



Castle Hill Primary School Improvement Plan 2018-19



Vision

Building Independence

Broadening Horizons

Brightening Futures

Values

1. Together we inspire creativity through a challenging and engaging curriculum.
2. We encourage independence by building self-motivation, active learning and perseverance.
3. We nurture happy children by creating a safe and stimulating environment in which to learn.
4. We enrich pupils' values, tolerance and understanding of Britain as a multi-cultural society and foster good relationships.
5. We support children to follow their passions, building self-esteem and self-confidence.
6. We help learners to reach their potential by setting high expectations and raising aspirations.

Ofsted

- The Effectiveness of Leadership and Management.
- Quality of Teaching, Learning and Assessment.
- Personal Development, Behaviour and Welfare.
- Outcomes for Children and Learners
- EYF



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Ofsted 1: Effectiveness of Leadership and Management To develop and support new Senior Leadership teams

- Success criteria:**
- Pupils will be safe and happy with their needs met.
 - Staff and pupils are confident to step into leadership and can excel through the school's culture
 - Staff will be happy to share their expertise with others with positive, respectful, professional relationships always in evidence
 - Leaders will be confident to support and challenge as required
 - Staff will reflect and debate on the way they teach - leading to increased creativity and improvement in practice
 - The leadership structure will reflect the needs of pupils and the school
 - Senior and middle leaders, and governors, will have a deep, accurate understanding of the effectiveness of the school's curriculum in inspiring pupils to learn

Objectives What do we want to achieve	Accountability To be completed by	Resources and Costing	Monitoring /Evidence	Impact Evaluation evidence
<p>1.1</p> <p>To increase distributive leadership in securing improved practice and increased amounts of outstanding teaching and learning across the whole school</p>	<p>JL SLT Governors Todmorden Cluster Peer to Peer reviews Identify gaps in CPD</p>	<p>Release time - three weekly rolling programme (PG cover M6 half a day am per week) - £3405.98</p> <p>Cross phase meetings</p> <p>Staff meetings</p>	<p>Staff to attend local networks for school to school support - feeding back good practice</p> <p>Evidence through:</p> <ul style="list-style-type: none"> • Termly update Headteacher report to governors • Learning walks book scrutiny • Planning scrutiny observations • Pupil progress meetings/ pupil voice • Analysis of Classroom Monitor • Agendas focus on evidencing impact 	<p>All leaders, including governors, are highly ambitious for all pupils and lead by example.</p>
<p>1.2 Reorganise leadership of subjects and staff/team meeting structure to ensure rigour in subjects through subject leadership release time. Support from The Key documents</p>	<p>SLT Governors</p>	<p>Cluster to support middle leaders CPD - Every week one pm (PG cover M6 half a day pm per week) - £2838.24</p> <p>JL - Devising leadership induction group through LA</p> <p>New to role staff will be paired with support</p>	<ul style="list-style-type: none"> • Headteacher's report to governors • Learning walks • Book scrutiny • Planning scrutiny observations • Pupil progress meetings • Roles & responsibilities linked to appraisal • Action plans • Gap analysis 	<p>Whole school understanding of priorities</p> <p>SIP priority teams take responsibility and have ownership of key areas help with succession planning and distributed leadership as well as CPD opportunities- leading staff meetings etc.</p>
<p>1.3</p> <p>Restructure Leadership to release new DHT from KS1 team leader role to focus on whole school leadership roles</p>	<p>SLT Governors Teachers</p>	<p>Leadership meetings every week after school</p>	<p>Support the development of leaders in new roles - Targeted leadership agendas and minutes with actions</p> <p>SEND monitoring records</p>	<p>Monitoring Sen provision & QFT in lessons Autumn 2</p>



