

learners have high attendance and are punctual

Attendance of pupils is commensurate with DfE 2015-16 statistics for Kirklees Special Schools. Where we have pupil absence it is typically due to pupils being ill or attending hospital and clinic appointments (attendance reports). the FLOSO and Principal (DSLs) review attendance on a weekly basis and actions are taken accordingly to contact and support families in order to improve attendance (supervision minutes, CPOMS). Regular and frequent contact between home, school and social workers from the Disabled Children's Service ensures a cohesive support network that promotes good attendance (supervision minutes, CPOMS). The FLOSO, teaching, and support staff have excellent links with all families and carers which ensures that home and school liaison is outstanding thus maintaining high attendance levels. Our attendance protocol ensure that absences are recorded and followed through (absence protocol, contact records, attendance records, CPOMS). No exclusions have been made due to the application of our highly effective behaviour strategy. Regular support meetings are arranged where necessary regarding any emerging or ongoing behaviour concerns. External agencies support the school as appropriate in support meetings including educational and clinical psychologists and CAMHS (behaviour records/ visitor records). All students engage in learning on arrival at school. Total communication approaches ensure that students have access to personalised timetables ensuring understanding of routines, expectations, and daily transitions (visual timetables).

relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

The school's Positive Behaviour Policy and Anti-Bullying Policy clearly outline protocols to be followed by staff in the event of bullying. This ensures that behaviour is managed and pupils are ready to learn (Positive Behaviour Policy, Anti-Bullying Policy, Positive Behaviour Working Party minutes)

Records show over the years that there have been very few incidents of bullying and where they have occurred they have been immediately addressed. All of the bullying incidents and acts of aggression have been related to behaviour traits of specific pupils. Strategies to deal with such behaviour are outlined in their specific behaviour plans and based on our positive behaviour principles (Behaviour Plans, Behaviour Policy).

Staff have been informed of the section within The Keeping Children Safe in Education guidance related to peer-on-peer abuse. A section has been added to the Positive Behaviour Policy outlining expectations and vigilance in this area. This has further confirmed our safeguarding procedures in order

to achieve optimum wellbeing and learning conditions for all pupils (whole school meeting minutes, Positive Behaviour Policy and training records, Safeguarding policy, CPOMS).

The PSHE curriculum includes a planned approach to dealing with bullying. By covering themes including Emotions and Relationships, Turn-taking, Sharing and Rules, Tolerance and Racism, this ensures that bullying as an issue is addressed (curriculum).

Whole school agenda headlines; Behaviour, Safeguarding, SMSC, Wellbeing, Pupil Premium, Rights of the Child, Curriculum are promoted on a weekly basis in whole staff briefings. Links between the areas are highlighted to promote a rounded understanding for staff about the whole school agenda. There is a cycle of updated information to inform and maintain a high profile for these key areas. This ensures that the needs of all groups of learners are applied and integrated into daily practice (minutes of briefings).

There have been no incidences of any prejudice based bullying (CPOMS, Green Book).

Teachers, educational support staff and lunch time support staff have received training on the content, principles and protocols of the positive behaviour plan and as a result apply the school's positive behaviour ethos (whole school training Spring 2019).

Incidents are recorded on the school's behaviour frequency form (Form 1). Form 1s are monitored for incident category and frequency by the school's FLOSO (Family Liaison and Outreach Support Officer). If rising frequencies are identified reviews are arranged with the Behaviour Working Party (BWP) to ensure strategies are put into place to address the behaviour pattern/trigger (Form 1s, minutes of reviews, behaviour plans, BWP minutes).

Behaviour Plan reviews can also be called by any member of staff and the school's Behaviour Working Party can be convened to assist (BWP meetings, Behaviour Plans).

More serious incidents are recorded in the serious incident book (see book in reception office) and on the CPOMS Safeguarding recording system. Serious incidents are monitored by the SLT. If rising frequencies are identified Behaviour Plan reviews are called to ensure strategies are put into place to address need (Minutes of reviews, Behaviour Plans). The Events/Near Miss File also supports this process. We apply lessons learnt to learning strategies and behaviour plans (Events/Near Miss File).

All staff receive annual training to ensure positive behaviour principles are applied throughout school.

School deals exceptionally well to support the needs of those with challenging behaviour, taking advice from external agencies (Educational Psychologist intervention records, Annual reviews/EHCP/CIN/CLA records, behaviour plans, Community Nursing Team, CAMHS).

Parents and carers are encouraged to play an active role in the formulation of behaviour strategies and are consulted throughout. Parents/carers are kept informed about behaviour via telephone messages, home school books and review meetings (Behaviour Plans, records and review reports).

Training for parents and carers has been delivered by staff, and resources shared between school and home to provide a consistent approach to behaviour (training records, class resources)

School provides support, advice and guidance regarding behavioural approaches to external agencies. This can take the form of ongoing informal discussions, formalised reviews and modelling best practice (transport, other provisions including respite).

Parents and a variety of professionals are invited to behaviour or emergency reviews to offer advice and guidance. Professionals invited can include, but are not limited to, Educational Psychologists, Clinical Psychologists, Consultants, Community Nurses and CAMHS (minutes of reviews, Behaviour Plans).

New learning approaches and time-tables are formulated as a response to consistent challenging behaviour. Referrals can be made to the Behaviour Working Party for advice and guidance (individual timetables, Behaviour Plans, BWP minutes).

High staffing ratios support behaviour management (timetables, Learning Journals, Behaviour Plans, planning).

The application of our Total Communication Strategy ensures that all students are informed of behaviour expectations through individualised communication systems (symbols, signage and communication aids).

