



Castle Hill School
Innovating, Communicating, Empowering

Progress Report Autumn Term 2025

This report has been complied to provide all stakeholders with a comprehensive view of **whole school data** on a termly basis. The report includes graphs to evidence the data and a summary of the key points. Further analysis is available on request including drilled down data looking at individual progress.

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- EYFS – Birth to 5 Matters Baseline and Analysis
- KS1 – KS5 Castle Hill Level Baseline and Analysis
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 - Gender
 - Any Premium Ever
 - Ethnicity
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The termly Progress Reports, when compared over the academic year, show the progress of the pupils at Castle Hill School. The Progress Reports largely follow the following cycle:

- Autumn – Baselines and target setting
- Spring – Progress towards targets and interventions required
- Summer – Achievements and conclusions

Target setting and assessment data from previous academic years is available on request for each pupil, providing evidence of a clear learning journey.

Autumn 2025 Headlines from EYFS, Castle Hill Level, MAPP/ PiP and Target Setting Analysis

Brief Overview:

EYFS: All pupils in EYFS have been baselined using the Birth to 5 Matters areas of learning; areas for development are identified and interventions are applied.

Castle Hill Level Data: Castle Hill Levels is an assessment system for all KS1 to KS5 pupils (excluding EYFS), taking into consideration progression through Birth to 5 Matters, Pre-Key Stage Standards, the Achievement Continuum, and Functional Skills for Entry Levels, as well as P levels. The Castle Hill Level data provides an indicator of each pupil's Castle Hill Level achievement at the beginning of the autumn term, giving an overview of population ability.

MAPP/PiP: (Mapping and Assessing Pupil Progress) is used to record progress relating directly to long-term EHCP outcomes. The application of PiP (Progress in Provision) targets ensures the pupils progress towards the completion of MAPP targets, through the completion of small steps of progress.

Target Setting: The cycle for Target Setting begins at the start of the Key Stage when an end of year and an end of Key Stage Castle Hill Level target is set for each pupil for English and Maths skill areas. Target setting is completed in November through professional conversations with a member of the Senior Leadership Team.

Early Years (Birth to 5 Matters)

HEADLINE: The baseline data taken from Birth to 5 Matters shows that the Early Years cohort are working between Range 1 emerging and Range 5 emerging. The number of Early Years pupils has increased this academic year, with a wide range of abilities. Where spikes and dips are indicated in most cases this relates to the pupils' physical, sensory or communication profile. Birth to 5 Matters is focussed on language based and physical skills progression. For some of our pupils this can present as a barrier to demonstrating progress. Some of the developmental steps in specific areas are more challenging than others to achieve.

MAPP targets are put in place and progress is measured through the PiP process; pupil profiles determine approaches for learning. Individual outcomes and graduated responses are identified and applied through pupil progress meetings (records available upon request).

HEADLINE: Birth to 5 Matters outcomes for the Autumn term gives a good baseline indication of strengths and areas for development. Individual outcomes and graduated responses are identified and applied through pupil progress meetings (records available upon request).

HEADLINE: Further analysis of each pupil's needs and progress from the initial Autumn baseline is achieved through the MAPP and PiP process, which is directly linked to EHCP targets.

Primary (Castle Hill Levels)

HEADLINE: Early Years pupils are assessed using Birth to 5 Matters, rather than Castle Hill Levels, therefore, they are not included in the KS1 Castle Hill Level data (please refer to EYFS data, p.9-17), this means that there are no pupils represented within KS1 Castle Hill Level data. As the Early Years cohort now typically includes more pupils in older year groups in order to meet pupil need, in the next academic year, all pupils in Year 1 above will be assessed using Castle Hill Levels. All pupils in Early Years will also be assessed using Birth to 5 Matters as this assessment tool reflects a holistic view of early child development appropriate to the needs of pupils at this stage.

English: **HEADLINE:** In KS2, the majority of pupils are working at the early developmental levels in English. There are slightly more pupils working at the very early levels (CHL1i-2ii) in Writing than the other skill areas, which is reflective of the natural order of skill acquisition.

Maths: **HEADLINE:** The Castle Hill Level baselines show that the majority of KS2 pupils are working at CHL3 or below in Maths. Attainment in the three skill areas of Maths is comparable.

Secondary (Castle Hill Levels)

English: **HEADLINE:** The Castle Hill Level baselines show that the majority of KS3 and KS4 pupils are working at CHL3 and below in English. However, there are more pupils working at CHL6 and above in KS3 than KS2, and again more pupils working at CHL6 and above in KS4 than KS3, which is evidence of the accumulation of skills as pupils move through the Key Stages. There is the greatest ability range in English within KS4. There are only slight differences in attainment between the skill areas in English.

Maths: **HEADLINE:** The Castle Hill Level baselines show that the majority of KS3 and KS4 pupils are working at CHL3 and below in Maths. However, there are more pupils working at CHL6 and above in KS3 than KS2, and again more pupils working at CHL6 and above in KS4 than KS3, which is evidence of the accumulation of skills as pupils move through the Key Stages. There is the greatest ability range in Maths within KS4. In KS3 and KS4 attainment in all three skill areas of Maths is comparable.