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(SEND, safeguarding, pastoral)			PP review and strategy School information report
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Ofsted 2: Quality of teaching, Learning and Assessment				
For teaching assistants throughout the school to become Experts in their area			To attain Quality Science Mark	
Use of interventions through use of support staff through better deployment of resources Create "Expert" teaching assistants			Overall Success Criteria: The school will run efficiently with highly effective quality first teaching prioritised alongside tightly targeted interventions that children do not fall behind	
Science Quality mark (Appendix A)				
Objectives	Led by	Resources/Actions	Evidence	IMPACT
<p>2.1 To ensure that teaching assistant time is targeted for maximum effectiveness in raising standards, targeted intervention, enhancing provision and the smooth running of the school (building on KS1 and EYFS scenario). To better deploy 1-1 TAs when appropriate to support the achievement of SEN Support Plan objectives and to avoid a culture of dependence</p> <p>Teaching assistants will be well trained/developed in relation to the roles that they are required to fulfil.</p>	JL/TB/SL TAs	Carry out an audit of teaching assistant allocated tasks across the day versus school needs - timetabling needs Analysis of current impact on standards and pupil needs Ensure that arrangement of hours worked best match the needs of the school	<ul style="list-style-type: none"> Online training courses Tracking grids and impact on pupil progress Children with SEND will make good progress Lesson observations monitor use of additional adults Autumn 2 PM targets CPD SEND audit and action plan Report to Governors 	. TA allocation PP/SEN allocation accountability Need to focus on QFT for all with interventions to close the gap.
2.2 Ensure that school monitoring information is streamlined in order to clearly identify areas of outstanding teaching and learning across school - Analysis of Classroom monitor, Rising stars, Cornerstones, FFT, phonics tracking and streamline the assessment system.	HT Subject leaders (English, Maths, Science, SEN)	Half termly release time (see previous costings) Audit of range of newer interventions Feedback from online courses: Impact on school Practice of intervention towards personalised learning Free Classroom monitor course x5 leaders (release time £473.05)	<ul style="list-style-type: none"> Use of CM to analyse groups for both attainment and progress in books through scrutinies 2Simple coverage 	Meeting 12.11.18 STS tracking -end of year and track % score CM data in year & set targets.
2.3 To use the framework of Science to support quality writing experiences through The Science Mark (Appendix A)	PH	5 release days for Science Leader £867.25	<ul style="list-style-type: none"> Science Action Plan PH' s Performance Management 	



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			<ul style="list-style-type: none">• Science portfolios• Evidence of writing in Science through book scrutinies.• Extension of writing opportunities	
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3: Personal Development, Behaviour and Welfare

To further enhance proactive behaviours for learning

(In order to achieve the above we need to....develop children emotionally enabling them to recognise and distinguish their emotions and to learn ways of responding to their feelings appropriately)

Family Thrive - Provide alternative support for children who are experiencing emotional, social or behavioural difficulties.

Success criteria:

- Providing a safe and calm environment for children to develop their skills.
- Enabling children to take pride in their achievements and enhance self-esteem.
- Helping children to manage their feelings and develop skills to enjoy and participate in school life.
- Using positive approaches to manage all behaviours.

Objectives	Led by	Resources	Evidence	IMPACT
3.1. To further enhance proactive behaviours for learning	SLT Learning Mentor Teaching staff	<ul style="list-style-type: none"> • Whole staff training and reminders about behaviour policy. • Update behaviour policy - linked to THRIVE approach • De-escalation strategies to be used before incidents occur. • Parents to be spoken to regarding incidents as they occur • Tracking grids, reports and incident forms to be completed for all incidents necessary • Behaviour incidents to be logged and monitored. Follow up on consequences and check-ups on C-Poms • Class rules, rewards and sanctions • Class time for PSHE / Thrive 	<ul style="list-style-type: none"> • Incidents of low level disruption are rare • Monitoring of CPOMS • Interventions • Staff CPD • Case studies • SEND records • Lesson observations SEND support • 	<p>Pupils love the challenge of learning and are resilient to failure.</p> <p>They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.</p> <p>They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.</p>



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		<ul style="list-style-type: none"> Time given for feedback to promote high standards of work in books 		
<p>3.2 To support parents who are vulnerable through Family THRIVE. Whole school approach and understanding of principles.</p>	TB/KA	<p>Autumn: Family THRIVE training for two practitioners (no cover needed) £1074</p> <p>Spring 1: 6 week sessions for parents Spring 1: Training for TAs & SLT 6x pm sessions with practitioners Cover £936</p> <p>Spring 2 : Training for Teachers £938</p>	<ul style="list-style-type: none"> Sign posting parents Monitoring of CPOMS Cascading of information through staff training 	<p>Parents feel supported and there is a consistent approach from both school and home. Children are supported by parents</p> <p>All teachers and teaching assistants have a clear understanding of the principles of Family Thrive. Parents have a clearer understanding of how children learn Parents have a clearer understanding of behaviour and how to deal with situations</p>
<p>3.3 To support individual pupils who, when assessed through THRIVE are deemed to need additional help to manage their feelings</p> <p>To trial a reorganisation of groupings in KS1 through carousel activities</p> <p>(See Appendix B)</p>	SLT	<ul style="list-style-type: none"> Assessments which identify children's emotional development and provides action plans for their individual needs Children are grouped to their THRIVE score class THRIVE action plans displayed impact on staff awareness 	<p>For children to access a range of experiences</p> <p>Planning in KS1 will be grouped through THRIVE</p> <p>Supportive classroom strategies</p>	<p>For children to make significant progress from their starting points through THRIVE activities.</p>