Personal development

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents

We create opportunities for students to generalise, apply and refine core skills in real-world situations, through ongoing community visits, links, work experience, and residential opportunities (records of visits, planning, links coordinator records, photos from residential visit, qualification evidence, Shakespeare for Schools project evidence, Musica events including planned visits to the Royal Albert Hall). Enrichment activities allow students to access a broader curriculum, activities include Yoga, gardening, cycling and dance (enrichment planning).

the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy

Healthy School Status was achieved in Summer 2019. It requires schools to meet criteria in four core health themes: Personal, Social and Health Education (PSHE) including Relationships and Sex Education (RSE), Health Education (HE) and Drug Education (including alcohol, tobacco and volatile substance abuse.), Healthy Eating, Physical Activity, Social, Emotional and Mental Health (SEMH).

These criteria relate not only to the taught curriculum but also to the emotional, physical and learning environment that the school provides (curriculum, visitors comments, staff and parents questionnaires).

The Wellbeing agenda ensures wellbeing is a high priority, creating optimum conditions for learning. (CHIP action plan, Wellbeing policies, PSHE curriculum, Wellbeing minutes, training day records and planning).

The school is working towards the Gold Mental Health Award accredited by Leeds Beckett University. This award will quality assure the substantial wellbeing agenda that runs throughout the school which ensures that pupils are well, happy and ready to learn.

Our wellbeing agenda is based on the seven indicators of wellbeing. New wellbeing programs of study are available in the curriculum guides. The MAPP assessment systems has dedicated PiP targets ensure there is a wellbeing learning focus for each student (PiP targets, curriculum).

Wellbeing photographic evidence is displayed during whole school Sign and Sing on a weekly basis, and the seven indicators of wellbeing are used to categorise achievement. (Wellbeing Champion's files).

School has achieved the Kirklees Inclusion Quality Standard Award twice over. Which has recognised and quality assured our inclusive approach to education and learning. This is due for renewal in July 2020 (Inclusion award and evidence).

The School Council promotes pupil voice through its inclusive agenda (School Council action plan and case study).

Pupil voice is embedded throughout the curriculum including through the key learning area of communication and the promotion of independence, choice-making and expressing wants, needs and emotions (School Council, Curriculum Guides, EHCPs, PiP targets).

Additionally, the school has been actively researching how we can capture, promote, and respond to pupil voice. Indicators of wellbeing and the production of wellbeing portraits are essential in ensuring all students' wants and needs are heard and responded to (wellbeing working party, lesson studies, planning, communication passports, bag about me).

Enrichment activities ensure that student choices, preferences and indicators of engagement are responded to (enrichment timetable, planning, MAPP progress, PiP trackers, evidence of work files, learning journals, school reports).

The work of the Family Liaison Officer provides support to families to improve their resilience and signpost services that they can access to promote wellbeing and attendance (website, CPOMS, FLOSO records, parental wellbeing trips).

Our impressive, varied, and bespoke work related learning pathway and link opportunities throughout school promotes students' confidence, independence, and sense of empowerment (work related learning pathway, links file, Gatsby Benchmark report).

The Engagement Model has been integrated within our planning and assessment framework. This highlights resilience as an important factor within each student's development. This is carefully applied, monitored and assessed (planning and assessment).

Due to outstanding and finely tuned personalised differentiation in learning approaches, levels of engagement are high for all students, including those with the most complex and profound learning difficulties and those with degenerative conditions. We believe that this promotes self-confidence through successful achievement. (OFSTED, Intensive Interaction working party minutes, Intensive

Interaction development planning, planning, lesson observations, engagement profiling forms and outcomes, engagement model, engagement profiling surgery minutes).

Due to Sensory Regulation being a high priority in our curriculum, students are encouraged to develop self-regulation skills and have access to relevant resources. We believe this regulatory ability promotes self-awareness. (Sensory Regulation room, sensory swing, Zuma rocker chairs, weighted apparel).

RSE curriculum development within school ensures an understanding of privacy, empathy and sexuality and how to build and maintain relationships (RSE development plan).

The Physical Development and PSHE curriculum guides provide teachers with activity descriptors to ensure wellbeing coverage for all our pupils (Physical Development and PSHE curriculum guides).

The Lunchtime Support Staff are provided with guidance, equipment, timetables and to ensure that stimulating and motivating activities are provided for students during the lunchtime period (learning walks, resources, activity sheets).

The Sports Premium has provided many opportunities for our students to participate in physical sport based activities in school, during after school activities, and out in the community such as indoor multi-sports (Physical Development coordinator records, Sports Premium notes available via website, after school club records).

Swimming sessions take place on a weekly basis both in our hydrotherapy pool and also for identified pupils other than Key Stage 2 at the local Leisure Centre.

Rebound Therapy facilities in school ensure students can practise and develop their gross motor and coordination skills. Rebound Therapy also provides an opportunity for students to develop their ability to self-regulate.

Agility, Balance and Coordination (ABC) sessions are available each morning for pupils across school. This enables students to feel orientated, happy and relaxed for the start of the day, as well as allowing students to problem solve and use fine and gross motor skills. (timetables, Learning Journals).

The Kirklees Munch award is awarded on an ongoing basis. This award promotes positive behaviour and attitudes, and healthy eating in school (photographic evidence).

Fruit is distributed daily and is supplied at snack time and lunch times. School also celebrates fruit week which is led by the School Council (photographic evidence).

Sixth Form students' understanding of economic well-being is achieved through Casco, their in-school independent bank. Students raise money through small business enterprise schemes. At points throughout the term the student shareholders agree how much money can be spent and how. Students also take different roles within the company to develop awareness of different jobs (planning, bank records, evidence of learning, EVA's).

