

# School Improvement Plan 2017-2020

## MISSION STATEMENT

To provide an inclusive, outstanding education for children (4-11 years) who have complex moderate to severe learning difficulties, including autistic spectrum conditions

## Castlebar School's Vision

- To provide a warm, safe and welcoming school
- To encourage all children to express themselves creatively
- To create a well organised and effective learning environment
- To present all children with challenges that will equip them to realise their full potential
- To differentiate the national curriculum to meet all children's special educational needs
- To develop a skilled and highly motivated workforce
- To develop all children's communication, socialisation and independence skills
- To encourage and promote British Values of mutual respect and tolerance within a multicultural community

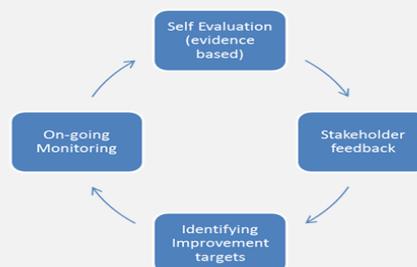


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### **School Improvement Planning is determined by a number of factors:**

- Robust and effective School Self Evaluation
- Internal stakeholders views i.e. staff, parents/carers, governors and pupils
- External stakeholders views i.e. Local Authority (LA), Challenge Partners, Ofsted, Investors in People



In order to constantly set a culture of high standards and pupil outcomes, the school must reflect and evaluate. Through a process of evidence-based Self Evaluation, Castlebar views itself as an Outstanding school. This is in line with both internal and external Quality Assurance.

## **Roles and responsibilities**

The committees of the Governing Body also monitor the School Improvement Plan and the Headteacher reports on the SIP through the Heads Report to the Governing Body.

The SLT each have a lead area of responsibility and have detailed development plans related to these areas. The School Self Evaluation document reflects progress against the SIP and other areas

## School Improvement Key Priority Areas:

- Sustain & Build on Teaching, Learning and Assessment
- Sustain & Build on Standards in Communication
- Sustain & Build on Standards in Socialisation
- Sustain & Build on Standards in Independence
- Sustain & Build on Standards of Leadership and Management

## School Improvement Priorities 2017-20

Ensure that all pupils continue to make outstanding progress across the curriculum by:

### 1. Sustaining & Building on Teaching, Learning and Assessment

- Develop assessment systems in light of the pending removal of the p-scales that continue to accurately measure all ranges of ability
- Further refine systems to reflect the recent reforms in the national curriculum
- Deepen the SLD curriculum across all school phases

### 2. Sustaining & Building on Standards in Communication

- Ensure all pupils continue to make outstanding progress from starting points in language and communication
- Refine the SLD curriculum in relation to Communication
- Further strengthen the self-assessment and pupil voice to allow for staff and pupil feedback

### 3. Sustaining & Building on Standards in Socialisation

- Embed peer to peer interaction across aspects of school day
- Further develop positive behaviour through developing staff skills in the use of motivational techniques

### 4. Sustaining & Building on Standards in Independence

- To promote children's independence through practical situations
- To refine professional practice to ensure learning above task completion
- To introduce the work based curriculum

### 5. Sustaining & Building on Standards of Leadership and Management

- To sustain highly motivated leadership at all levels including Governance
- To identify and plan for succession at all levels including Governance
- To further develop the TSA

# Teaching, Learning and Assessment 2017 – 2020

## Target 1: Develop further assessment systems in light of Rochford Review

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Further embed systems developed taking into account the assessment reforms ensuring consistent application and moderation.	July 19	AH (Upper School)	Deputy	Consistent use of assessment systems and analysis including agreed levelling and moderation of pupils' work across Castlebar school.
Further, develop expertise and knowledge of staff to deliver phonics and use assessment from the Letters and Sounds programme Phase 1-6.	July19	Curriculum Leads for Literacy	Leadership team	As a result, Staff will be confident in teaching & delivering phonics lessons linked to the Letters & Sounds program. Pupil progress with blending and segmenting will have a positive impact on reading and writing.
Implement use of 'Seven aspects of engagement' as an assessment tool for children below subject specific learning.	Jul 19	AH (Upper School)/ EY Lead/ High Ratio Teacher	Deputy	Formats and systems are developed to supplement current assessment methods and as a result 'engagement' as an aspect of learning is captured for those pupils for whom it is appropriate.
Introduce an electronic system (such as classroom monitor) to capture current assessment criteria.	Jul 19	AH (Upper School)	Deputy	System is in place leading to a reduction in teacher workload while still capturing all relevant assessment data.

