



Castle Hill School

School Improvement Plan

2018 – 2019



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: 29/08/18

CHIP 2016-18



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)

CHIP 2016-18



The Teaching School

Castle Hill School became part of the Pennine Teaching School in 2013, which was Cohort 3. . Two schools work together to create the Pennine Teaching School Alliance; they are Castle Hill School and Roberttown Infant and Junior School.

The school has been extremely active in its work delivering with the other two schools in the areas of the Big 3;

1. Initial Teacher Training
2. School to school support
3. Professional Development

The following areas of development have resulted to date:

- growing our own ITT students
- training other schools' staff re SEN
- bespoke training for our staff
- creating opportunities for Castle Hill staff to support alliance schools
- creating opportunities for staff from alliance schools to support Castle Hill staff
- access to networking for all staff
- opportunities for pupils to be supported by alliance staff
- economy of scale re conference attendance etc
- developing SLEs within school
- access to research and development opportunities and stronger links with Higher Education Institutes (HEIs)



Achieving goals, fulfilling dreams



Our purpose is to:

- encourage
- enjoyment
- provide education
- facilitate independence

Our values are:

- tolerance
- patience
- respect
- honesty
- innovation
- confidentiality
- respect

Our approach is:

- energetic
- inclusive
- challenging
- holistic
- compassionate
- professional
- encouraging
- consistent
- pleasurable

Aims

At Castle Hill School Every Child Matters

In order to do this we aim to:

- provide a warm safe environment in which everyone is valued and respected
- ensure that pupils have a voice in all aspects of school life
- offer a curriculum which is stimulating, challenging and fun
- promote equality of opportunity across the wide range of pupil needs in the school
- enable individuals to become informed, responsible and caring through the use of appropriate learning, teaching styles and practice
- prepare our pupils for adulthood in order for them to become caring, confident and responsible citizens in the community
- promote a climate of high expectations in which achievements and successes are celebrated
- foster an inclusive practice within the school and its wider community
- create a partnership as a school with our parents, carers and all other professionals who work alongside our pupils evaluate current working practices to ensure work-life balance, staff well-being and continuing professional development

CHIP 2016-18



Our Key priorities are based on the four main Ofsted judgement areas and our SIP/Peer Review outcomes

COMPLETED since 2016 –See CHIP outcomes document for further information ([click here](#))
NOTE: highlight indicates links between previous and new targets.

<p>Quality of Teaching, Learning and Assessment</p> <ul style="list-style-type: none"> Production, development and application of Curriculum Guides. New 17--05-18 Further clarity of planning process and accessibility of planning and assessment documentation. From SIP impact 29th March. New 17--05-18 (Taken from SIP visit 8-03-18) -Production of Key skills learning pathways. New 01-03-18 -Development and application of curriculum teams' guidance protocol and audit. New 17--05-18 -Increase progress for students in Numeracy. New 01-03-18 -Schema development; The Development of the Schema approach to learning in collaboration with High Park School 	<p>Outcomes for Children and Learners</p> <ul style="list-style-type: none"> -Sensory Integration resource -Review of assessment evidence base. New 17--05-18 (Taken from SIP visit 8-03-18) -Music New 17--05-18 -WRL New 17--05-18
<p>Effectiveness of Leadership and Management</p> <ul style="list-style-type: none"> Local Governing Body development. New 17--05-18 Support staff personal development Lunchtime support assistants' professional development. New 01-03-18 To source, develop and provide training opportunities for teaching and support staff through the Teaching School. New 17--05-18 Produce a SEF summary document on a termly basis. New 17--05-18 (Taken from Local authority SIP visit, 20-03-18) 	<p>Personal Development, Behaviour and Welfare</p> <ul style="list-style-type: none"> To achieve the UNICEF Silver Award.03-09-18 Develop/promote understanding of difference and diversity as a whole school priority, 03-09-18 Wellbeing. New 17--05-18 SMSC. New 29-08-18 Review of CHS policy and approach to Bereavement.03-09-18