School has a number of Child Mental Health First Aiders who support wellbeing (First Aid qualifications).

at each stage of education, the provider prepares learners for future success in their next steps

the provider prepares learners for life in modern Britain by:

- **equipping them to be responsible, respectful, active citizens who contribute positively to society**
- **developing their understanding of fundamental British values**
- **developing their understanding and appreciation of diversity**
- **celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.**

The school was awarded Unicef's Silver Rights Respecting Schools Award in 2019 and are be working towards the Gold Award. The work demonstrates the school's commitment to equality and ensuring that the Rights of the Child are recognised, shared and actively pursued (Silver award, Bronze Award, records of development and training, website, curriculum and policy documents).

The school is using Unicef as its primary method of delivering British Values throughout the curriculum, using the Articles as a framework to promote and celebrate inclusivity and diversity (Unicef newsletters, Unicef Silver award, curriculum guides).

Outstanding intergenerational outreach opportunities throughout school promote a sense of belonging within the wider community. Through this process we actively develop a sense of social responsibility (links records, CPD records, medium term plans, visitor logs, fundraising and giving to other charities, school council activities).

Spiritual, Moral, Social and Cultural development runs through everything we do at Castle Hill and we have been awarded the SMSC Silver award. This nationally recognised Quality Mark recognises the work that we do in this area for students and the wider school community (Silver award, curriculum, community links).

Spiritual, Moral, Social and Cultural (SMSC) learning is embedded throughout the curriculum. This promotes the provision of learning opportunities, encouraging students to develop an understanding of their feelings and of others. Students are supported to develop their understanding of right and wrong which allow them to manage their own behaviour and support and remind others to behave well (curriculum, highlighted in planning, SMSC calendar, SMSC working party minutes). Curriculum guides provide specific guidance on SMSC areas, Unicef articles, and British Values which ensures teachers' delivery is guided, appropriate and provides progression (Curriculum Guides). Subject area development plans have reference to Unicef articles to ensure coverage is addressed and achieved related to values, diversity, and respect (subject area development plans). The school has developed a British Values policy and a response to the Prevent Duty which makes explicit how the use of the curriculum, and SMSC learning, support the promotion of British Values (British Values policy, Response to the Prevent Duty, Promoting British Values statement and policies on website). The curriculum, collective acts of worship and festival days ensure that multi-cultural diversity is celebrated (curriculum, Collective Act of Worship timetable, Subject area development plan).

Leadership and management

Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which:

leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice

Toward the end of 2019 and a lengthy consultation process a new Mission statement was agreed. This has confirmed, reiterated and re-launched our strong shared values (new mission statement).

Our motto of 'innovating, communicating, empowering' signifies our belief in that we are a restless school, constantly collaborating, problem solving and providing new ideas with the intention that our students become valued and engaged members of the wider community (planning and assessment, Post 19 tracking records, curriculum overview, CHIP, curriculum development plans, research in action projects, records of teachers' meetings, records of teachers' peer mentoring, analysis of observations, records of learning resources purchases, qualification and accreditation schemes, curriculum development, staffing structures, coaching).

The School Improvement Plan (CHIP) clearly provides the school with a route towards improvement. This visionary and dynamic plan has been created with contributions from all staff and in consultation with parents/carers, governors, pupils and the community partners and is based around the Ofsted framework.

The importance of stakeholders' views is integral to the development and implementation of the plan. The termly School Improvement Partner report also helps to inform the CHIP's direction of travel (staff meeting minutes, Local Governing Body (LGB) meeting minutes, questionnaires, training day outcomes).

The school continues to adapt to the changing landscape within the national educational agenda, provide continuity and stability and keep standards high (Principal's meeting minutes, LGB minutes, Board of Directors minutes, New CEO/executive principal).

The Director of the Teaching School works with the SLT on a variety of innovative projects to ensure that Castle Hill School is at the forefront of the educational agenda (Engagement Model, new Schools Direct offer with Cumbria University).

The CEO is in regular communication with the Principal to review pedagogy and progress and, in partnership with other Headteachers, organises and completes on-going school reviews to ensure effective school improvement (meeting minutes).

Helen Metcalfe, the Senior Kirklees Learning Partner, provides School Improvement Partner (SIP) advice and guidance on a biannual basis.

The Principal works closely with Sally McFarlane, a NLE, to ensure effective and on-going school improvement partner work and to guarantee sustained school development (SIP reports and SIP additions to CHIP).

The Principal has achieved the National Professional Qualification for Headship (NPQH) and Deputy Principal has recently achieved Master's Degree in Educational Leadership 2018. One of our Assistant Principals is participating in the National Professional Qualification in Middle Leadership (NPQML), Autumn 2018.

Three members of the SLT are Specialist Leaders of Education (SLE), one of the Teaching School's Big 3. In this role they are able to support other schools who are experiencing difficulties or need support in curriculum areas. Part of the role of the SLEs will be to support training for other schools in the Pennine Teaching Alliance (The "Big 3" are the key areas of development in Teaching Schools, namely; Continual Professional Leadership Development (CPLD), school to school support, and Initial Teacher Training (ITT) with Research and Development running across all three).

In September 2018 the previous Deputy Principal became the Director of the Pennine Teaching School. The employment of the Director of the Teaching School ensures that the organisation's agenda is successfully implemented across the region. The success of the Teaching School through the formulation of this post ensures that Castle Hill School's capacity for teaching and learning is not affected.

The school is involved with School Direct and a number of local universities, including Huddersfield and Leeds. This enhances the work which we do with Initial Teacher Education (ITE) students, thus enabling the school to have more involvement in teacher training, helping to further raise the profile of Special Education Needs and Disabilities (SEND) in initial training. This involvement helps Castle Hill School grow their own specialist teaching staff ensuring continuity of skills, succession planning and the perpetuation of high standards (School Direct information).