## Target 2: Refine professional practice and continue to develop staff skills in the use of specific interventions and approaches.

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Further refine an emphasis on focus in the 'learning process' and analysis of learning behaviours above completion of tasks as an outcome.	Dec 18	AH (Upper School)	TLR's / SLT	Pupil progression and learning will be evident through Lesson Observations, Work & Planning Scrutiny. Teachers and TA's will be confident in their pedagogy resulting in high standards of learning for all pupils.
Develop the use of Reading comprehension using the appropriate level of questioning according to the Speech & Language assessment 'Blanks'. To monitor and record progress of pupils' understanding on this assessment scale, each term.	July 19	Curriculum Leads for Literacy	Leadership team	All Staff will be aware of the levels of questioning appropriate for pupils and using the 'Blanks' assessment will lead pupils to a greater understanding of context of texts. Pupils will show progress in answering levelled questions and developing understanding of narratives and a range of texts.
Increase identified staff to deliver bespoke and accredited courses to others in Castlebar, and across the Alliance / other schools.	Termly plans for delivery of training & development	AH (Lower School)	SLT GB staffing	As a result staff will be highly skilled to deliver high quality teaching and learning in Castlebar and also support pupils with SEND in other settings to access appropriate learning ( part of TSA commitment).
Using the Lesson Study approach, develop staff motivation and interactions with pupils, around a common research theme.	July 19	AHs /Lead teachers for LS	SLT	All staff will have benefitted from working through research and a change /enhancement of practice will be noticeable during observations and learning walks throughout the year. Increased pupil engagement and focus will support pupils attaining and exceeding goals set by teachers.

## Target 3: Deepen the SLD curriculum across all school phases

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Train staff in identified appropriate new curriculum input and assessment systems for SLD curriculum delivery.	Dec 2018	TLRs / Ahs / Deputy	SLT	New systems to address SLD in place -as a result all pupils will make good/outstanding progress from their starting points.

## Target 4: Embed a 'Work Based' Curriculum across all school phases

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Identify specific areas of curriculum that can directly expose pupils to elements of the world of work.	Dec 2019	TLRs / Ahs / Deputy	SLT	Curriculum maps make specific reference to opportunities/ activities that promote the world of work. Children progressively exposed to more lessons/ experiences with 'work based' content.

<b>Target 5: Disseminate outstanding practice in Early Years across the school</b>				
Action	Time Frame	Lead Person	Monitoring	Success Criteria
Teachers/TAs share expertise within school to promote excellence in Early Years pedagogy.	Ongoing T&D plan set termly.	EY Practitioners AH (Lower School)	Deputy	As a result of shared Lesson Study findings across Castlebar school, staff will reflect on their practice and use evidenced based research to inform their teaching resulting in high quality input for individual learners in early years and throughout the school.
Explore the use of other teaching methods, including the 7 Areas of Engagement, to support the learning of pupils with complex needs at this early stage.	Summer 2019	EY Practitioners AH (Lower School)	Deputy	Key teaching methods will be employed to support pupils with complex needs at this early stage, enabling pupils to show engagement and focus at the appropriate level.
Continue to promote parental contribution on pupils' achievements outside of school, to help inform our target setting and assessment process.	2017-2020	EY Practitioners AH (Lower School)	Deputy	As a result Parents and Carers will actively contribute to learning/target setting and assessment process.