Last reviewed: 29/08/18

Quality of Teaching, Learning and Assessment

Priority: Development of Curriculum Guides			
Success criteria: Application of a 3 year rolling programme			
Activity	Review	Lead Persons	Monitoring through
Curriculum guides produced on a termly basis through the provision of Curriculum development time Allocated Teachers' meetings	New Guides due for Sept 2018	SLT	Guide assessment through planning monitoring process
Impact:			

Priority: Further clarity of planning process and accessibility of planning and assessment documentation.			
Success criteria: Uniformity of planning and assessment systems			
Activity	Review	Lead Persons	Monitoring through
Training to be offered on an ongoing basis through Twilights Teachers' meetings	July 2018	SLT/SIP outcomes	Application of Guides and planning system through monitoring process
Impact: To be assessed during Autumn 1 2018			

CHIP 2016-18



Priority: Creation of 'key skill learning strategy' pathways			
Success criteria			
Teachers apply strategies for learning appropriate to need in: Speaking, Listening, Reading and Writing.			
Activity	Review	Lead Persons	Monitoring through
To produce, apply and monitor the successful application of a Reading strategy pathway	Summer term 2018. Assessment during Autumn 2018	JA	Completion of pathways and application over Summer term 2018. Assessment during Autumn 2018
To produce, apply and monitor the successful application of a Speaking strategy pathway	Spring term 2019. Assessment during Summer 2019		Completion of pathways and application over Spring term 2019. Assessment during Summer 2019
To produce, apply and monitor the successful application of a Listening strategy pathway	Spring term 2019. Assessment during Summer 2019		
To produce, apply and monitor the successful application of a Writing strategy pathway	Autumn term 2018. Assessment during Spring 2019		Completion of pathways and application over Autumn term 2018. Assessment during Spring 2019
Impact:			

Priority: Curriculum team development

Success criteria:

Roles and responsibilities (curriculum team)

Review and application of role descriptors with outlined process and systems guidelines related to:

- Responsibilities
- Action plans
- Collation of records of progress
- Outcome analysis
- Impact.

Roles and responsibilities (curriculum subjects)

Review of and application of role descriptors with outlined process and systems guidelines related to:

- Responsibilities
- Action plans
- Collation of records of progress
- Outcome analysis
- Impact.

Action Plans

Development and application of explicit UNICEF and wellbeing targets within action plans

Accountability/Assessment /Reporting

Teachers to be aware of subject area Governor

Teachers and linked governors to share information regarding curriculum area progress on an ongoing basis. Records to be produced.

Curriculum teams to feed back to LGB on an ongoing basis during strategic meetings

Curriculum teams to feedback to the teachers' meeting termly to highlight success and development

Audit

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

CHIP 2016-18



Activity	Review	Lead Persons	Monitoring through
<p>Action Plan</p> <p>Roles and responsibilities SLT and teachers to Review Curriculum area teams</p> <p>Review role descriptors with outlined process and systems guidelines for each subject area: <i>Communication and Language</i> <i>Maths</i> <i>PSHCE</i> <i>Sensory</i> <i>Physical development</i> <i>Understanding the World</i> <i>Expressive Art and Design</i></p> <p>Descriptors should relate to: -Responsibilities -Action plans -Collation of records of progress -Outcome analysis -Impact</p> <p>Present teams and descriptors at the teachers meeting</p>	<p>June 2018</p> <p>June 2018</p> <p>July 2018</p> <p>July 2018</p>	<p>SP/AM</p> <p>SP/AM</p> <p>SP/AM</p> <p>SP/AM</p>	<p>Presentations at teachers meetings, Local Governing Body.</p> <p>Completion of annual audit.</p>