Collaborative leadership is promoted within school and the Trust to ensure a broad skills base which aids succession planning (changes in staffing structure, SLT responsibilities and partnerships, Collaborative Leadership course planning and outcomes, records of MAT collaboration)

From September 2018 two Assistant Principals, one in the Sixth Form Department and one in Secondary have taken responsibility for Lunch Time Assistant management. This has ensured high quality Teaching and Learning continues during the lunch time session (Lunch time support staff development).

The Deputy Principal, two Assistant Principals, and two Teachers with TLR have completed the leadership course for Aspirant Leaders in Special Schools and Pupil Referral Units funded by the National College for Teaching and Leadership.

The Director of the Teaching School is a facilitator for the National Professional Qualification Middle Leadership (NPQML) and a member of the steering group for the Huddersfield Horizon SCITT and the Yorkshire and the Humber Special School Leaders Network. As a result, feeds back and enhances the pedagogy in school and the wider community.

The SLT ensure they have a visible presence around school to provide leadership, reassurance and support. This is clearly represented in the outcomes of the staff questionnaire (general observations, staff questionnaire).

The peer observation process has been applied in 2019-20 to promote further development and dialogue regarding pedagogy (teachers' reflective journals)

The SLT ensure that there is a termly Achievement in Continuing Excellence (ACE) Award for staff nominated by their colleagues, recognising those who have excelled. This promotes staff wellbeing through recognition of inspirational role models.

leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time

All teachers' planning is reviewed on an ongoing basis by the SLT. Targets set in the EHCPs are actively tracked by those monitoring to highlight each student's learning pathway. Lesson activities are very well matched to learning needs, promoting excellent levels of engagement and progress. Impact is evidenced in the PIP progress documentation, termly assessment outcomes, and pupils' EHCP reviews (tracking documentation, planning, engagement profile, 'looking at my file', planning dialogue document, termly assessment outcomes).

Outstanding bespoke training opportunities target the needs of specific groups of pupils including MSI, SLD, PMLD, MLD and ASD. All groups of pupils, as a result, make maximised progress (training records, minutes of working parties, triad projects, assessment reports).

Continuous Professional Development (CPD) is promoted throughout the school and all staff have effective professional/personal development meetings. To further career development the SLT are able to signpost appropriate training opportunities, and are also engaged in an ongoing process to embed a coaching culture to empower staff to take more responsibility for CPD (training logs, LSA personal development file).

We provide a unique learning environment with unique requirements. As such we are often challenged to source appropriate learning input from the wider educational community. Therefore, we constantly strive to provide an extensive menu of training opportunities for all staff through action research and

outreach. Collaborative pedagogical work continues with the wider special needs community. This includes intensive interaction local hub, RSE working group, SCERTS training, music development with Jessie's Fund, 50 Things To Do Before You're 5 project, Engagement Model training, Pre Key-Stage Standards collaborative workshops, quality assurance through moderation within the MAT.

The school provides many external training opportunities from providers such as The University of Roehampton, Sounds of Intent PG Cert and University of Sheffield, Language and Communication Impairment in Children MSc (initial PG Dip and PG Cert) 2020.

The school also provides training opportunities across the MAT and Pennine Teaching Alliance, which includes over sixty schools.

Professional development needs are assessed on an ongoing basis. Some of these are highlighted in the CHIP, subject area development plans and others in professional development records. All are driven by the needs of the pupils (CHIP, PD, CPD records, workload working party minutes).

All teachers review the Teachers' Standards at their CPD reviews so that they are constantly aware of what is required. The SLT rigorously monitors the performance of all teachers including those who are above the threshold. Records of CPD meetings, lesson observations and planning meetings show that teachers are having a significant impact on increasing engagement and attainment throughout school (PD review notes class file monitoring, lesson observations, teachers meeting minutes).

Teachers above and below the threshold and senior members of the support staff team lead in specific areas across the whole school (roles and responsibilities of UPS teachers, PM review notes, triad work).

We apply innovative strategies to ensure dialogue regarding pedagogy is ongoing involving staff at all levels. Innovations include: lesson studies (triads), peer mentoring, structured mentoring processes for new teachers including facilitated peer to peer discussions, analysis of lesson observation leading to coaching, mentor input. This is also promoted within the MAT through collaborative learning opportunities such as shared INSET, shadowing, working parties, collaborative leadership training, joint moderation. This means that there is an outstanding shared knowledge base and an embedded culture of enquiry which provides outstanding opportunities for students to learn and make consistent progress.

The PD process for support staff, including lunchtime support assistants, is an ongoing process with targets being set and reviewed on an annual basis. This empowering process supports staff to take ownership and apply a reflective learning process to their training needs. Support staff meet with their PD facilitators during the Autumn term, review previous targets and set new targets for the upcoming year. The SLT review progress biannually and provide written advice and guidance to ensure support is provided for progression. Consequently, there is a bespoke and individualised process ensuring that the practice of support staff is constantly improving and updated (refer to support staff PD files, PD progress board, training records, working party minutes, meeting minutes, LSA PD file).

Weekly meetings based on long and short-term strategic and operational priorities ensure that discussions regarding pedagogy and the wider school need are ongoing. This leads to appropriate changes in practice. (SLT, teachers', briefings, and class meeting minutes).

All teachers are observed in a classroom situation termly providing an accurate feedback for the development of pedagogy. Teachers also carry out peer observations as part of their Triad enquiries and as part of the SLT/peer/peer observation process. This enables the SLT to have a very clear and highly accurate overview of teaching throughout the school (observation documentation).

