Castle Hill School

Castle Hill School

School Improvement Plan

2020 – 2022

Interaction & Communication

Academy Trust

CHIP 2020-22

Castle Hill School

WHAT IS A SCHOOL IMPROVEMENT PLAN (SIP)?

The School Improvement Plan (SIP) outlines that the pupils are achieving the best teaching and learning experiences possible and making progress in their own personal way. The plan is collaborative and is the work of all stakeholders. Stakeholders are pupils, parents and carers, community partners and all staff. It is research based on data and facts driven with clear, measurable goals. Review, evaluation, monitoring and revision should take place on a regular basis.

WHY DO WE NEED A SIP?

School improvement is the single most important priority of Castle Hill. The focus is to measure and maintain pupil achievement at a school, local and national level. The focus must be on the pupil attainment.

School Improvement Partner

Sally McFarlan, Executive Head Teacher, National Leader of Education and our School Improvement Partner visits school on a termly basis. Each visit has a specific focus based on the OFSTED judgement areas. Outcomes of each visit include suggested areas for development. The areas for development are added to this document and progress towards outcomes are assessed (see footer).

Last reviewed: March 2021

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Multi Academy Trust

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

Our Vision

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

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

The ICAT specialises in meeting the educational needs of children and young people aged 3-19 with a range of learning difficulties. We are a family of schools who are led by our Trust Members and Board of Directors, to blend the best educational and therapeutic practice. Our team approach ensures we work closely with families, carers and a wide multi-professional team to identify and meet all the needs of our young people.

ICAT schools are: Castle Hill School (Huddersfield), High Park School (Bradford) & Milton School (Rotherham)

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Teaching School

The DfE is restructuring the teaching school landscape and launching a teaching school hub programme from September 2021, creating a network of 87 centres across the country. From August 2021, the Pennine Teaching School Alliance, therefore, will no longer exist in their current guise.

Whilst the landscape may look slightly different going forward, we will continue to be focused on the development of; Initial Teacher Training, Early Career Development, Leadership Development and Continual Professional Development through the newly launched **Pennine Alliance.**

The Alliance, as part of **Castle Hill School** will focus on strengthening and developing these and other priorities through the new **Teaching and Learning Development Centre**.

We are a Strategic partner of the Kirklees and Calderdale Teaching School Hub

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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.

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Our Key priorities are based on the four main Ofsted judgement areas, our own ongoing assessment process, SIP visits, Peer Review outcomes and Local/National agendas.

Please refer to website page 'School Assessment and Improvement' for objectives COMPLETED since 2016 (Click here)

Quality of education

1.To apply headlines from the Summer 2019/2020 Assessment Report New 03/11/20, updated 04/03/21
2.Numeracy Intervention (supported by the COVID-19 Catch-up Fund), updated 04/03/21
3.Curriculum Group development knowledge share. New 19/12/19, updated 15/04/19, updated 20/10/20, updated 04/03/21
4.Moderation reporting New 19/12/19, updated 15/04/19, updated 20/10/20, updated 11/11/20 updated 04/03/21

5.Research and development through the application of Lesson Studies 2020-21 **CPD link.** New 20/10/20, updated 04/03/21
6.To incorporate the language of the Engagement Model into MAPP and PIP targets **CPD link** New 02/01/20, updated 15/04/19, updated and amended 20/10/20, updated 04/03/21

7.Redevelopment of the Sixth Form Curriculum. Added 11/06/19, updated 02/01/20, updated 15/04/19, updated 03/11/20, updated 04/03/21
8.Peer Observation project **CPD link** New 03/11/20, updated 04/03/21

Personal development

1.To further develop specific subject areas through Quality Standards Marks; ICT, PD, Wellbeing, SMSC. New 03/11/20,

2.Work Related Learning. Updated/ New 06/11/20, updated 04/03/21

3.Career provision development. New 18/09/19, updated 02/01/20, updated 15/04/19, updated 10/11/20, updated 04/03/21

4. Increase and develop the school's SALT expertise and knowledge base New 25/04/20, updated 06/11/20, updated 04/03/21

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9.Development of Science teaching and learning. New 18/12/19, updated 02/01/19, updated 15/04/19, updated 11/11/20, updated 04/03/21 10.To embed a structured approach to the celebration of diversity of culture, belief and values within our school community. New 25/04/20, updated 03/11/20, updated 04/03/21 11.To expand and enrich community links with local schools in the area, collaborating to create Art and D&T pieces to be showcased in the school reception area. New 25/04/20, updated 03/11/20, updated 04/03/21	

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Leadership and management	Behaviour and attitudes
To develop and grow our SEND training and support offer. New 18/03/21 Initial Teacher Training New 18/03/21 To be engaged in and develop the growth of the SEND offer through the Teaching School Hub New 18/03/21 The continued development of leadership at all levels across school. updated 04/03/21 1.To develop our in-house manual handling resource as a result of our Autumn 2018 Manual handling audit. New 15/01/19 updated 27/04/19, 11/06/19, 02/01/20, updated 16/04/19,updated 06/11/20, updated 04/03/21 2.Development of outdoor play areas in Primary Department 1&2 New 6/11/20, updated 04/03/21 3.To arrange, coordinate and apply annual residential visits as part of the provision for students in the Sixth Form and upper Secondary. New 24/06/20, updated 04/03/21 4.Research and preparation for Discovery Centre build to increase school capacity. New 24/06/20, updated 6/11/20, updated 04/03/21	1.UNICEF Gold Rights Respecting Schools Award. New 18/09/19, updated 02/01/20, updated 16/04/19, updated 06/11/20, updated 04/03/21. 2.SMSC. From 29/08/18, updated 18/01/19, 27/04/19,11/06/19, 02/01/20, updated 16/04/19. Updated 06/11/20, updated 04/03/21 3.Pupil Premium. New 6/11/20, updated 04/03/21 4.Fundraising updated. New 06/11/20, updated 04/03/21 5.To develop a transition resource to assist with daily interaction. NEW 18/01/19 updated 27/04/19, 02/01/20, updated 16/04/19, updated 06/11/20, updated 04/03/21 6.To Complete NSPCC safeguarding consultancy package (gold). New 10/11/20, updated 04/03/21

Completed this year:

