

School Improvement Plan 2019-2022

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

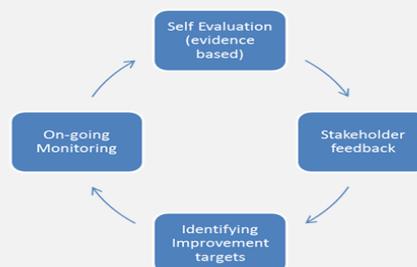


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School Improvement Planning is determined by a number of factors:

- 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 2019-22

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
- Review the curriculum across all school phases in line with the new OFSTED framework

2. Sustaining & Building on Standards in Communication

- Further strengthen 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

- Increase peer to peer interaction and independence 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 refine professional practice to ensure learning above task completion
- To maximise opportunities throughout the school in relation to the work based curriculum

5. Sustaining & Building on Standards of Leadership and Management

- To sustain highly motivated leadership at all levels including Governance
- To promote awareness of Mental Health and embed the principles of nurture.
- To extend the reach and range of support offered by the TSA

Quality of Teaching, Learning and Assessment 2019 – 2021

Target 1: Embed assessment systems in light of Rochford Review

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Further, embed the use of 'Seven aspects of engagement' as an assessment tool for children below subject specific learning in order to demonstrate very small steps in learning (relates also to Equality Objectives)	April 20	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 (classroom monitor) to capture current assessment criteria.	Sept 19 and monitoring until July 20	AH (Upper School)	Deputy	System is in place leading to a reduction in teacher workload while still capturing all relevant assessment data.
To provide ongoing support and updates for staff, ensuring implementation of the new assessment system is smooth for teachers and they are fully accessing the system.	Apr 2020	Alan Guy Ian Sylvester Rachel Fulla	SLT	As a result teachers will be using classroom monitor to record data and assessment for the children's progress. Staff will be using both the web portal and accessing the App within class to record assessment.

Target 2: Refine professional practice and continue to develop staff skills in the use of specific interventions and approaches- Further develop the teaching of reading

Action	Time Frame	Lead Person	Monitoring	Success Criteria
To further develop reading skills for pupils using a range of interventions and reading programmes, including an emphasis on guided reading for relevant pupils across the school.	July 2020	Literacy Leads/AH (Lower school)	Deputy	As a result Pupils identified as operating at higher levels (P7 and above) will show increased progress in their reading skills. Pupils will be accessing a wider variety of texts and a love of books will be evident.
Teachers to identify and implement the most effective reading strategies for individual pupils including strategies to support those pupils who are visual learners of words.	Mar 2020	Literacy Leads/AH (Lower school)	Deputy	As a result of training and focus through learning walks etc , staff will have secure knowledge of reading strategies that will support all pupils. Teachers will highlight use of Blanks Phonics and 'See and Learn' approaches in their planning.
To ensure Training sessions effectively drive school priorities forward ensuring the ongoing high skill levels of all staff across the school.	Sept 19- June 20	Dawn Murphy	SLT	The multi-disciplinary team will work effectively with class teams to raise pupil progress and increase staff confidence and effectiveness delivering a range of planned interventions. As a result the curriculum will be strengthened and staff will feel confident planning and delivering individualised learning programmes.
To reconfigure EAD Curriculum Maps to show a relevant progression of skills across the whole school.	July 20	EAD Lead	SLT	The curriculum maps for EAD will be in place and teachers will be following a progression of skills guiding them on year group /phase expectations in each subject area.

Target 3: 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.
<ul style="list-style-type: none"> Identify methods of measuring impact of 'Work based' Curriculum initiatives 	June 20	AH (Assessment)	SLT	Successful use and reporting on Impact of Work Based Curriculum

Target 4: Further develop our research and reflective practice within the school and the Alliance using Lesson Study, to inform teachers practice and positive impact on the quality of pupil learning.

Action	Time Frame	Lead Person	Monitoring	Success Criteria
To further develop Lesson Study within the school to ensure it leads to ongoing professional learning for all staff involved and continued positive outcomes for pupils. To draw from external expertise where appropriate to enhance the work during Lesson Study	Sept 19- June 20	Dawn Murphy	Deputy	The inclusion of the Multi-disciplinary team in lesson study will further enhance the evidence based research used to inform the process. This in turn will strengthen the research questions and promote further professional learning and positive outcomes for pupils.
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	Deputy/ EPTSA	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 2019–2021

Target 1: Ensure Personalised Learning in communication effectively meets the needs of every pupil

Action	Time Frame	Lead Person	Monitoring	Success Criteria
To raise awareness of strategies and programmes to support pupils who learn words by sight specifically the See and Learn programme.	July 2020	Literacy Leads Makaton Tutor Lower school AH	SLT	As a result those pupils who learn by sight will have the appropriate strategies and equipment available to them and will show progress in their communication and reading levels.

Socialisation (Behaviour and Attitudes) 2019 – 2021

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

Action	Time Frame	Lead Person	Monitoring	Success Criteria
To support communication and social interactions during lunchtime in the dining hall providing differentiated ALS boards across the school.	July 2020	Literacy Leads Makaton Tutor Lower school AH, SALT	SLT	As a result pupils at lunchtime will independently (where appropriate) access these boards to support communication during their meal time.