Last reviewed: 29/08/18

CHIP 2016-18



<p>Present allocation and descriptors at the teachers meeting</p> <p>For each Curriculum team to formulate UNICEF and Wellbeing sections into their actions plans.</p> <p>Teachers and linked governors to share information regarding progress on an ongoing basis and records to be produced.</p> <p>Recoding format to be included in role descriptor protocol.</p> <p>Curriculum teams to feed back to LGB on an ongoing basis during strategic meetings.</p> <p>Timetable to be produced and presented to teachers</p> <p>Curriculum teams to feedback to the teachers' meeting termly to highlight success and development.</p> <p>Production of annual audit format</p> <p>Baseline to be completed</p> <p>2nd Audit</p>	<p>July 2018</p> <p>October 2018</p> <p>November 2018</p> <p>July 2018</p> <p>From Sept 2018</p> <p>July 2018</p> <p>Termly</p> <p>July 2018</p> <p>September 2018</p> <p>February 2018</p>	<p>SP/AM</p> <p>Curriculum teams</p> <p>Curriculum teams and LGB</p> <p>SP/AM</p> <p>Curriculum teams and LGB</p> <p>SP</p> <p>AM/Curriculum teams</p> <p>AM/SP</p> <p>AM</p> <p>AM</p>	<p>Presentations at teachers meetings, Local Governing Body.</p> <p>Completion of annual audit.</p> <p>LGB forecast</p> <p>Teachers meeting agenda</p> <p>Audit</p> <p>Outcomes</p> <p>Outcomes</p>
<p>Impact:</p>			

CHIP 2016-18



Priority: Numeracy			
Success criteria			
Increase progress for students in Numeracy			
*01-03-18 MAPP Spring term 2018 assessment report.			
As a result of our assessment report it was noted that data indicated that there was a lower percentage of students in the upper quartile in Numeracy than in all areas of Literacy apart from writing (regarding writing: this would be expected for our group of students). As a result of this the following targets for Numeracy have been agreed.			
Activity	Review	Lead Persons	Monitoring
In partnership with High Park: Increase staff awareness and knowledge of Schema, and understand how Enabling Schema can be delivered to pupils with complex physical, sensory and developmental needs.	Training day 29.03.18	KD/HW	Training evaluation outcomes
Embed use of Numicon further throughout school, particularly through Continuous and Extended Provision. Audit and use of Numicon resources.	End May 2018		Learning Walk outcomes
Add ideas for problem-solving activities to curriculum guides, particularly linked to topic.	End June 2018		Summer term assessment report outcomes
Devise Calculation Pathway and reference in curriculum guides Investigate current good practice in mainstream education and consider how to adapt for our higher-achieving pupils	Summer 2018 Autumn 2018		Summer term observation focus outcomes
			Track evidence for one pupil in each class, to identify progress in maths. Baseline in Spring-comparator in Autumn
			Planning tracking activity during Summer term
Impact:			

Last reviewed: 29/08/18

Quality of Teaching, Learning and Assessment (MAT)

MAT			
Priority: Schema development; The Development of the Schema approach to learning in collaboration with High Park School.			
Success criteria: Production and application of MAT Schema guidance.			
Activity	Review	Lead Persons	Monitoring through
<p style="color: green;">Complete Castle Hill/High Park Schema workshops during Spring/ Summer 2017.</p> <p style="color: green;">Produce a guidance document related to the application of schema learning for students with complex needs.</p> <p style="color: orange;">Agree common assessment process.</p>	<p style="color: green;">Initial meeting with colleagues from High Park completed Spring 2017.</p> <p style="color: green;">Schema workshop completed - joint training day November 24th 2017 with High Park and Milton School.</p> <p style="color: orange;">KD produced information posters on Enabling Schema. To be distributed Spring 2 2018.</p>	<p>SP/ Jennifer Davison(HP)</p> <p>Kiersti Dickinson and Harriet Ward now have responsibility for Maths Curriculum development, Spring 2017.</p> <p>KD</p>	<p>Session content records and agreed outcomes.</p> <p>Schema document.</p>
Impact: Continued development of pedagogy around schema learning. See addition of Numeracy targets as a result of new termly assessment reporting (*01-03-18).			