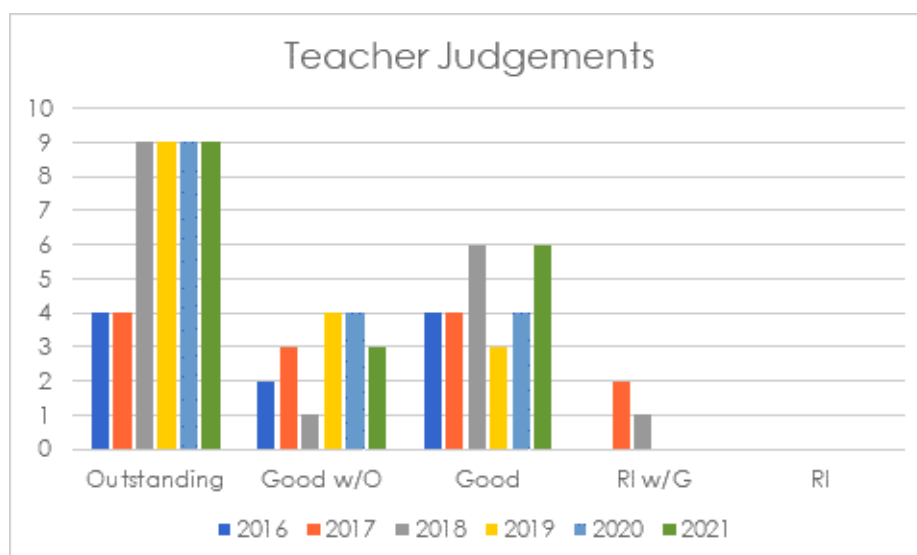
Lesson observation outcomes are discussed with the teachers. Areas of strength and areas for development are agreed and inform next steps (observation records).

There is a rigorous cycle of school improvement which involves all stakeholders. The CHIP connects up all improvement initiative and CPD thus facilitating exceptionally well planned and focussed targets (CPD logs, monitoring, CHIP outcomes).

Dedicated meeting time is provided for support staff to ensure planning is shared so that they can further develop their role in supporting and enhancing learning. Twilight and Inset sessions are provided for the support staff so that they gain further understanding of the planning and assessment process (class meeting minutes, lesson observations, support staff personal development records, school training records).

In accordance with Ofsted recommendations, the SLT no longer gives judgements on individual lesson observations. In order to ensure a high standard of quality teaching, the SLT uses a holistic method to assess the competences of each teacher. This takes into account lesson observations, engagement with performance management, and scrutiny of planning and evaluations.

The following graph show all Teacher judgements for the four past academic years. We are pleased that the data shows that more teachers have been graded as 'Good' and 'Good with outstanding features' in 2019 than in any other previous year. (teachers' meeting agendas, lesson study outcomes, performance management).



Curriculum guides are formulated and provided to assist teachers in delivering the curriculum. The guides provide opportunities for progression (curriculum teams, working parties, curriculum audits and reviews, special subject events – arts week, science week, PD week).

An assessment review process ensured an ongoing dialogue about the use and application of assessment is applied (target setting meetings, PIP moderation, Pre KS Standards moderation, engagement model training, assessment reports, staff meeting minutes).

leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling¹⁶

The school's termly assessment report evidences the effectiveness of our targets setting process and illustrates how students complete their programmes of study and progress (Assessment report). The SLT monitor planning on an ongoing basis and ensure that programmes of study are included and completed within the planning and assessment process. Dialogue and advice and guidance is promoted through the 'looking at my file' files and the 'planning dialogue documents' ('looking at my file' file and the 'planning dialogue documents').

All teachers' planning, preparation etc. is openly available for all staff to see. This model has enabled teachers to share ideas and strategies and make more accurate judgements when assessing learning ('looking at my file' on the server).

leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services

All links within this section are promoted, facilitated or encouraged by the Senior Leadership Team:

All parents who responded to our Parents/Carers Questionnaire agreed with the following statements; my child is happy at school, my child is safe at school, my child is well looked after and respected at school, the curriculum is appropriate for my child, it's easy to communicate with school when I need to. The questionnaire also gives families the opportunity to feedback to school. Some examples of feedback are: Castle Hill is a wonderful school – my son is so happy here. Thank you to all of you for all you do for us; Thank you for everything you do for the children and parents. We are so lucky to have such a wonderful school and the staff are just amazing; Castle Hill is a wonderful school with a lovely atmosphere and all the staff are wonderful and interact and communicate with the children wonderfully and show lots of dedication to teaching the children. I would definitely recommend this school. Keep up the good work (Parent survey 2019-20).

FLOSO (Family Liaison and Outreach Support Officer), teaching and support staff have excellent links with all families and carers which ensures formal and informal contact between home and school is

outstanding. Parents are kept informed about behaviour via telephone messages, home school books, parent/carers evenings and review meetings. Parents/carers take an active role in the formulation of behaviour plans. Plans are not implemented until 'parental' agreement has been reached (behaviour plans, records and review reports).

The school welcomes and encourages parents/carers to be fully involved in the life of the school. We continue to develop opportunities for parents and carers to participate through; Parent and carer training sessions, the Discovery Café (EYFS), Parents Group, Coffee afternoons (Sixth Form) and the school's Facebook page ensure that parents are involved and listened to. Parents have become active fundraisers to develop opportunities for learning such as the school minibus (signing in records, website, Facebook page).

Home/school books and informal contact ensure dialogue between home and school is ongoing (Home/ school books).

Bi annual parents' evenings provide further opportunities for discussion (attendance records).