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4: Outcomes for children and Learners				
Data Analysis Summer 2018: KS1 - Writing all groups - Attainment NA - 69.9% ;CH 65.6% Girls' Attainment in Maths - Attainment NA 77.3%; CH 73.7%				
KS2- Writing all groups - Attainment NA 78.3%; CH 67.8% (Moderated by LA)				
Objectives	Led by	Resources/Actions	Evidence	IMPACT
<p>4.1 KS1</p> <p>Ensure that all GLD pupils progress to at least meeting expectations and above in reading, writing and maths in KS1</p> <p>Increase the amount of children achieving GD in all subjects</p>	<p>EC</p> <p>JL</p>	<p>Analysis of Classroom Monitor Data</p> <p>Analysis of assessment information</p> <p>Use of target setting from Cornerstones and EYFS</p> <p>Same-day interventions - Increased problem solving</p>	<ul style="list-style-type: none"> • See individual Subject plans. • See Year group Action Plans • Impact of interventions • IEP folder • Pupil Premium targets in folder • Work scrutiny • Data from ASP • Work scrutiny 	
<p>4.2 KS2</p> <p>Writing in all groups</p> <p>Girls' maths</p> <p>Increase the amount of children achieving GD in all subjects</p>	<p>PH</p> <p>JL</p>	<p>SLT :Analysis of Classroom Monitor Data</p> <p>SLT : Analysis of assessment information</p> <p>Use of target setting from Cornerstones and FFT</p>	<ul style="list-style-type: none"> • See individual Subject plans. • See Year group Action Plans • Impact of interventions • IEP folder • Pupil Premium targets in folder • Work scrutiny • Data from ASP • Work scrutiny • More able actions from subject leader action 	



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			<p>plans</p> <ul style="list-style-type: none">• Monitor screen time versus writing time• Monitor HW in transition to KS2 expectations and introduction of cursive script in FS - KS1• Adult modelling, environmental print. Daily HW taught.	
4.3 Analysis and auditing of KS2 Curriculum	PH SLT Whole school	Spring 2019: Review of KS2 curriculum to ensure it is relevant to the children 6x staff meetings to review, map and resource updated curriculum Investigate Centre for Literacy for Primary Education for KS2 English https://clpe.org.uk/	<ul style="list-style-type: none">• Updated curriculum plans relevant to year groups• Skills mapped across the curriculum• Coverage of Curriculum 2014 is embedded	



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EYFS

Overarching Success Criteria

Nursery

Build upon success of last year of In the Moment planning, to ensure that children when they enter reception are ready to learn.

The foundation stage unit is a calm, tranquil environment that gives the children time and space to learn.

All staff are passionate and motivated and as curious as the children.

Children are learning how to think and not what to think, preparing children for real life.

Reception : To raise standards in key areas and children achieving Greater Depth

	Reading	Writing	Number
2016 All - 36	19.4	13.9	5.6
Boys - 14	14.3	7.1	7.1
Girls	22.7	18.2	4.5
2017 - 38 All	23.7	0	15.8
Boys - 21	23.8	0	19
Girls - 17	23.5	0	11.8
2018 - 32 All	25	6.2	9.3
Boys - 19	10.5	0	10.5
Girls - 13	46.2	15.4	0



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Objectives	Led by	Resources/ Actions	Evidence	Impact
5.1 Improve the experiences and learning opportunities for our nursery children by offering an holistic approach to child development through the Curiosity Approach		Authentic Resources that are unique/ unusual/eclectic for stimulate ie Nature collections £1000 Tracking of progress through 2Simple Monitor gaps through observations and action interventions to close the gaps December: Lead whole staff meeting on Curiosity approach	They do not distract others or become distracted easily themselves. Forest school records Thrive impact	Observations show children are highly motivated and very eager to join in. They demonstrate curiosity, imagination and concentration. Highly responsive to adults and each other. Children are ready to learn when they enter reception.
5.2 To improve outcomes in : Girls' maths Greater depth in writing Boys writing Expressive arts		Deprivation fund spending records and impact PP targets Tracking Monitor gaps through observations and action interventions to close the gaps	Baseline assessments Monitoring the quality of provision and children's outcomes through drop ins and observations Lead team meetings - agendas and minutes CPD of staff Parents' meetings	PP pupils make progress to close the gap



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Appendix A

LEARNING : Reflection Plan - Science Learning		
L1: There is a shared understanding of the purpose and process of science enquiry.		
<ul style="list-style-type: none"> • Children use different enquiry types to answer scientific questions about the world around them. • Children are developing independence in: <ul style="list-style-type: none"> ○ asking scientific questions ○ planning how to investigate them, ○ carrying out and evaluating investigations. 		
NEEDS ANALYSIS		
Where are we starting from?	How do we know?	
<p>Staff have had training recently on 'working scientifically'</p> <p>Class teachers ensure that science teaching is creative and enquiry-based but there isn't sufficient spread of all types of enquiry</p> <p>Teachers have developed child-led enquiry questions but find it challenging to manage and resource</p> <p>Planning of investigations lacks consistency and in quite a few cases lacks detail</p> <p>Children aren't given enough reflection time</p>	<p>Discussions with teachers and evidence in books of enquiry that has clearly been based on a child question</p> <p>Science resources need restocking to facilitate easier resourcing for teachers</p>	
ACTIONS NEEDED		
What do I need to do to achieve the indicator?	Who?	When?
<p>Refresh 'working scientifically training' with a focus on enquiry type</p> <p>Celebrate good scientific questioning by the children on class working walls.</p> <p>Use KWL grids more often to allow the children's interest to guide enquiry.</p> <p>Use 'It's not Fair Or Is It' to structure a staff meeting</p>	<p>PH All staff</p> <p>All staff</p> <p>PH and all staff</p>	<p>Autumn 2</p> <p>Ongoing Autumn 1</p> <p>Autumn 1 and 2</p>
IMPACT ON TEACHING AND LEARNING		
<ul style="list-style-type: none"> • Greater teacher confidence in working across a range of enquiry types • Children more confident in asking scientific questions that can be investigated. They have a growing understanding of which questions they might find challenging to investigate • KWL grids in books for each topic • ASE child friendly 'working scientifically' sheets in the front of science books 		
EVIDENCE		