Outcomes for Children and Learners

Priority: Sensory Integration			
Success criteria: Increased and evidenced Sensory Integration opportunities for learning.			
Activity	Review	Lead Persons	Monitoring through
<p>To identify resources needed and fund raise for equipment.</p> <p>To apply new learning approaches through the application of new resources and evidence pupil progress through assessment records and learning stories.</p>	<p>Funds to buy sensory swing are being secured: Huddersfield Golf Club donation, Summer 2017 Holset Calendar appeal, Summer Autumn 2017 +Various donations. Two new Zuma Rocker chairs have been purchased. Initial reports regarding their use in the Summer term 2017 are positive.</p> <p>Sensory integration training has been at the forefront- several twilights have taken place during the Spring/Summer term 2017, aiming to provide an introduction to understanding Sensory Integration to all current CHS staff.</p> <p>Training to be delivered in January 2018.</p> <p>SLT to discuss fund spend January 10th 2018. New SI room development due to be completed in Summer 2018.</p>	CG, CW, TD	Evidence pupil progress through assessment records and learning stories.
Impact: Evidenced through PIP/ MAPP targets and learning journals			

CHIP 2016-18



Priority: Review of assessment evidence base			
Success criteria: Audit complete with recommendations			
Activity	Review	Lead Persons	Monitoring through
<p>Compare 3 termly assessment reports for progress and anomalies in MAPP assessment outcomes</p> <p>Analyse target setting process outcomes. Who is not on track, assess why.</p> <p>Compare MAPP and P level outcomes. Do outcomes collate?</p> <p>Assess Learning Journals. Do they provide a good picture of a learning story ?</p> <p>Assess PiP Progress documents...do they track progress well enough?</p> <p>Assess orange books. Are they showing progress effectively?</p>	Autumn 2018		
Impact:			



Last reviewed: 29/08/18



CHIP 2016-18



Priority: Music			
Success criteria: Consistent use of music for signposting and anticipation across school			
Activity	Review	Lead Persons	Monitoring through
Establish Use of Music Working party Working party to identify: <ul style="list-style-type: none">• Times of the day/activities that require songs• Songs for these activities• How to ensure age appropriateness of songs• Application of consistent use of songs	Completed Spring 2019	DP	Observation outcomes
Impact:			



Last reviewed: 29/08/18

CHIP 2016-18



Priority: To establish a more developed and comprehensive programme of links and Work Related Learning for KS4 and Sixth Form.			
Success criteria: An improved and developed programme is in place that provides differentiated link and WRL opportunities for all students in KS4 and Sixth Form.			
Activity	Review	Lead Persons	Monitoring through
Audit of current practice through transition process from DP to AM.	Autumn 1 2018	AM	Record of investigations, presented to SLT/curriculum working party.
Investigation of systems of links and WRL in other settings through: <ul style="list-style-type: none"> • Communications with and visits to/from leaders of settings • Online research • Scrutiny of DfE guidance and other related literature • Meeting with Sixth Form Network 	Autumn 1 2018		
Investigate possible community sources of links and WRL.	Autumn 1 2018		
Investigate possible in-house sources of links and WRL.	Autumn 1 2018		
Seek the views of students' families (initial parents' evening)	Autumn 1 2018		
Develop a range of programmes, taking into consideration the range of learning needs (logistical restraints will be considered) and to include: <ul style="list-style-type: none"> • In-house group links such as 	Autumn 2 2018		Planning monitoring, report to SLT/Curriculum working party

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<p>lunchtime play support, shared creativity sessions, activity days</p> <ul style="list-style-type: none">• In-house individual links such as daily responsibilities around school (setting up ABC, working with caretaker, delivering milk and fruit, office work)• Links with other schools• WRL in local shops and services <p>Establish a planned programme so that all students have some involvement.</p> <p>Link, where appropriate, to accreditation.</p>	<p>Autumn 2 2018</p> <p>Autumn 2 2018</p>		
<p>Impact:</p>			



Last reviewed: 29/08/18

Effectiveness of Leadership and Management

Priority: Local Governing Body

Success criteria:

Roles and responsibilities

Formulation and application of role descriptors with outlined process and systems guidelines related to:

- Responsibilities
- Action plans
- Collation of records of progress
- Outcome analysis
- Impact

Assessment

Formulation and application of LGB School Improvement Plan assessment timetable and protocol

Formulation and application of an assessment reporting format and assessment reporting timetable (Assessment outcomes will provide comparators against the Principal's Report)