Attendance at EHCP/Statement review meetings is outstanding (100% 2018-19; due to the COVID-19 pandemic some EHCP reviews have been postponed from 2019-20 into the 2020-21 academic year). This allows the EHCP/Statement to remain appropriate and also ensures that the child's needs are being addressed. It also secures a partnership between home and the school (review logs).

In response to parental need, Parent Information Sessions have been established to give advice and guidance on pertinent issues, for example Behaviour strategies and on-line safety (training records)

The school operates an 'open door' policy with parents and carers which contributes to effective partnerships (policy and comments book).

The school provides parents with the opportunity to access bespoke home learning during periods of sickness absence. This process ensure needs are met on an ongoing basis (Home Learning policy and agreement, supervision meeting records, home visits, CPOMS records).

The Family Liaison and Outreach Officer (FLOSO) provides parents and families with the opportunity to meet weekly in the parents' group. Parent/carers wellbeing activities promote communication and wellbeing. This year parents are visiting the Barbara Hepworth gallery and Magma (records of visits).

The FLOSO also works alongside families who need support in school and at home. This contributes towards securing a partnership and working together for the pupil's benefit (FLOSO's notes of visits, supervision meeting minutes, signing in sheets, CPOMS records, minutes of multi-agency meetings).

The school works highly effectively with trans-disciplinary social care, safeguarding and medical teams which enables positive social, medical and learning outcomes for pupils (CIN, Team around the Child review notes, review reports, CPOMS records, EHCP review outcomes, consultant paediatrician appointments at CHS, SALT records, Occupational Therapy records, Physiotherapy records, Music Therapy records, Dance Teacher records).

We work closely with the Kirklees Virtual School to ensure that all CLA students' needs are addressed.

We host e-pep meetings and provide clear targets to apply for access to Pupil Premium Plus funding to meet the additional needs of these students (Case studies).

The multi-agency approach to planning and delivering personalised learning is integral to life in the school. Specialist professionals employed directly by the school, inform and facilitate learning for a wide range of specific needs (MSI provision, Communication Teacher records and case studies, Pupil Premium Champion records and case studies).

The Communications and Interactions Teacher provides support, advice and training related to communication needs including those associated with Augmentative and Alternative Communication systems (AAC). This work fully supports the communication needs of the pupils and provides an information and training service for the wider community (Communication Teacher records).

The school employs a Pupil Premium Champion to coordinate and provide support for this group of children (see outcomes and case studies).

The school is currently part of the Local Authority (LA) stakeholder group, supporting the development of the '50 Things to do before you are 5' initiative. The school has been involved in stakeholder meetings, assisting with the careful development of the project. The '50 Things' initiative is based on the notion that access to real-life, fun, low-cost or no-cost experiences with family is a great way to support and develop young children's communication, language skills and confidence as well as family cohesion. The school is contributing to planning and reviewing a range of activities, along with appropriate guidance for families, giving careful consideration to children with special educational needs and that the activities reflect our culturally diverse community. This contributes to the wellbeing of our pupils and families, ensuring that the initiative is inclusive, accessible and representative. This also helps prepare future pupils to be 'school ready' and supports their transition.

In the designing of the Sixth Form curriculum, the leadership of the department sought the views of key P19 service providers. Through this, a range of key skills for P19 success were established. These have

been embedded within the various Sixth Form Learning Pathways. Our work-related learning programme is extensive, builds relationships and promotes integration. As a result, it provides outstanding transition preparation for our post 19 students moving on from school. (transition plans, WRL pathways)

The school has strong relationships with Post 19 providers, developed through a wide range of events and meetings. The school has been involved in the planning and implementation of the highly successful "Local Offer Live" event that is run by the Local Authority each year. Within school, we organise several events to provide a shared forum for Parents and Carers and a wide range of providers. (Parents' Evening, Leavers' Forum, Coffee and Cake afternoons).

Working closely with the school's C&K Careers Advisor, we support students and their families in making decisions for future placements including through supported parental visits to providers. Once decisions on future placements have been made we set up and run extensive transition processes, with close working between the school and the providers (case studies and records of transition and post Castle Hill placement success).

Effective links with faith groups and inter-generational destinations ensure our students receive comprehensive and complete experience of a multi-cultural/multi age society (link plans and records).

The Pennine Teaching School Alliance provides excellent partnerships which develop teaching approaches and lead to the enhancement of learning opportunities for pupils (Engagement Model project, teaching school information, NPQL, growing future leaders, working with the LA, providing training for resource provisions, provision of SLEs inside and outside of the authority, coordination and involvement in Special School Leaders for the Yorkshire and the Humber)

School to school support is ongoing within and outside of the MAT. Initiatives include skill sharing workshops, specific training and advice and guidance (Multi-school training days, for example, Andy Cope 'The Art of Brilliance', and regular workshops including Intensive Interaction, Engagement Profiling, Moderation and Pre-Key Stage standards, regular MAT Principal meetings, Additional Needs Partnership (ANP) meetings training records, attendance data)

The school works in partnership with the local authority SENCO coordinator. Representatives from school attend and contribute to SENCONET meetings.

The School/Teaching school are currently rolling out Engagement Model training nationally (training evidence)

We are developing a Sixth Form recycling centre to be completed by 2020-21, The centre will provide further outreach opportunities within the community including visits and projects from local school children. This project will help to promote further SMSC development within the community (see recycling project design and timeline).

Local school children visit our Sign and Sing assembly on a weekly basis, this promotes inclusion and community cohesion (signing in records).

leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload
leaders protect their staff from bullying and harassment

The school Wellbeing Champion leads the innovative wellbeing support programme and co-ordinates systems for supporting staff. This results in pupils having consistency in their learning approaches which leads to progress in attainment. (Wellbeing meeting minutes, informal counselling and guidance, absence support, secret friend, flower fund, letter(s) of gratitude).

