

Personal Development Intent & Evaluation 2020-22

The curriculum is designed to be well-balanced and gives rich opportunities. It promotes the spiritual, moral, cultural, mental and physical development of our students and prepares them for the opportunities, responsibilities and experiences of adult life. Our aim is to provide a curriculum that is highly effective in delivering outcomes that provide exceptionally well for all our students' needs. Our students will be widely educated, with experiences that include consideration of the best that humanity has produced: words, art, ideas, science. We aim to ensure that students leave the schools within The Castle Partnership Trust very well equipped for the next stage of their education, training or employment, and educated so that they enjoy life, live well and are decent human beings.

Intent Summary: *What we want for our own children and therefore every child.* Every child experiences the highest quality experiences across their five years at The Castle School, that shape their future pathways and ensure that decent humans leave our school, ready to tackle the opportunities the world will give. We go far beyond the NC and use the curriculum time to shape kindness and empathy, celebrate equality and diversity, delivering rich and broad experiences, securing belonging and participation, in order to achieve in the broadest sense. Personal development is not a bolt on to a rigorous academic experience – they are truly aligned at The Castle School.

Research Evidence, taken from DfE non-statutory guidance Character Education, November 2019: High self-belief is associated with better performance, good self-regulation is associated with better attainment levels, and having good coping skills is associated with better wellbeing (Education Endowment Foundation, 2013). Access to character development opportunities can lead to increased motivation (OECD Skills Studies, 2015), fewer absences (Bavarian et al, 2013) and lower levels of emotional distress (Taylor et al, 2017).

Intent:

- Kindness and empathy underpin the whole personal development strategy where equality and diversity is understood and celebrated.
- The PD strategy supports the nurturing of positive relationships to support student wellbeing, where they feel seen, valued and understood.
- The curriculum is based around the National Curriculum, to enhance and support student's ambition through depth and to expose students to the widest possible experience through breadth. Our students should have a thirst to learn. The curriculum serves our community.
- The curriculum should expose students to different cultures and experiences, in order to develop their global understanding and thrive in the 21st century world.
- Students have an entitlement to enrichment irrespective of their background – our offer is universal, with optional (choice) and targeted strands.
- School language and ethos writ large – driven by achieve, belong, participate. No adult weapons, sanction the behaviour support the child, working for the children, their qualifications, families at the heart of our work.
- Embed British values into everyday behaviour, so students do this automatically. Celebration (not tolerance) of diversity.
- Extend the definition of disadvantaged to the widest extent in order to give personalised support to students who need it.
- Restorative conversations take place across the school – both between peers and between peers and adults – to resolve conflict meaningfully.
- Adults teach and model behaviour that is expected of everyone in our school community. We have the highest of expectations for everyone.

Personal Development at The Castle School

Evaluation and Priorities Summary

What have we found out that has shaped our priorities?

- COVID pandemic has severely affected our participation opportunities – limiting the opportunity to allow: trips offsite & trips overseas; participation before school, in free time and after school; the sense of community and the impact of the House system by shifting to year group bubbles, including many aspects of the House competition; losing the culture of students modelling the way in free time; fewer opportunities for buddying, leadership responsibilities, Aspire and Enterprise projects. This is particularly important for current Year 8 and 9 students, who have had their first two years at The Castle School significantly affected.
 - 2020-21: universal 96%, optional (choice) 85%. Impressive despite COVID challenges. Relentless focus on 100%.
- Disadvantaged students need more input to ensure that they take part and belong, with DS PA and attendance overall being lower than non. This has led to more refusal where curriculum gaps and low confidence are prevalent and SEN (especially SEMH needs) emerging.
- An increase in fixed term exclusions for prejudiced/discriminatory behaviour.
- A national concern with regard to harmful sexual behaviour in schools, linked to the Ofsted review into harmful sexual behaviour.

Key priorities in the Personal Development Strategy 2021-2023:

- Participation in enrichment – universal, optional (choice), targeted – tracking and developing richness – every child participates
- Rewards & positive recognition – ClassCharts communication, purchasing from the store, House culture
- Disadvantaged drive – use of calculators, clinics targeted, curriculum focus and gaps, participation opportunities
- PSHE, assemblies and tutor time curriculum review – inc. wider curriculum opportunities, focused on equality and diversity - #notatourschool as universal provision. Targeted interventions including Gift work, retracing discrimination
- Leadership and student voice opportunities for students, linking to democracy and House systems, buddying
- Resolving differences through restorative conversations, student passports and staff CPD

What impact has our work had? *Review as priorities and actions completed*

- Amanda Spielman HMCI and Bradley Simmons HMI February 2020 – would choose as a superpower for every child to have access to the opportunities on offer at The Castle School.
- HMI Visit March 2021 – “PD is stand out”. No students reported instances of bullying and all reported feeling safe in school
- Safeguarding Review Sept 2021 - All students understood lanyards / knew who to go to for support / were confident in articulating e-safety / referred to wellbeing, SEMH, e-safety, safeguarding etc information as being shared with them through assemblies / tutor time / letters and PSHE lessons. No child reported any sexist / homophobic / racist or trans-phobic behaviours. Students felt respected and listened to, felt there were good staff/student relationships. PSHE curriculum appropriate to needs of a modern student population and speakers brought in to address key areas with more expertise. All students felt attendance and lateness was consistently monitored and followed up.