Quality of Education

-Areas for development highlighted in Healthy schools Award/SMSC QS outcomes. New 05/09/19, updated 02/01/20, updated 15/04/19, updated 11/11/20

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Personal Development
-Use of Music/ the Kodaly method. Added 11/06/19, updated 02/01/20, updated 20/04/19 further additions regarding assessment, resource bank and the development of skills. New 25.04.20, updated 06/11/20

Changed due to Teaching school alteration of status
- To source, develop and provide training opportunities for teaching and support staff through the Teaching School. From 17/05/18, updated 18/01/19, 27/04/19, 11/06/19, updated 16/04/19, updated 06/11/20
- Initial Teacher Training. From 17/05/18, updated 18/01/19, 27/04/19, 11/06/19, updated 16/04/19, updated 06/11/20
- School to School Support. From 17/05/18, updated 18/01/19, 27/04/19, 11/06/19, updated 16/04/19, updated 06/11/20
- Growth of the Teaching School. From 17/05/18, updated 18/01/19, 27/04/19, 11/06/19, updated 16/04/19 updated 06/11/20

Withdrawn due to COVID-19 impact
-To develop the learning environment. Development of the Primary Shared Area into a Sensory regulation resource
-Promote wellbeing within the parent/carer community

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Quality of education

1. Priority: To apply headlines from the Summer 2019/2020 Assessment Report			
Success criteria: Raising performance outcomes and improving assessment processes through: - the application and quality assurance of Key Skill Pathways - PiP quality assurance and moderation - the formulation of a progression guidance			
Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
Key skill pathways application to be quality assured for pupils engaged in subject specific study. Case studies will track Pathways – Curriculum Guides - MTP – PIP documents – Evidence of work to provide evidence of application.	Lesson observations completed in Autumn 2020-21 based on application of key skill pathways Tracking evidence outcomes 12.03.21: Case studies completed in Reading, Writing, Speaking, and nearly completed in Listening. Number and SSM case studies on going	HJ/KD/JA	Outcomes positive with areas for development Collated case studies and tracking evidence
PiP Moderation The establishment of a PiP Moderation Working Party, which will provide an ongoing forum for discussion regarding the setting of PiP targets. The Working Party will quality assure the process through the tracking of targets from EHCP, to MAPP, to PiP, as well as act as clinic to provide support to teachers.	Tracking evidence outcomes PiP moderation sessions completed with teachers: 21/10/20 24/02/21 13/01/21 24/02/21 Moderation Working Party 16/11/20 (maths)	SB/KD and Working Party DP/PH	Collated case studies and tracking evidence Minutes of meetings Amendment to practice for example differentiating PiP focus and context. Application of Progression Guidance to assist in target setting

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Castle Hill Level Progression Guidance To extend the progression guidance process and apply it to the summer 2021 Castle Hill Level Attainment data.			
Impact: Improved assessment processes. Increased opportunities for learning			

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2. Priority: Numeracy Intervention (supported by the COVID-19 Catch-up Fund)			
Success criteria: To apply the outcomes of the Summer 2020 Assessment Report, implementing numeracy interventions and to measure impact			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
To analyse the outcomes of the Summer 2020 Assessment Report	Assessment Analysis Report	PH	Minutes of SLT meetings Analysis Report
To formulate an Action Plan for numeracy interventions	Action Plan – complete dec.2020, reviewed February 2020, next review April 2020	PH	Minutes of SLT meetings Action Plan
To identify targeted pupils that require interventions, liaise with class teachers, support in the formulation of targets, and liaise with HJ to acquire any necessary resources	Pupil Case Studies and ongoing records	PH	Minutes of SLT meetings Pupil Case Studies and ongoing records
To implement numeracy interventions and evaluate ongoing progress	Pupil Case Studies and ongoing records	PH	Minutes of SLT meetings Pupil Case Studies and ongoing records
To evaluate the impact of Interventions on an ongoing basis, through the tracking of MAPP and PiP targets	Pupil Case Studies and ongoing records Progress towards Maths MAPP targets to be reviewed end of spring term 2021	PH PH	Minutes of SLT meetings Pupil Case Studies, ongoing records, MAPP and PiP trackers
To evaluate the impact of Interventions through Castle Hill Level assessment	Pupil Case Studies and ongoing records, Summer 2021 Assessment Report	PH	Minutes of SLT meetings

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			Pupil Case Studies, ongoing records, Summer 2021 Assessment Report
Impact: Improved progress in numeracy, in line or exceeding other Maths skill areas			

3. Priority: Curriculum Group development knowledge share			
Success criteria: The production and upkeep of a curriculum area development display board to ensure the school community have a clear understanding of curriculum area development plans and have an opportunity to suggest ideas for further development			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
To formulate an easily accessible and adaptable display mechanism to share curriculum area development plans and offer staff the opportunity to suggest ideas for further development In lockdown, A Curriculum Development Webpage was created on the school website. This had a weekly update where teachers shared information on key areas of development in their areas.	Formulate display mechanism Choose area for display Explain concept to wider staff group Apply strategy and collate feedback To maintain and develop the concept over time, highlighting and **recording** changes and development	AM	Staff feedback Views on website page
Impact: Whole school understanding of the curriculum and curriculum development leading to more effective teaching and learning			

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4. Priority: Completion of moderation report, to be published on CHS website amended 11.11			
Success criteria: Internally moderated -Castle Hill School Levels -Pre- Key stage standards -MAPP and PIP targets Externally moderated -Pre-Key stage standards			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
Internally moderate -Castle Hill School Levels -Pre- Key stage standards -MAPP and PIP targets Externally moderate -Pre-Key stage standards	To be integrated into staff meetings throughout the year 09.10.19 PIP moderation 15.01.20 PKS/CHLs moderation – Maths 03.02.20 PKS/CHLs moderation cont. 30.09.20 EHCP – MAPP – PIP tracking 21.10.20 PIP moderation and Case Studies 16.11.20 Moderation WP – Maths focus 13.01.21 CHL moderation – Communication focus 24.02.21 MAPP/PIP moderation 12.03.21 Engagement Model Moderation. Final report due end Nov 2020 Final check of historical moderation processes (KD) and up to date minutes (SB) then to be added to website	KD/HJ	Moderation outcomes
Impact: Commonality of assessment outcomes			