Independence (Personal Development) 2017-2020

Target 1: Maximise use of the environment to ensure clear routines, and engagement of pupils

Action	Time Frame	Lead Person	Monitoring	Success Criteria
To Improve the lunchtime experience for pupils by developing transition /communication between class, lunch hall and playground.	Dec 2019	Cluster Leads OT SLT	SLT	As a result pupils will be less anxious and will be able to transition smoothly throughout the lunch hour. There will be evidence of increased pupil independence + more explicit learning seen during playtimes.

Leadership and Management 2019 – 2021

Target 1: Sustain highly motivated levels of leadership in the school				
Action	Time Frame	Lead Person	Monitoring	Success Criteria
To review QA procedures developing the role of Lesson Study , observation and learning walks to inform knowledge related to teaching and learning	(Sept 19- July2020)	Deputy Head	Head teacher	As a result of the connections made between the QA processes , the leadership team will have extensive information to inform stakeholders of high standards across the school.
To continue to ensure that Persistent Absence figures remain as low as possible and use attendance data to recognise trends in low attendance and pre-empt ongoing reoccurrences of persistent absence.	(Sept 19- July2020)	Asst Heads/SW	Headteacher and CPP committee	All PA effectively investigated and challenged and levels of attendance remain high. Parents of pupils with ongoing annual low attendance will have been supported from the beginning of the year to work towards ongoing improvements in attendance.
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.

Target 2: To promote awareness of Mental Health and embed the principles of nurture				
Action	Time Frame	Lead Person	Monitoring	Success Criteria
To raise awareness of Mental Health establishing a team with an identified Mental Health lead and Mental Health First Aiders within the school	Sept 19	Deputy Head/PSED Lead	SLT	All staff will be aware of the Mental Health Agenda, the school policy and staff with dedicated roles within the school. A support package for pupils and staff will be in place and this will be having an impact on well-being.
To explore the Boxall Profile on line and the DBC survey used by Educational Psychology and identify how these systems could inform teachers to support pupils' to progress according to findings in the assessments.	July 20	Deputy Head	SLT	Through a series of pilots, evidence will have been gathered to show that these assessments provide valuable/relevant information that supports identified pupils in their social and academic development.

Target 3: Further develop Governance - 1:1 conversations				
Action	Time Frame	Lead Person	Monitoring	Success Criteria
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.

Target 4: To extend the reach and range of support offered by the TSA				
Action	Time Frame	Lead Person	Monitoring	Success Criteria
Lead posts in place to facilitate continued growth of school as a Teaching School Alliance.	December 19	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.
To develop relationship with Hillingdon SCITT to enable our TSA to offer a bigger range of course opportunities to students including the salaried route.	July 2020	TSA Lead	SLT GB TSA Strategic Group	For September 2020 the TSA will have met KPI of 15 students on route to teaching through one of the School Direct Routes.

Equality Plan 2019-21

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 relations between different groups

Equality Objectives	Actions	Time Frames	Lead Person	Monitoring	Success Measure
1. To embed systems to enable all pupils to make expected (and where possible exceed) progress within the limits of their complex SEN	<p>To embed the use of Classroom monitor in the school to provide a primary source of data.</p> <p>To explore the use of the Boxall Profile in identifying gaps in development, to support target setting in the area of PSHE.</p> <p>To develop further the Lesson Study approach by involving therapists where possible, to enhance the professional dialogue during the process and therefore impacting on the teaching, learning and outcomes for pupils.</p>	July 20	SLT & Middle leaders	Through progress meetings with Assistant Heads, reports to SLT and the Governing Body Curriculum Committee	<p>All pupils will demonstrate progress through Classroom Monitor and Areas of Engagement where appropriate.</p> <p>Teachers practice will continue to develop to support pupils with a range of needs including more complex needs, this will be reflected in their planning and seen through observations, learning walks and Lesson Study.</p>
2. To promote opportunities for Spiritual, Moral, Social and Cultural development across the curriculum with particular reference to equality and diversity.	<p>To review playground environment ensuring equipment and areas meet the needs of all pupils.</p> <p>To develop further communication opportunities to support pupils accessing all school areas at lunchtime.</p>	July 20	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 / equipment according to their ability. Pupils will be observed using their communication skills according to their ability during meal times.
3. To maintain a consistently high level of 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.	To roll out next phase – Equality Training online through Educare for all Governors and any new staff	Sept 2020	CPD lead CPD/Chair of Governors	<p>Educare equality training to be undertaken by all staff in the Summer term</p> <p>2018/19 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.

Teacher Professional Development

- Challenge Partners – school development hub
- NQT – in-house induction
- NPQML/SL– middle/senior leadership development programme
- Research project – IOE
- Outreach SLE advice to other schools
- Lesson Study
- VB approach
- Rebound Therapy

Teacher Training

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

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
- Mindfulness
- Makaton
- VB
- Routes into teaching
 - 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 | |



National Teaching School

designated by



National College for
Teaching & Leadership

Castlebar School

Continuous Professional Development 2017-2020

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
Little Ealing Primary
Mayfield Primary
Selborne Primary School
Stanhope Primary School
St. Anselms Catholic Primary School

Alliance Partners

Berrymede Junior School
Durdan's Park Primary School
Ealing Behaviour Centre
Havelock Primary School
Horsenden Primary School
Mandeville School
Oldfield Primary School
Perivale 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, AET)

SLEs

Leadership Potential

Developing Leadership Commission

Research and Development

Lesson Study
7 Areas of Engagement
Nurture Groups