Induction

Formulation and application of LGB induction process highlighting clear processes and systems regarding responsibilities, support processes, vision, values and responsibilities

Strategic plan

Formulation and application of an annual strategic plan

Audit

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

Reporting

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

CHIP 2016-18



Activity	Review	Lead Persons	Monitoring through
<p>Action Plan</p> <p>Roles and responsibilities Agree with LGB areas of responsibility:</p> <p><i>Business Support Staff</i> <i>Staff Wellbeing</i> <i>Safeguarding & Behaviour</i> <i>Pupil Premium and Sports Premium</i> <i>Chair of Governors</i> <i>Teaching & Learning</i> <i>Support Staff</i> <i>Most Able Pupil</i> <i>Looked after Children</i> <i>Health & Safety/Buildings</i> <i>Governor Training</i> <i>Hard to reach students</i></p> <p>Produce roles responsibility documents with outlined process and systems guidelines related to</p> <ul style="list-style-type: none"> -Responsibilities -Action plans -Collation of records of progress -Outcome analysis -Impact <p>SIP Assessment Agree assessment:</p> <ul style="list-style-type: none"> -format -protocol 	<p>All to be completed by September 2018</p> <p>First Bi annual analysis of outcomes by February 2019</p> <p>Completed by September 2018</p> <p>First analysis: Autumn 2018/19 strategic meeting.</p>	<p>LGB</p> <p>SP/JH</p> <p>SP/JH LGB</p> <p>SP/JH/ TW</p>	<p>Bi annual analysis outcomes</p> <p>Inclusion of standing agenda item at each strategic meeting</p>

Last reviewed: 29/08/18

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<p>-timetable -SIP focus areas with LGB. Induction Formulation and application of LGB induction process. To include assessment questionnaire</p> <p>Strategic plan Formulation and application of an annual strategic plan</p> <p>Audit Formulation of effectiveness audit</p> <p>Reporting CEO statement of progress regarding the MAT</p>	<p>November 2018/19</p> <p>Initial plan produced by Jane Lewis by June 2018</p> <p>Spring 2019</p> <p>Autumn 2018</p>	<p>JH/ TW/DM</p> <p>JL</p> <p>JH/DM</p> <p>GR</p>	<p>Analysis of assessment questionnaire</p> <p>Assessment of outcomes</p> <p>Assessment of outcomes</p> <p>Report</p>
<p>Impact:</p>			

CHIP 2016-18



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

CHIP 2016-18



Priority: Lunchtime support assistants professional development			
Success criteria			
To have regular and effective professional development training process for lunchtime support assistants			
Activity	Review	Lead Persons	Monitoring through
To provide weekly training sessions for all lunchtime support assistants to enhance their skills and performance in supporting all aspects of learning for pupils throughout the lunchtime period.	<p>Weekly training sessions began November 2017.</p> <p>Manual handling November 2017 (PT)</p> <p>Fire and Lockdown protocol November 2017 (DP)</p> <p>Behaviour training February 2017 (SP and ZP)</p> <p>Training for Spring term 2018</p> <p>Physical development activities (AM)</p> <p>Safeguarding update (SM)</p> <p>Feeding and swallowing (ZP)</p> <p>Communication reasons and means (JA)</p> <p>Intensive interaction (CW)</p> <p>How to play (ZP/HW)</p>	ZP/AM	<p>Records of training</p> <p>Minutes of briefing sessions</p>
Impact: More effective professional development training plan for Lunchtime support assistants, demonstrated through improved skills and practises.			