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5. CPD link Priority: Research and development through the application of Lesson Studies 2020-21			
Success criteria Development, application and dissemination of action research through lesson studies			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
For staff to formulate, carry out and then share research on an ongoing basis that will benefit the student learning here at Castle Hill school **Agreed focus:** -Formulation and application of 'home language' songs and rhymes, increasing familiarity in the learning context. Does this have an effect on increased cognition and learning? -How the curriculum supports our harder to reach students and translating this into areas of engagement. To add relevant sections into each curriculum guide. -Implementation and impact of using Positive Looking VI assessment on pupils' achievements and progress throughout the year and staff confidence in delivering VI activities. -To research and develop a bespoke colour-coded sentence building model (similar to Colourful Semantics) with the intention of extending literacy and communication skills in pupils working at higher levels of the English Pathways. This will initially be embedded in classroom practice in P4, S4 and SF1 and progress	Autumn term 2020: formulation of triads End of Autumn 2020-21 Initial feedback to the teachers' meeting:16th Dec End of Spring 2020-21 feedback End of Summer 2020-21 feedback and conclusions	SP/SLT All teachers	Application of outcomes during and after the research period

made as a result of the intervention will be recorded and monitored through case studies. -Expanding the range of animal therapy activities available within school and developing assessment for impact through case studies. -Research input regarding MSc Language and Communication Impairment in Children, Sheffield University.			
Impact: Greater understanding of outstanding practice			

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6.Priority: CPD link. To incorporate the language of the Engagement Model into MAPP and PIP targets			
Success criteria: Tracked case studies evidencing integration and success of Engagement Model system			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
To incorporate the language of the Engagement Model into MAPP	Training day EM focus delivered 13th March Discussions within Staff meetings Spring Production of Communication Engagement Model amendments, Spring 2020 Tracking evidence in PIP moderation sessions- 30/09/20 Tracking evidence through Planning monitoring- 14/09/20 Tracking evidence in EHCPs, Planning and PIP analysis- Training Day 18/11/20 Follow up Training to track evidence in EHCPs, Training day 12/3/21 Tracking evidence in EHCPs, Planning and PIP audit- Spring 2020-21	**AL/KD/PH**	Collated case studies and tracking evidence Moderation report
Impact: Improved planning and assessment processes Increased opportunities for learning			

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7. Priority: Redevelopment of the Sixth Form Vision and Curriculum			
Success criteria: Students participating in new bespoke pathways for learning appropriate to destination			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
-Review of Vision and Philosophy and learning pathways with specific focus on intention and destination for learners -Create Vision and Philosophy overview Create a new three tier curriculum based on sensory, semi-formal and formal pathways with life skills, WRL and 'destination learning' at the core	Vision/Philosophy document and overview produced consultation with staff and parents complete Develop initial (Year1) pathway for learning. Implementation in Sept 2019 Develop of year 2 and 3 pathways for learning. Implementation in Sept 2020	AM	Application of Vision, Philosophy and curriculum Successful long-term placements for Castel Hill School Leavers
Complete an evidence base showing the effectiveness of the three tier system	Complete case studies which show the application and influence of each pathway		Case studies and outcomes
Impact: Leavers further empowered by destination focused approaches to learning			

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8. Priority: CPD link. For teachers to participate in the school's Peer Observation project			
Success criteria: Teachers to observe peers with members of the SLT Autumn Spring Summer Teachers to produce a short report after each observation on lessons learnt regarding their own practice			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
Teachers to produce a short report after each observation on lessons learnt regarding their own practice. This area should be highlighted as an area for development in their next observation	Autumn report 2020 Spring report 2021 Summer report 2021	Teachers	Report outcomes and application
Impact: Improved teaching methods through the application of reflective practice			

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Staff training, skills and knowledge audit pre and post PSQM award in Science Capital, Enquiry Skills and the NC up to KS2 including Formative Assessment to support PIP and MAPP target acquisition	**Continued training for LSA's- Outcomes-** *(i)* Skills and knowledge observed in practice- *(ii)* Confidence to deliver when directed- *(iii)* Initiation by some to deliver independently. **Timeline-** *(i)*In place and observed in Autumn 2 *(ii)*By end of Spring 1*(iii)*By end of Summer 1. **Twilights for ETA's/ Teachers-** **Outcomes-** *(i)* Deeper learning opportunities for staff- Recognition of own Science Capital, use of Enquiry Skills. *(ii)* Application of NC up to KS2. *(iii)* Confidence to access assessment criteria to support target acquisition. **Timeline-** *(i)By end Autumn 2/ (ii)*By end Spring 1/ *(iii)* By end Summer 1	MI/ CQ	Attendance, feedback and observations of practice(Learning Journals, learning walks)

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Whole school application of CHS Working Scientifically Enquiry Skills to support the Engagement Model and enrich learning experiences for hard to reach students.	**Outcome:** *(i)* Launched at Science Week 2020/*(ii)* Additional twilights and training- Tracking application in practice for all curriculum/ *(iii)*Formally linked to Engagement Model/ Learning Pathways. **Timeline:** *(i)By start of Autumn 2/ (ii)* By End of Spring 1/ *(iii)*By end of Summer 1.		
Science week (feedback on 2020/ Delivery of sw 2021)Inc. funding	**Outcome:** (i) Informal/ Formal feedback from all staff on event to inform SW 2021/ *(ii)*Identify and apply for funding for SW 2021/ (iii) design SW 2021 to be unaffected by Covid restrictions/ (iv) Design SW2021 to support external links programme and home learners. **Timeline:** (i) By end of Week 4 Autumn 2/ (ii) By end of Autumn 2/ (iii) By week 2 Spring 1/ (iv) By week 2 Spring 1	MI/ CQ	Class and event photographs/ Formal (feedback pro-forma) and informal feedback/ Family feedback and responses to website and social media content.