<b>Target 6: Further enhance Lesson Study within the school and the Alliance in order to inform teachers practice, therefore impacting on the quality of pupil learning.</b>				
Action	Time Frame	Lead Person	Monitoring	Success Criteria
Findings & decisions to be disseminated to all staff and throughout the Alliance.	Ongoing	Deputy / TSA SBM	TSA Strategic Group	As a result, Improvements in pupil achievement will be evident in chosen subject areas.
Key staff to receive further training from the STSA & EPTSA in order to facilitate dissemination of knowledge across Ealing schools.	September 18/19	Deputy / AH (Lower School)	TSA Strategic Group	As a result more pupils will benefit from the use of the approach in their schools. Improvements in pupil achievement in chosen subject areas will be achieved for the wider audience (TSA initiative).
To establish a Learning Community for SEND within Ealing. To use the skills and knowledge of Castlebar staff in the LS process to further develop our Outreach work.	December 19/20	Deputy/ SLEs/lead teachers of LS	Ealing Learning Community for SEND	As a result, more pupils will benefit from the use of the approach in their schools. Improvements in pupil achievement in chosen subject areas will be achieved for the wider audience (LC/TSA initiative). CBS staff will further extend their knowledge of QFT by working with mainstream colleagues and will also develop their coaching /research abilities.

## Communication 2017 –2020

<b>Target 1: Further refine self-assessment and pupil voice to allow for increased staff and pupil feedback.</b>				
Action	Time Frame	Lead Person	Monitoring	Success Criteria
Ensure parents contribute/share views on pupil's achievements and targets to supplement assessment.	December 2018	AHs Class teachers	GB Curriculum Committee	As a result Parents' contributions will be actively seen in the assessment and target setting process.
Revisit marking to ensure specific comments are recorded to inform next steps in learning.	October 2018	AHs	Deputy	As a result marking comments and next steps will be purposeful and specific demonstrating progress in pupils learning.

<b>Target 2: Ensure Personalised Learning in communication effectively meets the needs of every pupil</b>				
Action	Time Frame	Lead Person	Monitoring	Success Criteria
Reinforce consistency of practice in key teaching methodology related to communication.	Summer 2019	AHs Class teachers	GB Curriculum Committee	A relevant and appropriate communication curriculum offer will lead to best outcomes for all pupils. Consistent teaching of reading, phonics, writing, will lead to expected and above expected progress for all pupils.
To embed the research based programme developed as a result of the MARAT project with the Institute of Education - developing pupil peer-to-peer interaction from early years to year 6.	July19	Rebecca Lavender/AHs/ Gill Hilton	SLT	The school will have a recognised programme of support in place to develop pupils' social skills, depending on the pupils' level of need. As a result, pupils will demonstrate increasing skills in this area, which will be evidenced through their achievements in PSED and communication.

## Socialisation 2017 – 2020

### Target 1: Further embed positive behaviour approaches and the use of motivational techniques

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Embed procedures & recording systems set up by Behaviour Focus team.	Annually	Behaviour team AH (Upper School)	Deputy	Pupils will develop positive behaviour and social skills as a result of a consistent approach to recording, monitoring and analyses of individual cases.

### Target 2: Develop further pupil voice through peer assessment

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Opportunities for School Council to lead on projects throughout the school i.e. join teachers on a learning walk.	July 19	AHs	SLT	As a result some members of the School Council will extend their skills of observation and sharing of opinions/information in a group feedback session.
Peer assessment opportunities provided in class & monitored through learning walks, observations, book scrutiny etc.	December 18	AHs	SLT	As a result pupils will develop further their peer to peer interactions by responding naturally to each other & being able to acknowledge work achievements.

## Independence 2017-2020

### Target 1: Develop further pupil Independence across the curriculum and school day

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Refresh training and guidance for staff on developing pupil independence (levels of prompt) - promotion of independence within activities and in daily routines.	Dec 2017 (and on-going)	AHs Deputy	Deputy	As a result staff will be consistent in their use of strategies to support pupil independence both in the classroom and all areas of the school. Pupils will be seen to move around areas of the school independently and understand how to work independently during lessons.

### Target 2: Maximise use of the environment to ensure clear routines, and engagement of pupils

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Improve transition /communication between class and playground to enhance pupils' global learning experiences -Playground passports/PECs/Makaton.	Dec 2018	Cluster Leads OT SLT	SLT	As a result pupils will demonstrate more focus and will be able to move more smoothly onto task following transitions. There will be evidence of Increased pupil independence + more explicit learning evident during playtimes.