Last reviewed: 29/08/18

CHIP 2016-18



Priority: Teaching School Initial Teacher Training			
Success criteria: KPI – At least 15 teachers trained per year KPI – number of trainee teachers who have secured a post within 6 months is at or above national averages To deliver high quality CPD to NQTs in the authority To register at least 30 NQTs with the Appropriate body			
Activity	Review	Lead Persons	Monitoring through
ITT To work with Huddersfield Horizon SCITT to offer high quality training to trainees The teaching school will provide support for training mentors and tutors on the programme Specific SEND training including Makaton input to be provided through the teaching school NQT To take the lead with the Appropriate body. Review the current CPD programme in place Set up a CPD programme for 2018-19 Work closely with an identified SLE in ensuring the NQTs registered are well supported and a high percentage are successful in gaining QTS status	AL currently supports the SCITT as tutor AL member of the SCITT steering group to support the programme development AL has met with Moor End to complete the handover of the appropriate Body. AL met with Tony Miller (SLE) to discuss the programme for 2019-18. CPD programme is in place and the induction meeting took place 11/9/18	AL & Emily Beach (HH SCITT manager) AL AL/LE/LC AL AL/TM (SLE @ MoorEnd)	PTSA steering group meetings NQT monitoring Meetings
Impact:			

Last reviewed: 29/08/18

CHIP 2016-18



Priority: Teaching School School to School Support (S2SS)			
Success criteria: KPI – Provide at least 30 days of system leader deployment to schools per academic year KPI – At least 90% of support provided is rated good or better To work collaboratively with local SEND schools to deliver a Music Therapy programme (dependent on the SSIF R3 outcome) To work collaboratively with WYTA to deliver on the SSIF R2 project To develop a programme of training for all schools in the Alliance to access			
Activity	Review	Lead Persons	Monitoring through
Project manage the SSIF bid ensuring that the project runs to time, training is in place for all schools and the impact is measured <i>(if successful please refer to the SSIF Action Plan for further details)</i> Working collaboratively with WYTSA support the brokerage of Pennine SLEs/NLEs to deliver on the Reading programme Take an active role in the steering group for the project, attending half termly meetings to discuss and shape the project Audit of training needs to be completed Training package to be developed as a result of the audit Facilitators of training to be identified and where necessary training programmes to be written	Due to DfE changes in priorities and funding the bid was unsuccessful. Feedback was positive on the actual bid writing and application Pennine are providing 2 SLEs and 1 NLE to work on the SSIF round 2 project Steering meetings attending Spring Term 2018 Audit sent out May 2018	AL AL/CT (WYTA manager) AL AL	Steering group meetings Project timeline and outcomes Steering group Project outcomes Audit Training menu Bookings & evaluations

Last reviewed: 29/08/18

CHIP 2016-18



Menu of training to be circulated around the Alliance Partners. Specific SEND training to be shared with the other Kirklees Alliances

Impact:



Last reviewed: 29/08/18

CHIP 2016-18



Priority: Teaching School Continuous Professional and Leadership Development (CPLD)			
Success criteria: KPI – At least 50 CPLD days delivered per academic year KPI – At least 90% of participants are satisfied with the CPLD activity being offered by the alliance To work with ICAT to deliver a programme of CPLD including NPQ's (SEND) To develop and deliver a programme of CPLD for Alliance schools, including RQT, NPQML, NPQSL			
Activity	Review	Lead Persons	Monitoring through
Work with Carnegie to train facilitators who will then deliver the NPQs for the Alliance. Including ensuring SEND facilitators are in place to deliver content specific to SEND leaders Dates for the NPQML/NQPSL to be set for the 2018-19 academic year At least 2 cohorts for each group to be delivered Plan and deliver RQT package for the alliance Complete audit of training needs in the Alliance for RQTs Identify facilitators to support the writing and delivery of the RQT programme Costings to be included Marketing of the RQT programmes to PTSA and other TSAs	Facilitators have been identified, training booked for end of June 2018 7 facilitators are to complete their training on 18/9/18 Autumn cohort dates are set and 9 delegates have registered an interest 2 nd cohort is to be advertised mid Autumn term Audit sent out to partners May 2018	Carnegie & AL AL AL AL	Training records Course dates Course evaluations and impact Training records Course content Bookings/attendance and evaluations.
Impact:			