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Post 16 Science Audit to identify current practice and potential refocus if recognised as valuable to cohort.	**Outcome:** If applicable, identify and apply in practice to support current sow and targets. **Timeline:** (i) Capacity and planning by Start of Summer 1/ (ii) Implementation by Autumn 1 2021	MI/ CQ/ AM/ DG	Informal discussion/ Audit of current SOW and cohort engagement
Maintain and utilise memberships	**Outcome:** Continue to access and use current memberships of Science related national bodies to include access to CPD and to inform best practice and application of knowledge and skills. **Timeline:** Ongoing	MI/ HO	Ongoing membership/ full utilisation of membership opportunities and access for wider staff use.
Resources and sow(Accessible, covid safe and of value to hard to reach learners)	**Outcome:** Translation of National Curriculum to best fit and benefit school curriculum and Topic scheme of works. **Timeline:** (i) Identified, planned and designed for start of Spring 1 then ongoing.	MI/ CQ	Access to and use in practice alongside topic schemes of work and Curriculum Guides

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Identify, engage with or establish a Sen specific science community to share and identify best practice.(ICAT, Local, Regional, National)	**Outcome:** Successful identification of existing Sen specific network to engage with or establish a new one to lead in this area. **Timeline:** (i) Identify current if applicable local and national networks by end of ~~Autumn~~ Spring 2. (ii) If applicable establish and formalise a network by end of ~~Spring 1~~ Summer 1/ (iii) If applicable launch formerly Autumn 2021.	MI	Active engagement with appropriate forums and sector bodies/ Accessing voice to share best practice beyond CHS
Science link/ Community science	**Outcome:** Identify the capacity to establish and deliver a virtual science link to support CHS links programme and to re-establish links through the use of science themes and science activities **Timeline:** (i) Identify and contact potential existing school links to access by end of Autumn 2/ (ii) Trial and roll out to limited links by	MI/ SB	Re-establishment of existing and new links to support socialisation, communication and interaction of the wider school community

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	Spring 1 2021/ (iii) Open to other participants by start of Spring 2		

Impact: Awareness of CHS as a potential lead point of reference for science practice and delivery amongst SEN specific schools within the sector that have a focus on communication and interaction.

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9. Priority: To embed a structured approach to the celebration of diversity of culture, belief and values within our school community.			
Success criteria: -Develop a scheme of assembly (fortnightly departmental) focussed learning providing coverage of a range of religious beliefs, practices and celebrations linked to local syllabus, these assemblies will take place across phases in class. -Establish and maintain links with leaders form the local community by inviting regular participation in departmental and whole school assemblies via a virtual link. -Plan and deliver one whole-school celebration with a focus on Islam and the celebration of Eid involving both the school and local community			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
SWOT – to analyse strengths, weaknesses, opportunities and threats for RE within school community	To ensure the focus of project is relevant and supportive to all students and staff. COVID-19 delay	SB	SWOT completed and action plan adapted accordingly since initial conversation.
Develop a timetable for departmental fortnightly assemblies which ensure range of RE coverage is linked to LA syllabus	To further develop/ enhance consistency of the coverage of a range of RE topics throughout school.	SB/DG	Cross reference links to LA RE syllabus on timetable departmental assemblies.

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Create a scheme of assemblies (assembly outline, resources) for Spring term 1, following delivery assess and adapt to create scheme for Spring 2 and Summer 1.	To develop staff confidence (subject knowledge and pedagogy) to deliver a scheme of assemblies across one term.	SB/DG	Learning walks of departmental assemblies, staff and student voice.
Share timetable for Summer 1 with staff and provide a CPD opportunity to develop staff confidence in preparation for delivery	To develop staff confidence (subject knowledge and pedagogy) to deliver a scheme of assemblies across one term.	SB/DG	Learning walks of departmental assemblies, staff and student voice.
Establish links with leaders from the local community and timetable delivery of activities linked to specific religions through Summer 1 and timetabled departmental assemblies. Establish an Eid whole school celebration working party to ensure collaboration with teachers and ETAs, drawing on in house skills and knowledge. Share Eid celebration plans with LSA's to establish links and opportunities for input into celebrations. Form a link with Sally	To enhance community cohesion opportunities through the teaching of RE To empower all staff in school to deliver and facilitate learning linked to preparation for whole-school Eid assembly	SB/DG/whole-school staff	Links to demonstrate a range of religious leader's involvement from the community, demonstrated through timetable, photos Working party to further develop the ideas for a whole-school celebration with a focus on Eid and draw on all staff skills

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Metcalfe to establish parental involvement where appropriate Plan and deliver a whole –school celebration afternoon focussed on Eid during Summer term Review impact of Summer term departmental assemblies through ETA questionnaire/feedback and discussion in teacher meeting. Create a scheme of assemblies to be delivered on a three year cycle following previously written timetable taking into consideration teacher and ETA input	To develop breadth of religious celebration within school, giving students and opportunity to share and reflect on their own beliefs To ensure departmental and whole-school assemblies follow clear scheme and demonstrate progression of theme and skill	Whole school staff Whole-school staff SB/DG	
Impact: The development of consistent virtual departmental assemblies, following a clear scheme of learning, will ensure RE is taught across the school on a fortnightly basis. Demonstrating breadth of student experience and opportunity for skill progression. RE will be embedded as an integral part of student's learning experience at Castle Hill, providing all with the opportunity to explore and celebrate diversity in culture, beliefs and values within both the school and wider community			

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10. Aim: To expand and enrich community links with local schools in the area, collaborating to create art and D&T pieces to be showcased in the school reception area.			
Success criteria: • **Enriched and deepened community links with local schools and artists** • **A refreshed art gallery that is visually pleasing yet low stimulation to meet all the needs of our students**			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
Discuss and finalise theme of project. Research and finalise different mediums.	Finalise the theme of the project, confirm costs and timeline for the workshops. A proposal outlining costs and scope for the project will be provided by Fabric Lenny after the Easter holiday	VL, KP & KW work collaboratively. VL & KP	Evaluations from discussions and research. Meeting minutes with VL & KP.
Collaborate with trainee teacher's to support them to plan and lead the introduction session in a range of classes.	VL & KP to co-ordinate with AL to organise a training session.	KW & SB.	Meeting minutes with KW & SB.

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Contact local schools in the area (Newsome Juniors, Hillside, Newsome High).	KW is making contact with local schools. KP has established a virtual link with Fairfield school. Create a shortlist of schools interested in collaborating on the project.	VL & KP.	Collated lists in collaboration with class teachers.
Discuss with class teachers the project and the process. Allows the pupils to focus on developing and building relationships with students from other schools as well as within in school for those classes who do not have external links.	VL & KP to discuss with teachers in weekly meeting.	KW to facilitate.	Photographic evidence, verbal feedback from local schools, written evaluations. Meeting minutes.
Facilitate virtual links (both internal and external). Ensure			Photographic evidence and written evaluations.