### Target 3: Promote children's independence through practical situations in relation to the new curriculum

Action	Time Frame	Lead Person	Monitoring	Success Criteria
To develop the work based curriculum in relation to social interaction and independence.	July19	Aniko/ Holly TLR	AH-Alan Guy	As a result, pupils in the upper school will experience the world of work through planned activities and will have an understanding of roles they could adopt in their futures.
Enable Pupils in the upper school to learn about future career prospects and the life skills needed. Through links within the local community opportunities to meet students/adults as role models in a variety of jobs roles will be established.	July 19	Aniko/ Holly TLR	AH-Alan Guy	Pupils will have a growing awareness of future aspirations, career prospects for their futures.

# Leadership 2017 – 2020

<b>Target 1: Sustain highly motivated levels of leadership in the school</b>				
<b>Action</b>	<b>Time Frame</b>	<b>Lead Person</b>	<b>Monitoring</b>	<b>Success Criteria</b>
Opportunities to observe other team leaders within Castlebar.	Jan 2018 (and on-going)	Head Deputy Head	GB Staffing	As a result team leaders will be confident in their roles, ensuring high quality provision of teaching and learning for pupils.
Further extend the use of coaching techniques among all staff, using the Lesson Study approach to enhance feedback on lesson observations, Learning Walks, Progress Meetings etc.	July 19 (and on-going)	Deputy Head	SLT	As a result, staff will be open to challenge and receive challenge in order to develop themselves and their practice further. Improved practices will lead to better opportunities to support desired outcomes for pupils.

<b>Target 2: Further develop Governance - 1:1 conversations</b>				
<b>Action</b>	<b>Time Frame</b>	<b>Lead Person</b>	<b>Monitoring</b>	<b>Success Criteria</b>
Training for Governors on legislation and good Governance.	Annually	Chair/Vice Chair GB	GB	As a result there will be a highly effective GB able to set strategic direction of school.

<b>Target 4: Further develop school's capacity as a TSA</b>				
<b>Action</b>	<b>Time Frame</b>	<b>Lead Person</b>	<b>Monitoring</b>	<b>Success Criteria</b>
Lead posts in place to facilitate continued growth of school as a Teaching School Alliance.	July19	TSA Lead	SLT GB TSA Strategic Group	As a result the Alliance will grow in reputation within Ealing and further afield. There will be recognition of the outstanding service in all areas of the Big 3. Pupils in a range of settings will benefit from the expertise of their staff.
SLEs deployed across schools - Ealing & beyond.	July19	TSA Lead	SLT/GB TSA Strategic Group	As a result the Alliance partnership will continue to grow. Pupils in a range of settings will benefit from the expertise of their staff.
Extend partnerships in order to effect change in Ealing schools for pupils with SEND. Establish the Learning Community for SEND Deliver AET programmes to a wider audience.	July 19	TSA Lead	SLT/GB TSA Strategic Group/LC Ealing	As a result of extended partnerships and funding, the TSA will have a wider influence on practice in schools leading to improved outcomes for all pupils, particularly pupils with SEND.

# Equality Plan 2018-20

1. To further develop and embed systems to enable all pupils to make expected (and where possible exceed) progress within the limits of their complex SEN
2. To promote opportunities for Spiritual, Moral, Social and Cultural development across the curriculum with particular reference to equality and diversity.
3. To increase an understanding and awareness of equality and its implications to reduce inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics specified within the Equality act.