Last reviewed: 29/08/18

CHIP 2016-18



Priority: Teaching School Growth of the Teaching School			
Success criteria: Increase to profile of the Pennine TSA Ensure active membership within the Pennine TSA Successful collaboration with other TSAs to support the school led system nationally			
Activity	Review	Lead Persons	Monitoring through
Develop the existing website Including: review of System Leader Information Inclusion of course advertising and bookings Updates of Alliance partnerships and projects Provide updates of TSC information Develop the Pennine newsletter Termly newsletter to include promotion of courses, local and regional TSA updates, funding opportunities, system leader updates, Develop networking opportunities for alliance members and system leaders Pennine to have an active role in collaborative partnerships across the region. Including seeking out funding opportunities, collaborative writing of bids	Website updates started September 2018 and are on going Courses are now being advertised Summer newsletter sent out Summer 2018 Autumn newsletter to be written and dates set for future news letters Joint partnership working in place with WYTA & YATSA Meeting booked June 2018 with Calderdale TSA	AL/GF AL AL AL	Website review Newsletter circulation and feedback Attendance and feedback Outcomes of collaborative working Bid outcomes
Impact:			
Priority: To collate a SEF summary on a termly basis to enable quick access to assessment, outcomes and direction of travel			

Last reviewed: 29/08/18

CHIP 2016-18

Success criteria: Inclusion of the SEF summary on the school website			
Activity	Review	Lead Persons	Monitoring through
Collate information regarding strengths and areas for development. Collate information regarding achievement Attendance Safeguarding overview Sports Premium Pupil Premium	Termly	SP	Web site 'hits' Feedback from readers
Impact: Easy access to up to date information for all those needing a concise overview of the schools development.			



Last reviewed: 29/08/18

Personal Development, Behaviour and Welfare

Priority: Wellbeing/ SMSC			
Success criteria: Develop/promote understanding of difference and diversity as a whole school priority. To achieve the UNICEF Quality Standards Mark. To achieve the UNICEF Silver Award.			
Activity	Review	Lead Persons	Monitoring through
To fulfil the UNICEF Quality Standards Mark audit requirements.	<p>DP Attended UNICEF RRSA course, Summer 2017. Next step will be to complete an audit to understand areas that require development, June 17. Target integrated into DP CPD October 2017.</p> <p>DP present to Local Governing Body on the 5th December 2017</p> <p>Embedded International/British values throughout the curriculum</p>	DP, SS	Records of successful identification of need and interventions.

CHIP 2016-18



Teaching and learning about rights	Education of the Articles of the CRC to stakeholders through focus on website and newsletters. End of Autumn 2 2018	DP	Website updates Newsletters
Teaching and learning through rights – ethos and relationships	Curriculum guides to include UNICEF focus and Articles of the CRC. School Policies to have reference to appropriate Articles of the CRC when reviewed. End of Autumn 1 2018	DP	Updated Curriculum guides Updated School Policies
Teaching and learning for rights – participation, empowerment and action	School council to be included in making decisions in school development. End of Autumn 1 2018	KD	School council minutes
To ensure knowledge of our progress is shared with staff.	Regular updates to whole school meetings and displays. Autumn 1 2018	DP	Staff meeting minutes
To ensure the Award is an ongoing staff meeting agenda item.	Weekly 'Article' focus for discussion in class groups. Autumn 1 2018	DP	Collate notes from discussions.
To fulfil UNICEF Silver requirements.	Collation of evidence. External moderation. Summer 2019	DP	Achievement of UNICEF Silver award.
Impact:			