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<ul style="list-style-type: none"> Learning walks (portfolio) Book scrutiny (subject Leader / CPD Log) Pupil voice surveys (portfolio)
REFLECTION ON IMPACT
<ul style="list-style-type: none"> children using different enquiry types to answer scientific questions about the world around them; children developing independence in: <ul style="list-style-type: none"> asking scientific questions planning how to investigate them, carrying out and evaluating investigations?

LEARNING: Reflection Plan - Science Learning		
L2 There is a shared understanding of the purposes of science assessment and current best practice.		
<ul style="list-style-type: none"> Teachers use a range of strategies and processes for formative, summative and statutory assessment, which reflect the school understanding of the purposes of assessment in science and current best practice. The subject leader develops assessment practice in science. 		
NEEDS ANALYSIS		
Where are we starting from?	How do we know?	
Castle Hill records summatively using Classroom Monitor Teachers report end of year Science levels based on units covered throughout the year Teachers aren't as confident assessing progress in working scientifically Formative assessment needs developing	Staff use CM to report back on science and inform their teaching Attainment in science on school reports Reflections from science assessment and moderation course	
ACTIONS NEEDED		
What do I need to do to achieve the indicator?	Who?	When?
<ul style="list-style-type: none"> Run staff meeting using PLAN moderation materials - follow up from science assessment and moderation course Self-assess in Key Stage teams using TAPS pyramid AFL course for representative teachers from both Key Stages Ask teachers to bring an example of effective AFL in science to a staff meeting 	PH Key Stage teams IC, LF and EC and SS	Autumn Autumn 1 and 2
IMPACT ON TEACHING AND LEARNING		



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<ul style="list-style-type: none"> There will be a wider range of formative and summative assessment strategies in evidence in lessons Teachers growing in confidence in using a range of AFL strategies in practise. Sharing good practise. Teachers more confident in their judgments are based on evidence. They moderate these against National Curriculum statements and PLAN resource bank.
EVIDENCE
<ul style="list-style-type: none"> Staff meeting minutes CPD log Portfolio of children's work Informal discussions with staff (CPD Log)
REFLECTION ON IMPACT
What is the impact on science teaching and learning of:
<ul style="list-style-type: none"> Teachers use a range of strategies and processes for formative, summative and statutory assessment, which reflect the school understanding of the purposes of assessment in science and current best practice. The subject leader develops assessment practice in science.

LEARNING: Reflection Plan - Science Learning		
L3 There is a commitment to developing all children's science capital		
<ul style="list-style-type: none"> The subject leader promotes initiatives that encourage all children to think that science is relevant and important to their lives, now and in the future. 		
NEEDS ANALYSIS		
Where are we starting from?	How do we know?	
<ul style="list-style-type: none"> Lack of awareness of the term 'science capital' amongst staff at the start of the process. Recent conversations have highlighted the need to promote this Links to activities and events which develop science capital are limited at present. Although some classes go on science trips, this needs to be broadened out so the whole school experiences this The last science week resulted in a parents' showcase 	<ul style="list-style-type: none"> The concept now needs developing amongst the children Activities are limited 	
ACTIONS NEEDED		
What do I need to do to achieve the indicator?	Who?	When?
<ul style="list-style-type: none"> Kick off the first staff meeting with a focus on science capital - quick mind-map / Science Capital Youtube clip 	PH PH and Tod	Autumn 1 Autumn



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<ul style="list-style-type: none"> • Foster links with STEM ambassadors and parents who work in related fields • Make sure parents are involved in science week 2018/2019 • Hold a whole-school science competition • Timetable of STEM ambassadors / science visitors • Edit KENT science schemes so that each unit includes references to develop science capital • Communicate competitions, challenges to children and parents 	High PH and staff PH and KW PH and all staff All staff PH and KW	Spring 1 Spring 2 Autumn 1 Autumn 2 Ongoing
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IMPACT ON TEACHING AND LEARNING

- Lessons tap into science capital
- Range of activities at Castle Hill that develop science capital
- Greater parental awareness
- An increase in the amount of science learning and research out of school

EVIDENCE

Where in the core documents will I see evidence of the impact?