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Greg/Karen is available for the slots provided to capture photographic evidence of the project. Consider where the current art can be placed around school – stairway, community training room? Invite 6th Form and Newsome High students to help hang the art/photographs along the gallery walls. Arrange a grand unveiling, inviting all the students from the project to come and	Coordination of one or several sessions towards completing the end art and D&T products. It has been decided that the artwork will be displayed in the atrium. Create a space for the new art to be placed. Collaboration with older students to create the art gallery. It has been decided that the grand	VL & KP with guidance from SP & SLT. VL & KP. VL, KP & KW work collaboratively.	Photographic evidence, the physical outcome from the collaborative work.

celebrate the finished product.	unveiling will take place on the same day as CastleFest 2021 (COVID permitting). Celebration of the work students have created and the relationships they have built throughout this process.		
Impact: Enhanced community links with local schools, enriching our relationships within the local community and becoming more active members of the wider Newsome community.			

Last reviewed: March 2021

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Personal development

1. **Priority: To further develop specific subject areas through the completion of Quality Standards Marks for ICT, Physical Development, Wellbeing, SMSC**			
Success criteria: Raising performance to fulfil criteria of quality standards			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
ICT Quality Standard/NAACE Mark	Due to COVID-19 delays we will be assessed in the Autumn Term 2021	LG	Collation of success criteria and final assessment date
Gold Sports Mark Physical Development Quality Standard	Application to be sent in Summer term 2012	DG/AM	
Mental Health Award Working with a new mentor assigned December 2019, following previous mentor leaving Leeds Beckett University. All work complete, awaiting summer assessment date. COVID-19 delay	Completion Date Summer 2020, award through Leeds Beckett University. COVID-19 delay Ongoing, to be completed by Spring 2021	PH	
SMSC -See SMSC action plan	Achieve Gold QS by Summer 2021	MI/HW/DP	
Impact: The application of more effective teaching and learning is specific subject areas			

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2. Priority: To establish a Work Related Learning hub for KS4 and Sixth Form.			
Success criteria: Completed Reworks build			
Activity	**Review**	**Lead Persons**	**Monitoring through**
Secure funding Building progression	Further discussions with Woolfson Foundation- submit phase 2 application for £75,000 Work with the Reworks Working Party Regarding future plan amendments and time scales	AM	Building progression
Impact: Application of a more comprehensive Work-Related Learning Offer to further improve preparation for the future			

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3. **Priority:** Career provision development

Success criteria:

Tracking system for destinations

Website development

Review self-assessment tool

Incorporated Gatsby standards into documentation and apply in practice

Ongoing contact with Enterprise Advisor

Activity	Review	Lead Persons	Monitoring through
Careers Leader to undertake some formal training (Careers leader training 1st April 2020 cancelled due to COVID-19). Deliver some training on CEIAG and Gatsby Benchmarks to school staff and consider including CEIAG in induction for all new members of staff. Develop a tracking process for all student destinations	Brief training in teachers meeting on Gatsby Benchmarks 11.12.19 Meeting to discuss the application of the Gatsby Benchmarks at Castle Hill School with Julie Millward (CK Careers Advisor) 6th December. Created a document to demonstrate how the Gatsby Benchmarks are applied at Castle Hill School and shared with SLT 10th December.	DP/PH/AM	Assessment of Work Related learning experience Application and assessment of Gatsby standards

Last reviewed: March 2021

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Castle Hill School

Put a provider access statement on the website Revisit the Compass self-assessment tool to ensure it reflects practice Incorporate mention of the 8 Gatsby Benchmarks into key documents Revisit the learning outcomes from the CDI framework for careers employability and enterprise education SEND/PRU to audit them against the curriculum COVID-19 delay Explore the opportunity of linking with an Enterprise Adviser from the CEC COVID-19 delay	To liaise with new C&K Careers Advisor regarding upcoming training opportunities. COVID-19 delay Gatsby Benchmark refresher information available through curriculum documents. Refresher training to be delivered in Teachers' meeting at appropriate time COVID-19 delay Rescheduled for Summer Term 2021		Assessment of destinations and destination success over time. Application of advice from Enterprise Advisor
Impact: Improved careers offer			

Last reviewed: March 2021

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Castle Hill School

4. **Priority: Increase and develop the school's SALT expertise and knowledge base**			
Success criteria: Application and dissemination of new knowledge			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
To work in partnership with Jayne Askew (communications teacher) in the application of some communication-based learning strategies for chosen students	Case studies	PH	Case studies
To disseminate knowledge within the class team and wider training and twilight opportunities for staff across school	Development of staff knowledge as evidenced through case studies and professional development	PH	Training Records Minutes of class meetings
Impact: Increased knowledge base leading to improved educational outcomes			

CHIP 2020-22

Castle Hill School

Effectiveness of leadership and management

1. TS Link **Priority: To develop and grow our SEND training and support offer**			
Success criteria:			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
To set up a small working group within school to support the development of the training offer	Initial discussion to agree potential offer Survey sent to all schools to monitor demand	AL/DP	Training offer, including number of delegates signed up
Facilitation training for identified staff who will support the delivery of the training offer	Key staff identified to deliver parts of the training offer	DP	Training logs, evaluation forms
Marketing of the SEND offer for all schools (mainstream & SEND), inc. development of the Pennine website	Set dates/times/venues for the training	AL/DP	Website development
To develop further working relationships with Kirklees LA in relation to SEND CPD	Provide identified staff with support in writing training programmes and facilitating training	AL AL	
Impact: Supporting all schools to provide appropriate SEND support for learners in all schools			