Eliminate discrimination, harassment and victimisation

Advance equality of opportunity between different groups

Foster good

ations between different groups

Equality Objectives	Actions	Time Frames	Lead Person	Monitoring	Success Measure
1. To further develop and embed systems to enable all pupils to make expected (and where possible exceed) progress within the limits of their complex SEN	<p>To pilot the use of the 7 areas of engagement in order to demonstrate very small steps of progress.</p> <p>To establish Classroom monitor in the school to provide a primary source of data.</p> <p>To use the Lesson Study approach to ensure progress for all pupils and develop teachers reflective practice.</p>	Dec 2019	SLT & Middle leaders	Through progress meetings with Assistant Heads, reports to SLT and the Governing Body Curriculum Committee	<p>All SLD pupils below P4 will demonstrate 1-2 PIVATS progress or equivalent steps Progress will be seen in the 7 areas of engagement.</p> <p>Teachers practice will develop to support pupils with more complex needs, this will be reflected in their planning and seen through observations and learning walks.</p>
2. To promote opportunities for Spiritual, Moral, Social and Cultural development across the curriculum with particular reference to equality and diversity.	To review playground environment to ensure equipment and areas meet the needs of all pupils.	Sept 2019	SLT & Middle leaders, School Council	Through feedback from pupils and staff on favourite areas and playground activities.	All pupils will be able to access resources according to their ability. There will be increased activity & social opportunities.
3. To increase an understanding and awareness of equality and its implications to reduce inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics specified within the Equality act.	<p>To increase awareness of this Equality Policy among Governors and Staff</p> <p><b>2018/9</b> To roll out next phase – Equality Training online through Educare for all Governors and any new staff</p>	<p>Sept 2017</p> <p><b>Sept 2019</b></p>	<p>CPD lead</p> <p>CPD/Chair of Governors</p>	<p>Educare equality training to be undertaken by all staff in the Summer term</p> <p><b>2018/19</b> Governors and all newly appointed staff to complete EDucare training</p>	<p>All staff will receive a course certificate and will have increased awareness and understanding around equality.</p> <p>All Governors and newly appointed staff to receive a course certificate and will have increased awareness and understanding around equality.</p>

# School Improvement Glossary

**Learning Walks** - a way of sharing good practice and supporting the development of teaching and learning related to a particular focus. The “walkers” might include teachers from a particular key stage, senior managers, Governors or staff from other schools.

**Lesson Study** - a form of classroom inquiry in which several teachers collaboratively plan, teach, observe, revise and share the results of a class lesson.

**AET (Autism Education Trust)** - A recognised training programme delivered by Castlebar staff/Mandeville staff/Springhallow staff, as part of a commission within Ealing.

**SLE (Specialist Leader in Education)** - a group of experienced leaders from across schools who can be deployed by the teaching school, to support schools requiring guidance and advice in a particular area.

**MARAT (Making Autism research accessible to teachers)** - an opportunity through the Institute of Education, which was attended by one of our teachers and resulted in the development of a new programme of work around peer to peer interaction.

**7 Areas of Engagement** - an assessment system under development in school to support assessment for pupils P1-4.

National Support School

### Teacher Professional Development

- Challenge Partners – school development hub
- NQT – in-house induction
- NPQML/SL– middle/senior leadership development programme
- Research project – IOE
- Masters routes (1 teacher 2016/17 - Brunel)
- Outreach SLE advice to other schools
- Lesson Study
- VB approach
- Rebound Therapy

### Teacher Training

- School Direct – Collaboration with St Mary's, Twickenham and Roehampton
- PGCE students
- Brunel University
- St Mary's University
- Roehampton
- Strategic Partnership-SMUC
- IOE

### Support Staff Professional Development

- Scale 4 – Welfare Post – NVQ Level 1
- Scale 6, 7 – Teaching Assistant Post – NVQ Level 2, 3
- Scale 8 – Higher Level Teaching Assistant – NVQ Level 3/HLTA Standards
- Apprentices - 3
- ELKLAN
- OTAP
- Routes into teaching
  - DFE Bursary – Level 4
  - Foundation degree
  - Work based degree
  - TA teaching opportunities to support degree route

### Work Based Training Placements

- Student placement
  - Nursing, psychology, apprentices, EUSA Programme, other volunteers

### All staff - CPD

- |                                |                              |                      |                              |          |
|--------------------------------|------------------------------|----------------------|------------------------------|----------|
| • Rebound Therapy              | • ELKLAN (Speech & Language) | • Makaton            | • Learning Research Projects | • PECS   |
| • Autism Education Trust (AET) | • First Aid                  | • Subject Moderation | • Healthy Schools Status     | • VB/ABA |
| • Strategic Partnership-SMUC   | • Team Teach                 | • Safeguarding       | • Interventions              |          |



### Teacher Professional Development

#### Challenge Partners – school development hub

- Challenge Partners review Jan 2017,18
- 1 DHT, 1 AHT Reviewing other schools in partnership