- Calendar of events
- CPD log
- Communication with parents (portfolio)
- Pupil voice and staff discussions (CPD Log)

REFLECTION ON IMPACT

What is the impact on science teaching and learning of:

- the subject leader promoting initiatives that encourage all children to think that science is relevant and important to their lives, now and in the future?

TEACHING: Science Teaching

T1 There is engagement with professional development to improve science teaching and learning.

- Staff engage with relevant internal or external professional development.
- The subject leader provides professional support for colleagues in response to development needs.

NEEDS ANALYSIS

Where are we starting from?

How do we know?



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<ul style="list-style-type: none"> • Staff training in last two years includes <ul style="list-style-type: none"> ○ Whole staff 'working scientifically' training ○ Paired teacher planning with a science consultant • PH Subject Leader Specific training and Science Engagement Course • Termly science network meetings attended by PH - key information cascaded to teaching staff • New staff and NQTs require science-specific training 	<ul style="list-style-type: none"> • Staff feedback from 'working scientifically' twilight training was very positive • There is a greater awareness now amongst staff of WS skills but there is still lack of security in assessing WS • Cluster meetings with CB science consultant have now stopped as of Summer Term 2018 however Calderdale are looking at a replacement provider
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ACTIONS NEEDED

What do I need to do to achieve the indicator?	Who?	When?
Further training on science moderation following on from PLAN staff meeting Autumn 2018	PH	Autumn - 3 staff meetings
Staff science skills audit	KW	
Continually build the profile of science, by opening up channels and awareness of key CPD, websites, resources and inspirational ideas!	PH	Autumn 2
Broaden CPD to a wider range of staff	PH	Ongoing
Use PSQM materials to deepen understanding	PH	Autumn 1
Refresh content from previous course - New and Aspiring Science Coordinators	PH	Autumn 1
Working scientifically and PLAN resource training for all staff	PH	Autumn 1 Autumn 1
More communication of current science 'hot topics', science news		

IMPACT ON TEACHING AND LEARNING

A continued improvement in working scientifically across all Key Stages

More regular science CPD through staff meetings that address the needs of the team and current primary science thinking

Overall, staff will have better understanding of science pedagogy and will be applying their learning in their classrooms, through inspiring science teaching

Move to T1 PH and staff as a whole (including SLT) will be able to call upon a wider range of teaching strategies and use their improved subject knowledge and understanding of science pedagogy to impact on the science curriculum at Castle Hill

Begin to build links with Todmorden High and promote science-links between the Todmorden primary school cluster (already established in other core subjects)



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EVIDENCE
<ul style="list-style-type: none"> • School CPD records <ul style="list-style-type: none"> ◦ Staff meeting minutes • Records of intra-school communication (portfolio)
REFLECTION ON IMPACT
What is the impact on science teaching and learning of:
<ul style="list-style-type: none"> • staff engagement with relevant internal or external professional development; • the subject leader's provision of professional support for colleagues in response to development needs?

TEACHING: Science Teaching		
<p>T2 There is a range of effective strategies for teaching and learning science which challenge and support the learning needs of all children.</p>		
<ul style="list-style-type: none"> • Teachers use a range of effective strategies for teaching science, which challenge and support the learning needs of all children. The subject leader introduces new strategies for teaching science in response to development needs. 		
NEEDS ANALYSIS		
Where are we starting from?	How do we know?	
<p>Staff at Castle Hill strive to teach science in different ways and hook the children with relevance Forest school targets specific groups of children and although our grounds are quite limited, we need to use our local area more for science Whilst we are moving towards a better level of child-led investigation, staff still feel that resources, staffing and space limit this Key Stage 1 uses a wider range of strategies and approaches to recording findings. Key Stage 2 staff feel restricted by a perceived requirement to have huge amounts of evidence in books - sometimes this detracts from the quality of the teaching.</p>	<p>Pupil interviews highlight an enjoyment of science sessions and that they can be unpredictable but productive</p> <p>Attendance at outdoor learning course brought this to the fore for PH. Also, forest school staff meeting, 2017-18</p> <p>Work scrutiny and discussions with KS1, who shared their successful floor book format</p> <p>Staff discussions point this out</p>	
ACTIONS NEEDED		
What do I need to do to achieve the indicator?	Who?	When?