Benchmarking for evaluating personal development, specifically linked to character (utilising the Department for Education non-statutory guidance Character Education, published November 2019):

A: What kind of school are we?

Core values of achieve, belong and participate capture everything we do. Equal weighting of importance. Underpin inclusive and positive culture – excellent behaviour, high academic achievement. House system – historic legacy of over 50 years, family within a family. The community is served by TCS. Fundamental British values link tightly to the experiences for students, through powerful assemblies and deeper within the curriculum. House culture and values allow difference yet equity of access for all. Rewards and recognition aligned to the House competition, awarded by school values. Democracy at the core of what we do, with every child having a voice – opportunities via Form Captains and Senior Students (democratically elected into posts), surveys, meetings with leaders and other mechanisms. All children participate as part of a universal offer of curriculum quality alongside enrichment opportunities.

B: What are our expectations of behaviour towards each other?

As above, linked to school values. Adults modelling the way and students being actively taught what is expected of them regularly, knowing that students make mistakes and that we learn from them. Adults say ‘sanction the behaviour, support the child’ as a leading principle, that determines our deep and strategic graduated response for any students whose behaviour is a concern. TCS does not accept incidents of abuse or harmful behaviour towards others - #NotAtOurSchool as a mechanism to ensure this is known by all, linked to policies (B4L, S/G, Anti-Bullying). Consistency in application of Behaviour for Learning Policy across the school ensures high standards, balanced with high prioritisation of staff understanding SEMH needs through regular training, particularly in attachment – again, linked to achieve, belong, participate.

C: How well do our curriculum and teaching develop resilience and confidence?

Traditional, academic curriculum with a strong focus on breadth and richness of opportunity, coupled with an expectation that all students access the wide enrichment programme and participate universally. Curriculum is knowledge-rich and provides a strong foundation so students can know more, remember more, do more – thoughtfully sequenced and mapped as a progression model. Therefore, acquisition of knowledge is motivational and boosts confidence. Key aspects of the curriculum: PSHE inc. RSE mapped progressively ensures wide experiences shape students’ development and they grow confidence over time; tutor time and assemblies programme linked to PSHE themes as well as self-regulation and metacognition; universal enrichment offer within the days, including outdoor ed, citizenship visits, first aid training, careers and post-16 progression planning, STEM opportunities. Teaching of equality and diversity mapped clearly and explicitly taught in PSHE and RE.

D: How good is our co-curriculum?

Exceptionally broad and diverse, led by student voice, to ensure that there is something for everyone – and if there isn’t, we ask what students would like, including longsword club and parkour. Traditional clubs and activities are enhanced within the enrichment programme by optional activities like wind turbine club, fencing, Chinese calligraphy, film club, archery, and Caribbean cooking. Trips and visits across both the universal and choice provision are wide, including local visits to a farm, art gallery, aquarium, Berlin, New York and China. All students in Year 7 term 1 visit Pinkery on Exmoor for an overnight residential. House Fun Friday events have already increased participation this academic year, with profile raised – darts, (Mr) Beer pong, zorbing, welly whanging.

E: How well do we promote the values of volunteering and service to others?

Choice opportunities within the Duke of Edinburgh and National Citizenship programmes, both of which are popular and uptake high. Universally, all students in Year 7 litter pick on rotation, with Year 9 students taking part in the Aspire Project and Year 10 taking part in the Enterprise Project – raising £1,000s per year for chosen

charities – linked to their House. Students in Years 8 and 9 take part in the Buddying System, supporting new Year 7 students and inducting them to The Castle School. Leadership opportunities in the school allow Senior Students to leave a legacy behind, linked to democracy and student voice – developing the mental health curriculum in tutor time recently, supporting student activities fundraising for an LGBT+ group, as well as raising awareness of the environment and rallying students to have a voice in the community.

F: How do we ensure that all our pupils benefit equally from what we offer?

Participation as a core value. Universal offer as part of the taught curriculum – curriculum enrichment days. Pinkery overnight residential on arrival at The Castle School for every year 7 student, as a tutor group within their House. PSHE universal alongside tutor time curriculum and assemblies programme – all students access this. PSHE catch up for absence and additional sessions in place. Choice offer tracked using online system, enabling leaders to monitor forensically and in a timely manner to identify those not participating and take swift action. Use of PP budget to support where needed, including peripatetic music lessons, significant trips/visits. Disadvantaged calculators allow tutors to understand contexts and intervene where needed. Key students in Year 10, now Year 11, where the sense of belonging was drifting a little, had a bespoke visit to Pinkery (Exmoor) with senior leaders in July 2021. All through fortnightly student focussed meetings with a graduated response that includes participation as a focus. Senior leaders triangulating vulnerabilities – matching those with PA for attendance and FTEs for behaviour against participation. Fresher's Fayre in first week of Year 7 to advertise and promote the enrichment programme, with assemblies in September to set participation as a core value and build the belonging.