CHIP 2016-18



Priority: Wellbeing Welfare (Wellbeing)			
Success criteria: Increased prominence for the student wellbeing agenda. Clear targets and assessed outcomes for the student wellbeing. Successful collaboration between the UNICEF QS, Pupil Voice and Wellbeing agenda.			
Activity	Review	Lead Persons	Monitoring through
<p>Action Plan To produce a 'Wellbeing Action Plan' /in conjunction with work on 'Student Voice', Healthy Schools Award and UNICEF QS. The action plan should be recorded, promoted and celebrated.</p> <p>Formulate a website page to publicise plans and successes (ongoing). Include a Wellbeing celebration section in newsletter (ongoing).</p> <p>Policy Review Happiness and Wellbeing policy and protocol in conjunction with the UNICEF Quality Standard, Healthy Schools Award and Student Voice agenda.</p> <p>To establish a 'Student Wellbeing' working party, which meets on regular basis, in which staff can reflect on changes made to policy documents and the curriculum, as well as offer 'drop-ins' for staff to share strategies to improve student wellbeing</p>	<p>One dedicated staff meeting per term to assess the 'Wellbeing Action Plan' and set new targets.</p> <p>Autumn 1 2018</p> <p>Autumn 1 2018</p> <p>Autumn 1 2018</p>	<p>PH/DP</p> <p>PH/DP</p> <p>PH</p>	<p>Progress of wellbeing agenda: Learning Walks and questioning</p> <p>Webpage 'hits' and questioning.</p> <p>Assessment of amended policy and protocol through a Pre /Post audit.</p> <p>Monitor outcomes for students through MAPP assessment in termly assessment reports and monitor agendas and actions from 'Student Wellbeing' working party meetings</p>

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<p>Planning and Assessment To ensure that wellbeing is explicit within the curriculum and differentiated Programmes of Study are provided for teachers' guidance.</p> <p>To ensure that Wellbeing targets are set and highlighted and wellbeing progress is secured.</p> <p>Learning Environment To ensure that wellbeing is explicit within the classroom -Wellbeing boards, reward systems. To compile a whole school indicator of wellbeing checklist for display in classes To compile a 'whole school indicator of wellbeing' display board. Linked to UNICEF, Healthy Schools Award and 'Student Voice' display boards To compile a 'Student Wellbeing Information' board, which staff can access for the latest articles and guidance on improving student wellbeing</p> <p>Assembly To integrate the Wellbeing agenda more explicitly into the school assembly rota</p> <p>First Aid To ensure a member of staff is qualified as a mental Health First Aider.</p> <p>Impact:</p>	Summer 2018	PH/DP	Monitoring planning and assessment
	Autumn 1 2018	PH/DP	Monitoring planning and assessment. Specific wellbeing comparators compiled through MAPP assessment in termly assessment reports
	Autumn 2018	PH	Learning Walk
		PH	Learning Walk
		PH	Learning Walk
		PH	Collation of feedback from staff regarding usefulness and strategies they have implemented
	Autumn 1 2018	PH	Collation and assessment of assembly rotas. Celebration of events on Website.
		PH	Qualification and records

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Priority: SMSC Promotion of SMSC			
Success criteria			
Whole school understanding of how SMSC underpins everything that we do.			
To recognise the work of the pupils and staff in areas of SMSC through accreditation.			
Activity	Action	Lead Persons	Monitoring through
Produce Philosophy and Practice and to review the SMSC policy.	AM to write and then working party to review. Completion of document Summer 2018. Policy Autumn 2018	AM, SMSC wp	Learning walk and questioning
Produce specific SMSC POS in the Curriculum Guides.	Autumn 1 2018	JS/DP	Monitoring of planning
Promote SMSC areas through phase based displays.	Design in Autumn term 1 2018. Apply during Autumn term 2018. Completion of three boards during Autumn term 2 2018.	SMSC wp	Learning walk and questioning
Analyse CHS Newsletters and ensure SMSC coverage.	Initial education in early Autumn 2018 teaching staff meeting.	JA	JA to analyse during proof reading and record coverage.
To fulfil SMSC Quality Mark requirements.	Audit of need. Action plan created against audit. Carry out action plan.	MI/HW	Achievement of SMSC Quality Mark.
Formulate a website page to publicise plans and successes (ongoing).	Autumn 2 2018	DP	Collation of Web page 'hits'
Impact:			

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Priority: Wellbeing Bereavement			
Success criteria: Review of CHS policy and approach to bereavement			
Activity	Action	Lead Persons	Monitoring through
To ensure that the Bereavement policy is appropriate for our pupil cohort and other stakeholders. Review of sensitive and respectful advice and guidance for: -Informing families -Informing other pupils -Facilitating memorials through artefacts and gatherings	Form working party. Autumn 12018 Provide suggested amendments for Spring 1 2019 LGB	DP/PH	Records of meetings/ replies from stakeholders. Application of new Bereavement Policy.
Impact:			

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