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<p>Introduction of floor books in Key Stage 2, following on from success in Key Stage 1</p> <p>Map out outdoor learning opportunities into Key Stage Curriculum maps. Share key learnings from recent outdoor learning course. Seek local links</p> <p>PH to introduce a wider range of teaching and learning strategies in 3/4H. Share successes with Key Stage 2 team.</p> <p>Put into practise a wider range of approaches to active learning:</p> <div style="text-align: center;"> </div> <p>Integrate the GROW model into science planning</p> <p>Make sure there are clear lessons and activities in units that are context-rich. Tap into what the children say they're 'into'</p>	<p>KS2 team PH PH and KS2 team</p> <p>All staff</p>	<p>Autumn 1 Autumn 2</p> <p>Autumn 1 and 2 Ongoing</p>
<p>IMPACT ON TEACHING AND LEARNING</p> <p>What changes will I see?</p>		
<p>There is good coverage of enquiry types used, with clear working scientifically objectives for each session</p> <p>Teachers feel confident to try out different approaches to improve and develop AFL.</p> <p>There is a higher level of scientific thinking</p> <p>Teachers seize opportunities to teach science outdoors, where practical. Across the year there are opportunities for the children to learn about scientific themes in an out-of-school setting</p> <p>Visibly more engaged learners. Children are able to talk about their 'activity rich science'</p> <p>Children make steps to becoming more scientifically literate and able to appreciate, use and apply science in a range of situations</p>		
<p>EVIDENCE</p>		
<ul style="list-style-type: none"> • Work scrutiny (subject leader and CPD log) • Lesson observations (subject leader and CPD log) • Staff meetings • Teacher and pupil voice (subject leader and CPD log) 		
<p>REFLECTION ON IMPACT</p> <p>What is the impact on science teaching and learning of:</p>		
<ul style="list-style-type: none"> • teachers using a range of effective strategies for teaching science which challenge and support the learning needs of all children; • the subject leader introducing new strategies for teaching science in response to development needs? 		



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TEACHING: Science Teaching		
T3 There is range of up-to-date, quality resources for teaching and learning science which are used regularly and safely		
<ul style="list-style-type: none"> Children regularly and safely use appropriate practical and digital resources, information texts and the outdoor environment. Resources are audited annually, well-organised and accessible.. 		
NEEDS ANALYSIS		
Where are we starting from?	How do we know?	
<p>Resources were organised last year and themed boxes were designed to provide staff with easy, topic access, but this needs re-stocking and re-organising</p> <p>We have recently invested in 72 Chromebooks which staff are beginning to use for recording purposes and research</p> <p>Recently used CLEAPPS as the basis for Castle Hill Science Risk Assessment but staff require training</p> <p>Certain resources are out of date e.g. data loggers</p> <p>School budget has been an issue 2017/18 - staff are well organised though and plan ahead for their sessions so they are properly resourced</p> <p>Castle Hill's nature area provides a means of learning about local habitats. Forest school have a range of resources for use - waterproofs, ropes, fire-pit.</p> <p>The nature area is, in parts, in need of natural regeneration; quite a lot of the vegetation has been stripped back in areas of high traffic</p>	<p>The science cupboard was organised by key scientific themes, but this now needs re-organising</p> <p>Children have their science work saved in their google accounts in the cloud. We need to find a wider range of google apps for education that enhance learning rather than support learning</p> <p>Nature area / forest school resources will need reviewing in Autumn 2018. Feedback from the children suggests we need a wider range of outdoor opps</p>	
ACTIONS NEEDED		
What do I need to do to achieve the indicator?	Who?	When?
<p>Investigate which are the best science google apps for education</p> <p>Save a resources wish list form on the M drive for teachers to add to</p> <p>Research free resources to share with staff</p> <p>Distribute CLEAPPS newsletter</p>	<p>PH and staff</p> <p>PH</p> <p>PH and KW</p> <p>PH</p>	<p>Spring 1</p> <p>Spring 1</p> <p>Autumn 2</p> <p>Ongoing</p>



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Termly share of science online links		
IMPACT ON TEACHING AND LEARNING		
What changes will I see?		
After consultation with staff, the school is well resourced, and staff resourcing their own sessions is the exception Children are being given choice in which equipment to use Staff share science links on their google classrooms for the children to use at home, linked to their topics Greater awareness of H and S guidelines for primary science put into practise in the classroom		
EVIDENCE		
Where in the core documents will I see evidence of the impact?		
Snapshots from staff resource wish list (portfolio) Findings from pupil voice (subject leader and CPD log)		
REFLECTION ON IMPACT		
<ul style="list-style-type: none">resources that are audited annually, well-organised and accessible;children regularly and safely using appropriate practical and digital resources, information texts and the outdoor environment?		