Staff wellbeing is a high priority and school's staff wellbeing policy clearly outlines the importance of good staff health in providing an effective learning environment. Castle Hill School's wellbeing offer for staff has significantly developed over the short-term (new employee healthcare offer, staff wellbeing champion, staff mental health first aiders, ongoing wellbeing training opportunities. Refer to the results of the staff questionnaire that states that 100% of respondents enjoy working at Castle Hill School).

Rigorous implementation of staff attendance management ensures attendance issues are addressed. The school provides appropriate support, care and direction for staff. This helps provide consistent attendance resulting in a more stable learning environment. (Good Attendance documentation, Employee Healthcare referrals and records of therapeutic interventions provided including counselling and cognitive behavioural therapy).

Staff attendance continues to improve year on year; 2016-17 was 91.51%, 2017-18 was 92.75%, 2018-19 was 94.75%, Staff attendance for 2 September 2019 – 20th December 2019 was 94.95%.

All school employees received our staff wellbeing questionnaire in Sept 2020. (For the results of this survey please follow the link <https://www.castlehillschool.org.uk/staff-questionnaire.>)

Our OFSTED report stated, 'school is a calm and respectful place'. Our wellbeing champion Pippa Hinchliffe is also coordinating our School Metal Health Award application in partnership with Leeds Beckett University. We hope to achieve this award in Summer 2020.
Our staff satisfaction quotient clearly shows a rise in wellbeing year on year (see graph below).

Staff Satisfaction Quotient Year on Year

The teachers CPD process is negotiated between teacher representatives and the Principal (Workload Working Party minutes).

HR/Principal/ union rep minutes evidence fair and equitable treatment of all staff. Some minutes have reference to concerns about staff relationships and appropriate responses from the SLT to address this issue (minutes).

those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training

The makeup of the LGB has evolved with the introduction of new members and the election of a new LGB chair in July 2017 as a result of Academy MAT restructuring (LGB minutes). The new chair, Joan Haines, is an experienced educational practitioner, a previous Head of Sensory Services and strategic leader of SEND in Leeds and was an OFSTED inspector with six years' experience. Joan brings a great deal of knowledge to the role consequently ensuring standards remain high.

The vision, aims and outcomes of the school are reviewed regularly by the LGB (Principal's report, minutes of meetings, SEF).

Governors are allocated specific areas of responsibility and comprehensive protocols for the practice for all governors are now in place and monitoring visits proceed on an ongoing basis. (Governor monitoring file).

The LGB was recently reviewed by a National Leader of Governance (2019) and priorities for action identified. The LGB provided a summary of perceived current strengths and areas for improvement and these informed the external review of governance. The LGB continue to complete a self-review process (LGB minutes).

The LGB is heavily involved in the appointment of staff therefore strengthening the school's professional leadership (interview documentation, CPD, governor training records).

The LGB is highly effective and is rigorous in carrying out their duties. They challenge the SLT in order to gather information regarding pupils' progress, the curriculum etc. This on-going evaluation leads to the appropriateness of the curriculum in continuing to meet the needs of all the pupils in the school (governor minutes full and curriculum committee).

The LGB monitors the use of targeted funding such as Pupil Premium and Primary Sports Fund. They are informed as to how additional support through these funds enhances learning outcomes for identified students (data collection and Principal's report to the GB).

The Principal's CPD is a highly effective process with LGB involvement. This enables the LGB to closely monitor the work of the Principal. The targets set are of an exceptionally high standard and pertinent to pupil learning (PM feedback to governors, CPD committee report, Principal's evidence).

The Chair of the LGB and Principal have regular meetings and are in ongoing contact. This enables them to scrutinise the workings of the school and keep up to date with strategic and operational issues in the school thus fulfilling their accountability (notes of meetings).

Some governors actively participate in the collaborative review of the SEF which ensures the Local GB is informed of the workings of the SLT (notes of visit, invites in LGB minutes).

When governors visit they provide the school with information about their visit which is also used for effective self-evaluation (notes of visit, Local GB minutes, Principal's report).

Governors are exceptionally well informed of curriculum developments. All curriculum teams present current action plans to the LGB on a rota basis. Through their monitoring visits, Governors effectively hold the school to account in their delivery of the curriculum. (LGB minutes, developing curriculum document, Curriculum guides).

The LGB are informed regarding staff CPD content and ongoing training opportunities, this enables an ongoing quality assurance process (LGB minutes and Principal's report).

The LGB are informed regarding student educational achievement at each LGB, they are informed of headlines and areas for development, this further ensures understanding and assists regarding informed decision making (LGB minutes and Principal's report).

those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners

All school policies are evaluated on a time-line basis and amended if practice has changed in the school. This is the responsibility of the Local GB. Their extensive knowledge of the school makes this an excellent part of the school's self-evaluation (Policy review cycle, overview and LGB minutes).

The governor responsible for safeguarding, often visits the school, is invited to be involved in interview processes and has close links with the DSLs. (Safeguarding Governor reports, Principal's Report, Safeguarding Case Studies).

The LGB are informed of all training opportunities including those associated with Safeguarding, the Safeguarding policy is ratified annually by the LGB (policy and course content).

The Health and Safety Policy is in place and is monitored by the Local Governing Body. Health and Safety is a key item in the weekly whole staff briefing (Health and Safety Policy, briefing minutes, Principals Report).