#### NQT

- 1 Middle Leader trained as NQT mentor

#### NPQML/SL – middle/senior leadership development programme

- 2 middle leaders are completing NPQML programme September 2016/17, 2 completed 2017/8
- 1 Assistant Head completed NPQSL (2015/16)
- 1 DHT facilitating on NPQML

#### SLEs/NLE

- HT CBS is NLE
- 6 SLEs in CBS
- 27 SLEs in EPTSA

#### Lesson Study – IOE/EPTSA

- 12 schools received training 2015/16
- 7 schools committed to embedding approach 2016/7
- 5 Lesson Study SLEs trained and ready for deployments 2017

#### Masters routes- DFE Bursary

- 1 teacher - Master's Degree (2016/17)

#### Outreach advice to other schools

- Individual Outreach/SLE visits
- Outreach/SLE package offered to all local schools including training sessions at Castlebar each term

#### AET Tiers 1, 2, 3

- AET 1, 2 and 3 has been delivered to external candidates. staff. teaching practice students

### Teacher Training

#### School Direct – partnerships with St Marys, Twickenham and Roehampton

- 11 students on School Direct placements within EPTSA (2016/7), 5 (2017/8)
- 11 SD students successfully employed within Alliance schools Sept 2017, 1 work-based route student employed CBS 2017
- 8 PGCE students from IOE within EPTSA (2016/7)
- 5 SD students (2017/8), 12 SMUC PGCE (2017/8)
- CBS DHT and AHT, Gifford link tutors for IOE working with 6 students (2016/7)

#### School-centred Initial Teacher Training

- Student block placements:
  - 1 SMUC
  - 15 SMUC students on SEND day
  - 3 SMUC Enhancement student
  - 1 Brunel student
  - 3 School Experience day staff

#### Strategic Partnership –SMUC

- AET T1 training delivered to SD and PGCE Students
- Makaton training delivered to SD and PGCE students
- DHT attends strategic Partner meetings
- Student Interviews at SMUC

### Support Staff Professional Development

#### Scale 4 – Welfare Post – Level 1

- 2 scale 4 LSA completing L3
- 3 scale 4 LSA completing L2 ELKLAN

#### Scale 6, 7 – Teaching Assistant Post – NVQ Level 2, 3

- 1 TA completing NVQ Level 3
- 1 TA completing L2 ELKLAN

#### Makaton

- 1 Makaton Tutor in place
- Makaton Team in place – 1 lead, 2 supporting TAs
- Regular training for CBS staff
- External training for EPTSA
- Training for parents

#### Routes into teaching

- 1 TAs – ready for Teaching route
- 1 TA –degree through OU
- 1TA – work based route into teaching(2016/7), NQT 2017/8

#### Apprenticeship

- 2 Apprentices completed L2 (Sept 2016)
- 3 Apprentices completing L3 2016/7
- 1 new Apprentice recruited September 2016



# Ealing Primary Teaching School Alliance

## 2017-2020



### The Alliance

#### Strategic Partners

Castlebar School  
Downe Manor Primary  
Fielding Primary School  
Gifford Primary School  
John Chilton School  
Perivale Primary School  
Selborne Primary School  
Stanhope Primary School  
Wood End Infants School

#### Alliance Partners

Berrymede Junior School  
Durdan's Park Primary School  
Ealing Behaviour Centre  
Havelock Primary School  
Horsenden Primary School  
Mandeville School  
Mayfield Primary School  
Oldfield Primary School  
St. Anselm's Catholic Primary School  
West Acton Primary School  
Willow Tree Primary School

#### Alliance Members

Springhallow School

### Initial Teacher Training

Growth and Enrichment Programme  
Roehampton University Undergraduate Students  
IOE PGCE students/School Direct, Brunel, SMUC

#### CPD

NPQML/SL

### School-to-School Support

SEN Commission -  
(SENCo Induction, SENCo Networks, NASENCO, SEND Peer Reviews)

#### SLEs

### Leadership Potential

Developing Leadership Commission

### Research and Development

Lesson Study

MARAT

7 Areas of Engagement