Last reviewed: March 2021

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Castle Hill School

2. TS Link **Priority: Teaching School** **Initial Teacher Training**			
Success criteria: For 87-92% of trainee teachers (2019-20 cohort) to successfully complete their ITT year (in line with the national statistics for ITT) To recruit 14 trainee teachers (2020-21 cohort) For 83% of trainee teachers to secure employment within sixteen months of qualifying (in line with national statistics)			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
ITT Develop the 2021-22 ITT programme with University of Cumbria ensuring that the ITT reform is clearly embedded in the offer Develop CHS staff to deliver face to face sessions for trainee teachers. Develop the role of mentors across the alliance, including providing comprehensive mentor training and the development of lead mentors Attend recruitment events where appropriate to support ITT recruitment	Plan the timetable for the 21-22 cohort Identify facilitators to deliver the individual sessions Complete content plans for the curriculum areas Develop the mentor training plan to support school-based mentors Enrol lead mentors on the Cumbria mentor programme. Attended virtual Teaching Fairs Current recruitment: 12 confirmed 2 awaiting interview	AL	ITT recruitment Course feedback ITT employment rates ITT course completion rates

Last reviewed: March 2021

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Castle Hill School

Support current trainees in applications and interviews for NQT positions Develop NQTs as link buddies for new trainees.	Provide application writing workshops Provide 1:1 interview coaching and support Current employment status: 2 x employed 6 x actively seeking employment Joint induction meeting with past and future trainees planned (July 2021)		
Impact: Development of NQTs with strong knowledge and understanding of SEND pedagogy and practice			

Last reviewed: March 2021

CHIP 2020-22

Castle Hill School

3. To be engaged in and develop the growth of the SEND offer through the Teaching School Hub			
Success criteria: To be a strategic partner of the Teaching School Hub To be active in the design and delivery of SEND support/training for schools linked to the TSHub			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
To build up relationships with the TSHub and to be named as a strategic partner for the TSHub	Invited to attend TSC SEND meeting for TSHubs Invited to attend Strategic Partner meeting for the TSHub	AL	TSHub development
Impact:			

Last reviewed: March 2021

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Castle Hill School

4. Priority: Leadership Development			
Success criteria: The development of leadership at all levels across school. Embedding the process of implementation to support school development activities			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
To develop and coordinate a joint EEF, Research Schools & Kirklees Partnership Programme to deliver leadership training focussed on implementation and closing the gap for disadvantaged pupils. To identify and train system leaders to coach and facilitate on the EEF Leadership project Recruitment of schools to engage in the Leadership Project	Attended initial information giving meeting with Bradford Research School (2/2/21) Meeting with Kirklees to write the draft proposal (24/2/21) Meeting with EEF and RS to firm up initial proposal (5/3/21) Drafted costings for the proposal (10/3/21) Shared initial plans with KSSH (16/3/21) Meeting with Kirklees to finalise proposal before submission (19/3/21)	AL (Clare Taylor WYTA, Kirklees LA)	Minutes of meetings Final proposal
MAT: To deliver leadership training to promote collaboration and the sharing of expertise within the trust.	Pick up previous, pre pandemic, cohort and complete course Sept 2021. Letter sent to participants 8/03/21 Begin new cohort January 2022	SP/AA	School improvement outcomes
To continue to promote distributed leadership within the wider staff group Through Lesson Studies	Formulation of plans Autumn 20-21 Monitoring meetings 16/12/20 23/03/21 26/05/21	SP	Application outcomes and case studies

Last reviewed: March 2021

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Personal Development Projects	21/07/21 Spring audit Summer audit	SP	Application and record of outcomes
Impact: Enhanced distributed leadership model			

Last reviewed: March 2021

CHIP 2020-22

Castle Hill School

5. Priority: To develop our in-house manual handling resource as a result of our Autumn 2018 Manual handling audit			
Success criteria: Raised their awareness of the moving and handling policy and associated procedures Sharing MSD statistics with MHA on a quarterly basis Creation and application of handling plan review timetable Creation and application of formal training need strategy Provision of a moving and handling trainer to support the moving and handling needs of school			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
Communicate with outside agencies (such as community nursing team, therapists) to raise their awareness of the moving and handling policy Share the moving and handling policy on the school website so that parents are aware of the processes in place Share the hydrotherapy evacuation procedure once completed with the MHA Share MSD statistics with MHA on a quarterly basis	Raised their awareness of the moving and handling policy and associated procedures Policy to be read, reviewed, and signed on an annual basis. To initially be shared Summer term 2019, Summer 2020 Autumn 2020 To be added to School website Summer 2019 Protocol Complete Hydro Evacuation twilight held 12/02/19 Meeting 15.10.19 Meeting 20.01.2020 Meeting 09.12.2020 Review of moving and handling plans by ZP and MHA	PH AM	Guide assessment through planning monitoring process Evidence of shared statistics Evidence of evolving handling plans Evidence of evolving training needs Greater understanding of manual handling procedures and protocol throughout school Record of advice and guidance provided

Last reviewed: March 2021

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Castle Hill School

Formulation and application of handling plan review system	Handling plan review system designed Spring 2019 Review 26.06.19 Review 15.10.19 Review 20.01.2020 Review to be arranged Summer 2020 COVID-19 Delay PH to complete an audit of moving and handling plans, to be shared with SLT and the MHA PH to liaise with LG to provide MSA statistics to be shared with MHA	PH	
	Annual training for all staff who undertake Manual handling Next session planned 5.07.19	PH	
Formulation and application of formal training needs analysis and document a formal training strategy	Manual handling training arranged as soon as possible for new starters New staff training session 08.04.2019 Competency Assessments to be undertaken of small groups of staff on a termly basis by PH and MHA to observe practise Competency Assessment of Hoisting and Personal care completed for five LSAs 08.02.19 Competency assessment to be undertaken for ETAs 25.06.19 and 16.07.19 Competency assessments to be undertaken for ETAs 15.11.19	PH	

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Castle Hill School

Complete training of an identified staff member to become a moving and handling trainer to support the moving and handling needs of school Letter of consent to parents regarding Lifting and handling protocols	PH to arrange Competency assessment with MHA for Autumn 2021 PH completed Manual Handling Train the Trainer Theory 18.02.21 – 21.01.21 PH to complete Manual Handling Train the Trainer Practical COVID-19 delay Sent Dec 2019 and part of induction process for new pupils	PH PH	
Impact: Greater understanding and contribution to manual handling procedures and protocol throughout school			