Discussions regarding the welfare of students are ongoing and an effective monitoring process is applied which assesses behaviour, physical marks, demeanour and presentation. DSL's are informed on an ongoing basis of issues or suspected issues. Appropriate responses are coordinated from low key discussions with parents to multi agency response and action (CPOMS, supervision meeting minutes).

the provider has a culture of safeguarding that supports effective arrangements to:- identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation

The school has in place all the statutory policies and procedures regarding safeguarding. The Principal is the Designated Senior Lead. There are also three other DSLs who are the FLOSO, the Deputy Principal and the Secondary Assistant Principal. They all take a leading role in making sure that all pupils are safe, they attend up to date training and are aware of safeguarding procedures and protocols (training records).

The Principal and the FLOSO attend weekly update and supervision meetings (minutes).

The school uses the CPOMS Safeguarding recording system. The introduction of this software package has updated systems related to whole school communication regarding safeguarding and pastoral care (CPOMS).

Training in Basic Awareness in Safeguarding and in the Prevent Duty are delivered annually to all staff. The training ensures staff are confident when dealing with potential safeguarding issues. (training records).

All staff are aware of the document 'Keeping Children Safe in Education 2020' so they are fully briefed on all aspects of safeguarding in the school (signed record).

All staff and governors have a DBS check and have all external students and volunteers over 18 have a DBS check (single central record).

A safeguarding audit of policies and procedures is completed annually. The single central record is also reviewed annually through Kirklees' Safeguarding self-audit system (safeguarding audits).

The Principal provides the Local Governing Body (LGB) with safeguarding updates on a half-termly basis. Safeguarding outcomes are now scored against a severity scale of 1-5 and are judged dependent upon whether a situation is escalating or de-escalating. Reported categories include health, neglect, abuse and medical.

Attendance is also closely monitored during the supervision meetings and appropriate interventions are planned, applied and reviewed. A monthly attendance report is being developed.

The FLOSO and members of SLT ensure all new staff and volunteers are given a full and comprehensive induction which includes information on positive behavior, safety and safeguarding (FLOSO records).

help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help

The FLOSO reviews and assesses wellbeing for families on an ongoing basis, ensuring families are supported in their wellbeing and are to contribute effectively to the school community. The work of the FLOSO has been recognised as outstanding practice within the MAT and is looking to be replicated. Pupils are taught, at an appropriate level, how to keep themselves safe through a variety of topics embedded into the curriculum throughout school. Curriculum outlines criteria to ensure coverage of all relevant areas of personal safety. Example topics: My world – EY; People who help us – Primary; 999Emergency - Secondary/Sixth Form. (planning, curriculum guides).

Pupils are encouraged to apply skills and learning related to personal safety in their home, school and community (curriculum guides, planning, qualification outcomes).

Groups of students regularly visit Huddersfield town centre and the surrounding villages and are made aware of Mencap's Safe Places Scheme (Learning Journals, qualification outcomes).

Our Prevent risk assessment highlights ways in which the school can remain vigilant. This has now been disseminated across the MAT. Updated training is provided annually for all staff. (Prevent risk assessment).

Staffing ratios and arrangements for activities are kept under regular review to ensure that trips and community activities remain safe (risk assessment files).

Frequent training, highly skilled staff, high staffing ratios, and use of one to ones and interveners ensure that students are safe in school and out in the community (planning, risk assessments).

Two Safe Spaces are in school to provide students with a safe area to self-regulate and feel secure. When the Safe Spaces are used as a result of safety concerns for the student or others then up to date records are kept and parents informed (CPOMS, Isolation Policy).

Health and Safety Policies are followed and applied throughout the school ensuring safety (see policy documents).

Regular weekly staff meetings are held where safety procedures are discussed, and actions are allocated (minutes of meetings).

Safe Lifting and Handling training, associated Risk Assessments and a skills and equipment audit are formulated in conjunction with Kirklees Lifting and Handling Specialist, is provided regularly to ensure the safe lifting and handling of students (staff training records, risk assessments in classrooms and on server) Zoe Parker, Assistant Principal is allocated to complete L+H 'train the trainer' sessions in Summer 2020 to further ensure good practice throughout school (training record).

Dedicated first aiders, including a mental health first aider and CPR trained responders help to ensure the safety of students and staff (certification, first aid records).

NARS trained staff ensure safety in the Hydrotherapy pool (training records).

Rebound Therapy trained staff ensure safety in the Rebound Therapy room (training records).

Fire, Lockdown and Silent Evacuation protocols are reviewed on an ongoing basis and training disseminated. Regular drills are practised, and actions taken where necessary (Fire Lockdown and Silent Evacuation file).

The school has a robust online-safety policy in place, supported by the school's safeguarding policies that make explicit reference to the Prevent Duty.

Our internet is filtered connection, provided by Kirklees Council with a Smoothwall Internet Filter device on the premises.

Smoothwall have been members of the Internet Watch Foundation (IWF) since 2007 – their aim is to minimise the availability of potentially criminal content. The system automatically blocks unlawful terrorist content and operates at a network level rather than on individual devices.

All students accessing the internet at Castle Hill School do so on a supervised access basis. All our screens are in public view and access is supervised.

School has provided on-line safety training for parents and carers, and drop-in sessions for staff on training days and twilights. An e-safety bulletin is provided to staff during the whole school meeting every Thursday morning (training records, staff meeting minutes).

All students accessing the internet at Castle Hill School do so on a supervised access basis and all our screens are in public view. All school computers have screen protection software (Hector). Students do not access social media when in school. The school has also produced a student friendly rules for the use of the internet (rules on display).

Parents carers and families are supplied with The Digital Parenting Magazine on an ongoing basis.

manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.

The SLT and other identified staff and governors have attended Safer Recruitment Training to give

them the skills required when interviewing potential staff (training records).

Records are kept of any LADO referrals (CPOMS).