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WIDER OPPORTUNITIES : PSQM AWARD		
WO1 There are appropriate links between science and other learning.		
<ul style="list-style-type: none"> Curriculum planning links science to other areas of learning. 		
NEEDS ANALYSIS		
Where are we starting from?	How do we know?	
<p>Planning is based on topic webs and although science links are made where possible, as a staff we decided two years ago, to move away from strictly topic based science as we felt this was diluting the scientific content and links were tenuous.</p> <p>Although there are some opportunities for writing in science, a wider range of recording scientific findings is needed</p>	<p>In the past academic year, there has been a conscious improvement in the quality of writing in science books</p> <p>Evidence from book scrutiny points out to some links with other areas of the curriculum</p>	
ACTIONS NEEDED		
What do I need to do to achieve the indicator?	Who?	When?
<p>Ensure the scientific links across the curriculum are referenced</p> <p>Discussions with EC (Maths Coordinator) re: linking the science to the White Rose maths scheme.</p>	<p>PH and staff</p> <p>PH and EC</p>	<p>Ongoing</p> <p>Autumn 1 and 2</p>
IMPACT ON TEACHING AND LEARNING		
<ul style="list-style-type: none"> Cross curricular links are evident and effective. Children will have opportunities to apply their science skills in different contexts 		
EVIDENCE		
<ul style="list-style-type: none"> Examples from work scrutiny (portfolio) Photographs of working walls and class displays (portfolio) 		
REFLECTION ON IMPACT		
<p>What is the impact on science teaching and learning of:</p>		
<ul style="list-style-type: none"> curriculum planning that links science to other areas of learning? 		



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WIDER OPPORTUNITIES:PSQM AWARD		
<p>WO2: There are appropriate links with families, other schools, communities and outside organisations to enrich science learning.</p>		
<ul style="list-style-type: none"> Children take part in some initiatives supported by other organisations to enrich science learning. Children's science learning includes topical science events. Children carry out science activities with their families. 		
NEEDS ANALYSIS		
Where are we starting from?	How do we know?	
<p>No science / dt week this year</p> <p>Limited opportunities for parents to be involved in science lessons but last year showcase of science work was received very well by parents.</p> <p>Science homework is in the form of a learning log - class teachers sometimes choose learning log tasks that are linked to science rather than topic</p> <p>Not taking advantage of STEM ambassadors as we should be</p>	<p>Discussions with teachers</p> <p>Feedback from parents.</p> <p>Science lead at Todmorden High is a parent of a child at Castle Hill and keen to make the link</p>	
ACTIONS NEEDED		
What do I need to do to achieve the indicator?	Who?	When?
<p>Parent survey to establish potential input from parents during academic year 2018/19</p> <p>Meet up with Science Lead Teacher from Todmorden High to discuss potential links through:</p> <p>Year 5/6 visits to Todmorden High</p> <p>Possible sessions she could teach at Castle Hill</p> <p>Timetable science week early in the year, including a showcase for parents</p> <p>Arrange requests for STEM ambassadors</p> <p>Sign up to Reach Out Reporter for topical weekly stories</p>	<p>PH</p> <p>PH</p> <p>PH</p> <p>PH</p> <p>Summer 2</p>	<p>Autumn</p> <p>Autumn</p> <p>Autumn</p> <p>Autumn</p> <p>Summer 2</p>
IMPACT ON TEACHING AND LEARNING		
<ul style="list-style-type: none"> Good for transition to secondary school Will improve resourcing and ideas Improve parent / school engagement 		



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- Children see the school celebrating science experiences and have a much broader view of science
- Links with people, organisations and professionals enhances and inspires science teaching and learning
- STEM ambassadors bring expertise to the school
- More learning log activities that address the science learnt in class

EVIDENCE

Calendar of events, including testimonials from the children

Pupil voice surveys (subject leader and CPD log)

Photographs of visits and events (calendar of events)

REFLECTION ON IMPACT

- children taking part in some initiatives supported by other organisations to enrich science learning;
- children's science learning including topical science events;
- children carrying out science activities with their families?



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Appendix B - THRIVE definitions

Pen Portrait for POWER AND IDENTITY - Childhood Years

The inner world of the child:

A child with a disrupted POWER AND IDENTITY will lack confidence in themselves. The child's response to this core anxiety may be to externalise their feelings through bullying or trying to control others or alternatively they may be unable to protect themselves from bullying or being controlled. They may also sneer or laugh at other children to feel better about themselves. To boost their confidence they may exaggerate stories about their life, experiences, etc. If they get immersed in feelings of negativity about themselves they may become overwhelmed and depressed and lose all sense of personal power.

The child often confuses fantasy and reality, unlike other children who can make this differentiation. Sometimes the fantasy is the child's attempt to comfort themselves for example, as an escape from painful feelings, loneliness, boredom and for stimulation. Sometimes the child feels sad, alone and separate from their peers at a time when most children are enjoying and developing strong friendships, 'best friends'. Occasionally the child experiences separation anxiety that can lead to school phobic behaviour.

Body language:

The child may act tough and use their body to intimidate others, being purposely disrespectful of other's personal space. Sometimes they appear indifferent and often hide their deep sense of inadequacy ...with a shrug...'see if I care' attitude as they turn away from peers and adults. This is a time when the children may test body limits and pain thresholds of themselves and others. This can be particularly dangerous as these children do not always have a good understanding of healthy, safe limits and may not know when to stop.