Last reviewed: March 2021

CHIP 2020-22

Castle Hill School

6. Priority: Development of outdoor play area in Primary 1/2			
Success criteria: To provide permanent/fixed play/ sensory regulation resources in the Primary Department outdoor play areas: P1/2			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
Review current resource Formulate plans for development Cost plans Consult re finance	Review	DP/HJ/KW	Continued consultation with SLT
Estimate funds available and shortfall Fund raise if necessary Consult with Pinnacle (management company) regarding plans and fitting Arrange fitting timetable	Fund-raise		
Assess effectiveness of resources Add mirrors to the Primary retaining wall area to increase opportunities for Intensive Interaction.	Assess		
Impact: Increased opportunities for learning			

Last reviewed: March 2021

CHIP 2020-22

Castle Hill School

7. Priority: Residential			
Success criteria: To apply annual residential visits as part of the provision for students in the Sixth Form and upper Secondary Residential visits: Malham Tarn summer 2021, Calvert Trust summer 2022 NB: initial activities will be undertaken during restrictions in line with COVID 19 guidance and therefore, timelines and some actions may not be predictable.			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
Agree a provisional plan for the selection of possible students for summer 2021 residential.	AM to meet with SP then KW June 2020	AM	
Liaise with Malham Tarn Field Studies Centre to establish a provisional booking for Summer Term 2021	Provisional booking made for 14th -16th June 2021	KW	
Establish a target cohort list to offer places to. This will be students suitable for Malham (ie ambulant, relatively robust). Initially aim for students in Sixth Form, then selecting from KS4.	List of up to 10 possible students to be established.	AM/SP/KW	
Establish budget and projected funds available for 2021 visit.	Autumn Term 2020	AM/SP/KW/HO	
Approach parents/carers of targeted students for provisional view on accepting a place.	Spring Term 2021	AM	
Plan, and begin carrying out fundraising activities involving students. eg mini-enterprise activities such as car washing, cooking, recycling, up-cycling. Staff tuck-shop. Sponsored event?	Aut/Spring term	AM/KW/fundraising TLR	
	Spring Term 2021	AM/KW/fundraising TLR	
		AM	

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Castle Hill School

Discuss with fundraising TLR and agree fundraising plan Carry out planning for visit including: site visit (if necessary) draft plan for activities draft risk assessments presentation for parents information for governors Presentation for parents/carers to provide more information. Get confirmation from families on places for Residential and their confirmation that they are prepared to make contribution. Continue and develop fundraising activities Plan and run preparatory sessions for students. Carry out residential (Summer 2021) Review residential, include discussion on changes that will be required for future. Develop a rationale for future residential visits – including considerations of the type of centre to be used, given increasing complexities of students. Build residential visits into Sixth Form curriculum pathways.	Spring Term 2021 Spring/Summer Term 2021 Summer Term 2021 Summer Term 2021 (provisionally 14th – 16th June) Initially Spring 2021, reviewed and updated following residential. Completed Summer 2021 Spring 2021 Spring 2021 Spring/Summer 2022	AM AM/KW/fundraising TLR AM AM/KW AM AM AM/SP/HO	

Last reviewed: March 2021

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Have budgetary commitment built into school's annual financial planning. Plan for and carry out Residential visit to The Calvert Trust.			
Impact: Students selected for Summer 2021 residential. Students, staff and families involved in preparation for residential. Successful residential trip takes place Summer 2021. Plan for future residentials in place including fundraising plans and budget commitments, timeline for preparation, rationale for residentials, links to Sixth Form Curriculum.			

Last reviewed: March 2021

CHIP 2020-22

Castle Hill School

8. Priority: Research and preparation for Discovery Centre build to increase school capacity.			
Success criteria: New build for students to access sensory regulation activities separate from the school building, ensuring capacity within school is increased.			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
Identify land for development Consult with owners Consult with Head of Service re funding Consult in community and Kirklees re funding Consult with Architect Consult re planning permission Consult re costing Formulate full plan and begin tender process Apply	Autumn Spring 2020/21 Autumn Spring 2020/21 Waiting reply Autumn Spring 2020/21. Ongoing e-mails. Meeting arranged for 25th March	SP SP SP	Continued consultation with ICAT
Impact: Increased opportunities for learning in school and in the community			

Last reviewed: March 2021

CHIP 2020-22

Castle Hill School

Behaviour and attitudes

1. Priority: UNICEF **Gold Rights Respecting Schools Award.**			
Success criteria: When the school community achieved the Unicef Gold Rights Respecting Schools Award and has **fully embedded children's rights throughout the school in its policies, practice and ethos, as outlined in the three RRSA Strands.** Embed child rights in the school will be deeper and wider so that the values and principles of the Convention on the Rights of the Child are fully embedded into the whole school's practice.			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
Review your Steering Group Are you effectively embedding rights across the school and into the community? The Steering Group should know that the Gold Strand and Outcome Descriptors are different from the Silver Strand and Outcome Descriptors.	Meetings of SMSC Working Party to discuss ways forward 17/10/19 20/01/20 Rata of Class inputs to School briefings and displays 2019-2020 Oct Nov Dec Jan Feb COVID delay	DP DP	Collation of actions completed by each class to embed RRSA strands

Last reviewed: March 2021

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Castle Hill School

Ensure the Award is an ongoing item of staff, council and governor meetings Plan your RRSA journey to Gold with your Steering Group Identify evidence to meet the Gold Strand and Outcome Descriptors Measure your impact Complete the School Questionnaire Summary spreadsheet Complete the School Evaluation: Gold form Prepare a programme for the Gold accreditation visit	Rescheduled to 2020-21 Oct Nov Dec Jan Feb Mar Apr May Jun Establish a class/school mascot Inform families through Newsletters Autumn Spring Summer Establishment of school charter	DP KD/School council	
Impact: Enhancement and development of rights and wellbeing			