Personal Development continuum – tracking pre-COVID, during COVID and post-COVID:

Year	Extracurricular clubs	Clubs per half term	Universal %	Choice %	Trips
2018-2019	192	32	97%	85%	68
Sept 2019- March 2020	131	44	97%	87%	20
March 2020 – July 2020	29	15			N/A
Sept 2020 – Dec 2020	50	25		87%	6
Jan 2021 – March 2021	27	14			N/A
April 2021 – July 2021	60	30	95%	83%	8
Sept 2021 – Jan	124	62		70% (08.10.21)	

Year	Enrichment continuum:
2018 - 2019	<ul style="list-style-type: none"> • A full enrichment programme in the last full academic year. • The Castle School is renowned for its rich offer of enrichment activities. The Castle at its best regarding numbers of participation and the amount of extracurricular provision for students. • The extracurricular programme A total of 192 clubs were offered through the academic year alongside 68 trips throughout the year. • A unique offer included the following clubs - Christian Union (20 students), Singers (56 students), Film club (16 students) Fencing (10 students) and Archery (21 students). • Responsive to what the student's request, for example, long sword club, parkour, skateboarding, Warhammer.
Sept 2019- March 2020	<ul style="list-style-type: none"> • Building on the previous year's varied and diverse enrichment programme 131 clubs including Chinese calligraphy club, and Wind Turbine challenge (5 students) were all offered until school closure in March 2020. • Enrichment days ran in October of 2019 and January 2020. 97% of students were involved in enrichment days and took part in trips to Tate Museum in London (100 students), Magdalene farm (240 students) College visits (135 students) Trip to watch Blood Brothers (30 students) Glastonbury visit (102 students)
March 2020 – July 2020	<ul style="list-style-type: none"> • Enrichment provision was heavily disrupted by the COVID 19 pandemic. • Enrichment provision offered to support students at home. • A total of 29 extracurricular clubs were ran online in order to support students physical and mental well welling during lockdown. • Offer included The Great Castle School Bake Off, 5K challenge, Mindfulness, Selfie Scavenger hunt, colleagues encouraged to be creative with the offer being made during a pandemic. • Whole school events such as Awards evenings, Sports Day and Health Day all continued to run virtually.
Sept 2020 – Dec 2020	<ul style="list-style-type: none"> • September 2020 - students returned to school, enrichment was restricted within year group bubbles. • 50 extracurricular clubs were on offer and each year group had their own dedicated after school evening. • PE offered 4 activities per evening - Football, Hockey, Badminton Table Tennis that was complimented with Arts and craft club, Manga High, Environmental club and Music enrichment. • In the first half term the following numbers participated from students Year 7- 94%, Year 8 - 69%, Year 9- 75% year 10 - 65%, Year 11 – 93% • Due to national restrictions enrichment days were postponed as no external trips were able to take place.
Jan 2021 – March 2021	<ul style="list-style-type: none"> • Online offer ranged from cooking club (36 students), virtual choir and orchestra (25 students), boxercise (30 students) and morning workouts (50 students) with the PE department. • Although the enrichment offer was not anywhere near the level offered in a 'normal' school year, the importance of offering enrichment sessions online was imperative to support students with their physical and mental health during a second lockdown. • Several live Q and A sessions with elite sports athletes such as Jack Leach were available for all students to attend, and disadvantaged students were targeted. Over 70 students attended each of these sessions.
April 2021 – July 2021	<ul style="list-style-type: none"> • Enrichment provision was again restricted on school return from the second national lockdown due to Year group bubbles. Enrichment provision had to be offered in bubbles with year groups delegated a specific evening. • 60 clubs were offered in the term as the school's enrichment programme begun to recover.

	<ul style="list-style-type: none"> • 2 Enrichment days (universal offer) with 95% take up of activities that included trips to Eden Project (115 students), Lyme Regis visit (156 students), Churches Visit (112 students) • In school provision Rocket challenge (240 students), First Aid training (240 students), Young Leaders (240 students)
2021 - 2022	<ul style="list-style-type: none"> • A full enrichment offer that has a diverse range of approaches that seeks to enrich all children's particularly the most disadvantaged school experience. • 124 clubs are offered in Term 1, compared to 192 for the whole academic year in 2018-19. • Examples within the first week of full school return • Enrichment fayre targeted at Year 7 but attended by all Years. • Friday fun week 1 (Darts) – 120 participants. Full calendar of events scheduled for term 1 • Unique offer – Lego technics, Caribbean cooking. • School production of high school musical launched in summer term. • A new system has been launched in order to track participation more forensically within the school so the school is able to target specific students as part of the Graduated Response. • All year 7s to go on the Pinkery trip. • Planning overseas trips again as part of the 5 year plan.