The way forward to help these children is to recognise their struggles. Many of their earlier needs have not been fully met and they still need help to value who they are. They need clear information about themselves, reassurance that it is still OK for them to have needs and get help to understand the reality of any situation.

Pen Portrait for THINKING - Childhood Years

THINKING the inner world of the child:

A child with a THINKING disruption often feels confused, oppositional and angry. The child has not yet understood the relationship between some of their actions and the outcomes that follow (cause and effect). They don't understand that they may have contributed to difficulties or disputes and therefore blame others for the problems they experience.

This child feels misunderstood, blamed and from this position can't explain what is troubling them and then is unable to negotiate a solution. The child feels very angry when their ideas (immature and without 'cause and effect' understanding) are thwarted. The child's anger is often explosive and born out of frustration about not being able to have his/her own way. Alternatively the child's anger is their feeling response to disappointment when an anticipated or imagined situation does not happen in the way they hoped. The child can feel confused and sad that they are not understood and believe themselves to be stupid.



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They believe they need to go along with other people's ideas because what they think and feel is not important. They may become stuck in this belief feeling hopeless and alienated.

Alternatively a child can over commit to her/his ideas, want to be controlling and won't co-operate or go along with other's ideas.

Body language:

The child may use the whole of their body to hold a defiant, obstructive stance and in this way they make their oppositional position very clear. There is a sense that the child is immovable at this time. Sometimes opposition can be shown in a more hysterical response when the child is flooded with emotion, often crying and screaming and thrashing around in a heap on the floor.

The way forward to help the child is to contain their emotional turbulence whilst clearly staying fully in control. If the adult is tempted into the battle, they are likely to escalate the problem and the situation may become unsafe. The child needs opportunities to have their evolving independent thinking/views listened to, enjoyed and acknowledged.

Pen Portrait for DOING - Childhood Years

The inner world of the child:

A child with a DOING interruption feels helpless and insecure and struggles to make sense of the world around them. They may be timid, lacking curiosity and confidence, and are fearful of exploring, experimenting, trying new things, getting messy/dirty. Some children want to 'join in' yet fear they will get things wrong, make mistakes and/or be ridiculed.

The child without these necessary experiences of practise and rehearsal does not develop an appropriate sense of their abilities.....either believing they can do everything, 'Superman', or nothing. They believe that they 'should' be able to do things without appreciating that everyone has to learn first before they can master new skills. Their sense of inadequacy leads them to believe nothing they do will ever be right. This may be expressed as frustration/anger with self or others.

At times the child can be flooded with intense feelings, panic, that result in a 'flight, freeze or fight' response. The child does not expect others (adults or other children) to be alongside them, providing encouragement, support, and information as they discover the world. Some expect adults to be constantly present and lack confidence in doing anything on their own. What the child hasn't had available to them is a caretaker who is a dependable resource, supporting them when they have felt unsure, anxious or scared - someone who is attentive, observant and who provides protection and interpretation, as the child begins to move out into their wider world.

The child's acquisition of new skills has often been unnoticed, and not celebrated. The child with a DOING interruption finds it difficult to settle to tasks and may distract, fearing their lack of skills being exposed. They seldom alert others to their need for help.

Body Language:

The child is hesitant and nervous of becoming involved with others whatever they might be doing. They are observers rather than participants. Often they are agitated and fidgety. They can have poor body awareness in relation to their environment, for example bumping into and falling over things. They move around with little connection with others. The way forward to



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help the child gain confidence in their abilities is to acknowledge what they can do. The child needs a present adult who provides commentary on the environment and can model for the child how to do things. The child needs a place where they can safely explore and experiment

Pen Portrait for BEING - Childhood Years

BEING the inner world of the child:

A child with a BEING disruption will often feel that something is the matter with them, that they are not OK, believing they are bad, unlovable. This child feels that everything is their fault. Mostly they haven't had positive experience of caretakers and therefore they do not perceive adults as a resource for meeting their emotional and physical needs. Alternatively they might have suffered a recent traumatic loss or threat to their emotional survival that has highlighted their feelings of vulnerability. They feel neither special nor important. The child's belief about others (adults and other children) is that they cannot be trusted and may harm them.

A consequence of this is that the child believes that they have to manage on their own, only trusting themselves, resulting in their becoming inappropriately independent and often controlling. The child lives without joy, in a world of emotional turmoil. The child's emotional response can be to withdraw into themselves, disassociating, blanking, and closing off from the world. Inside they are feeling sad and scared. These feelings can be overwhelming and the child may want to disappear, become invisible. The child may be too frightened to signal that they have needs or have given up on the hope that there will be someone there to respond to their needs. Another child may express their emotions through more challenging behaviour: explosive rage, violence, anger. Some children will express their feeling in both ways, at times being withdrawn and at other times explosive. All children with a BEING interruption live with some degree of fear and anxiety and in the extreme this is experienced as terror. Whatever the feeling state, the child is unable to healthily comfort themselves or seek comfort from adult



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