Last reviewed: March 2021

CHIP 2020-22

Castle Hill School

2. Priority: SMSC			
Success criteria Deeper understanding and embedding of SMSC throughout the whole school's policies, practice and ethos. To recognise the work of the pupils and staff in areas of SMSC through the achievement of the Gold Quality Standards Mark			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
To review the SMSC policy in light of the Bronze Award	MI amended the SMSC policy and emailed to the Working Party for comments MI to respond to comments and submit for ratification spring 2020 Review Autumn 2019 Application spring 2021 in consultation with stakeholders	MI / SMSC WP	Updated Policy Learning walk and questioning
Review curriculum provision in light of the forthcoming statutory guidance on relationships education, relationships and sex education and health education	5th February attended the Kirklees RSHE schools group. Upcoming Kirklees RSHE schools group meetings cancelled. COVID-19 delay 5th March 2020 RSHE stakeholders' consultation meeting Additional RSHE stakeholders' consultation meeting to allow for COVID-19 interruption and new families' input set for 23/11/20 RSE policy update for teachers' meeting 03/02/21 Spring term 2020 Autumn term 2020 Spring term 2021	DP/PH/AM PH PH/DP PH/DP	Learning walk and questioning Updated Policy Updated Curriculum Guides Meeting notes Meeting records

Last reviewed: March 2021

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Castle Hill School

	School Council to be involved in designing the new UNICEF mascot and to be involved in more learning walks, eg in collaboration with the governor for SMSC **COVID-19 delay (New contact made with Julie Anderson March 2021)** Audit of need Action plan created against audit Carry out action plan	DP	Learning walk and questioning
Reflect diversity through phase-based displays	Planning autumn 2019 Parent/carer coffee mornings spring and summer 2020		
Consider ways to further improve the contribution of the School Council, which could include closer liaison with Governors, enhancing enterprise activities	**Verification due 14/04/2021**	KD: Mascot naming activity planned (Covid 19). Learning walk carried out with Basic Skills Assessor 11.03.20 MI	Assessment of projects, links and learning walks Achievement of SMSC Gold Quality Mark

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Castle Hill School

and learning walks to review provision	Plan autumn 2019 Launch spring 2020 (MI will be launching the calendar w/b 20/01/20)		Record of coffee morning
To fulfil SMSC Gold Quality Mark requirements		MI	
To provide parent/carer wellbeing coffee mornings, with information on SMSC to share plans and successes **COVID-19 delay-Due via Teams by June 2021**	Included from Autumn term 2021	MI/ SM	Calendar of events/ Event take up by all school
To produce a calendar of events to celebrate SMSC, including dates of religious significance, charity dates and special weeks within school e.g. science week	SMSC LSA training 16/01/2020_ 07/10/2020_18/112020_03/03/2021	MI	Record of training

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To deliver training on SMSC to Lunchtime Support Assistants to broaden awareness and enhance knowledge		MI	
Impact: For SMSC to be understood, valued, recognised by the whole school community, including governors and parents/carers			

Last reviewed: March 2021

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Castle Hill School

3. Priority: Pupil Premium development			
Success criteria: Application of Pupil Premium Plan for change			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
Complete PP review	10/20	AL	
Creation of action plan for change	Before 12/20	SB	
			Review outcomes
Application of plan for change	Before 2/21	SB	
			Application of plan
Assessment of plan	Summer 2021	DP/PH/SB/SP	
			Assessment of plan
Assessment outcomes (School Assessment Report)	Autumn 2021	DP/PH/SB/SP	
			Case studies/Assessment
Pupil Premium review	Autumn 2021	AL	
Impact: Improved Pupil Premium Offer			

Last reviewed: March 2021

CHIP 2020-22

Castle Hill School

4. Priority: Fundraising Development of outdoor play area in Primary 1/2			
Success criteria: To raise funds for accessible outdoor play equipment			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
To relaunch the fundraising working party	Autumn 2020 Fundraising Working Party meetings 3.2.21, 2.3.21	HJ	Minutes of meetings
To complete an action plan with calendar of events	Termly action plan created outlining events and fundraising goals	HJ and fundraising wp.	Calendar of events
To investigate grants available to further support fundraising efforts	Spring 2020 Feedback to Fundraising Working Party	HJ and fundraising wp.	
To raise the amount (£) for accessible outdoor playground equipment			Fundraising goal tracker
Impact: Enhanced outdoor learning			

Last reviewed: March 2021

CHIP 2020-22

Castle Hill School

5. Priority: Specialist sensory transition resource			
Success criteria: Application of specialist sensory resource to ensure short and long term transitions are supported			
Activity	**Review**	**Lead Persons**	**Monitoring through**
Deliver staff training session on 'Bag about Me' communication bags Agree/apply content protocol Inform, share and discuss 'Bag about Me' communication bags with parents Produce a 'Bag About Me' for each sensory student within the school Monitor use and evaluate success of 'Bag about Me' communication bags at the end of the transition period	Raised awareness of 'Bag about Me' communication bags with teaching and support staff Twilight training session planned for 10.02.2020 'Bag about Me' communication bags power point shared with teaching and support staff for self isolation work at home task. November 2020 Raised awareness of 'Bag about Me' communication bags with parents Letter to be sent to parents June 2020 /March 2021 COVID -19 delay Support staff to make a "Bag About Me" for students in Sixth Form Secondary (some students have a bag about me) Primary (some students have a bag about me)	ZP	Transition assessment

Last reviewed: March 2021

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Castle Hill School

	EYFS COVID-19 delay Review with staff how often the bags were used and how they helped transition. Autumn 2020 (Autumn 2021)		
Impact: Developed short and long term transitions			

Last reviewed: March 2021

CHIP 2020-22

Castle Hill School

6. Priority: Safeguarding QS			
Success criteria: Complete NSPCC safeguarding consultancy package (gold)			
Activity	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
Bronze Health check of your safeguarding policy, code of conduct and procedure for managing allegations. Written commentary on your status. Up to two hours of telephone support with one of our education consultants. **Silver** Everything in the Bronze package. Safer recruitment health check. Site visit by our Senior education consultant. Review and evaluation of your systems and procedures for managing child protection concerns. Rewriting or development of policies as needed. Follow-up brief. **Gold** Everything in the Silver package. Face-to-face planning session. Review of the single central record. Curriculum mapping to embed safeguarding. Four hours of telephone or email mentoring for your Designated Safeguarding Lead (DSL). Written report with recommendations. Follow-up within six months.	Arrange and prepare for audit to take place Spring/Summer 2021 Application paperwork completed Feb 2021 DSL's to be involved in the NSPCC audit and to apply any recommendation from Kirklees Safeguarding Board audit ~~December 2020~~ Wed 28th April	SM, SP, ZP, DP, KD	QS outcome
Impact: Quality assured Safeguarding process			

Last reviewed: March 2021