Sixth Form (Castle Hill Levels)

English: HEADLINE: In contrast to KS4, the majority of KS5 pupils are working at CHL4 and above in English, which reflects the accumulation of skills as pupils move through school. There are now even more pupils working at CHL6 and above in KS5 than in KS4, which is evidence of the accumulation of skills as pupils move from KS4 to KS5. KS5 is the most able cohort within school. There are only slight differences in attainment between the skill areas in English.

Maths: HEADLINE: In contrast to KS4, the majority of KS5 pupils are working at CHL4 and above in Maths, which reflects the accumulation of skills as pupils move through school. There are now even more pupils working at CHL6 and above in KS5 than in KS4, which is evidence of the accumulation of skills as pupils move from KS4 to KS5. KS5 is the most able cohort within school. In KS5 attainment in all three skill areas of Maths is comparable.

Target Setting and Progression Guidance

HEADLINE: In English on average 79% of pupils met their end of year targets in 2025, compared with 85% in 2024, 79% in 2023, 70% in 2022, 78% in 2021, 49% in 2020 and 81% in 2019. In Maths on average 79% of pupils met their end of year targets in 2025, compared with 84% in 2024, 71% in 2023, 74% in 2022, 80% in 2021, 40% in 2020 and 90% in 2019. (see Progress Report Summer 2024, available upon request). The expected range of progress is 75%-79% which demonstrates that further challenge was integrated into the target setting process. The application of Progression Guidance remains an essential part of this process. As the target setting line (red) is above the Progression Guidance trend line (blue dashed), it demonstrates that there is challenge within the target setting process. In addition, as the target setting line is very similar to last academic year (see Progress Report Autumn 2024, available upon request) during which 79% of pupils achieved their targets, it would further indicate that there is sufficient challenge within the target setting process.

Reporting of Data

Castle Hill School reports at the end of Y2 and Y6 (statutory) and Y9 and Y11 (non-statutory), using Pre-Key Stage Standards for those pupils who are engaging in subject-specific learning. As the Pre-Key Stage Standards are amalgamated into Castle Hill School Levels, teachers are adept at assessing using both means. Teachers also participate in Pre-Key Stage Standards moderation and have provided their own moderation material.

MAPP Breakdowns

Pupil specific: Termly individualised MAPP outcomes are analysed in professional discussion, as part of the ongoing assessment process. This ensures the SLT and teachers have a clear understanding as to the learning pathway for each pupil (outcomes are available on request).

HEADLINE: **There is little difference in progress in the Autumn term 2025 when compared to previous years.** Prior to that progress had increased twice over the last five years and is now at 0.3 MAPP points above its 2020 baseline. Progress has remained relatively stable over the last five years, being within 0.2 MAPP points during this period. Further analysis of the MAPP data shows that some classes are making less progress than expected. Targeted support from their phase leads will be provided. **There is little difference in progress across gender. There is negligible difference in progress dependent upon receipt of any Premium. There is little difference in attainment across ethnicity.**

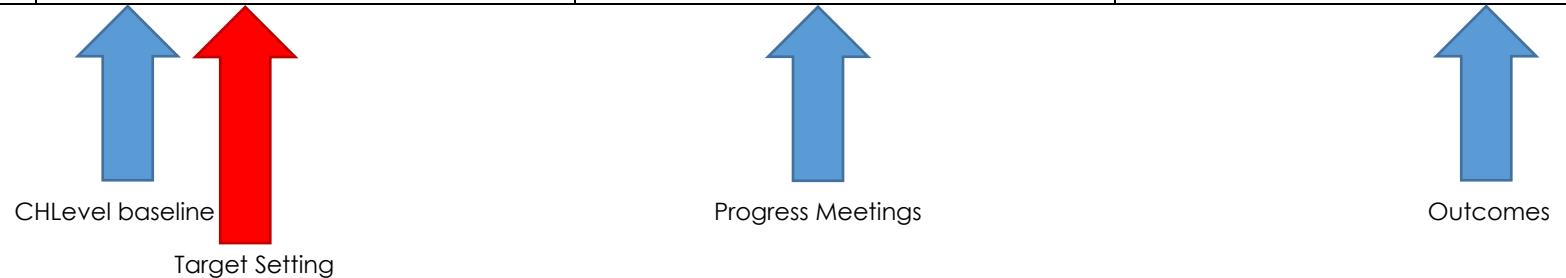
Autumn Assessment Report 2025 CHIP Outcomes:

1. Priority: To improve our assessment process, through moderation and the development and application of new progression guidance.			
Intent: Improving assessment processes through: - The gathering of qualitative data (case studies) to support quantitative data outcomes - Moderation to quality assure descriptors of progress - the development of progression guidance			
Implementation	Outcomes, progress, timeline	Lead Persons	Monitoring through
Case studies will track and support outcomes	Ongoing collation of long- and short-term case studies	KD/ PH / JA	Collated Case Studies
CHL Moderation 25-26 To provide an ongoing forum for discussion regarding assessment outcomes through dedicated time within Teachers Meetings Moderation sessions include CHS levels, PiP targets and also discussions with other schools.	Application of lessons learnt by the teachers within assessment processes	KD / VL	Minutes of Teachers Meetings
The development Castle Hill Level Progression Guidance To develop progression guidance, to inform the target setting process	Application of Progression Guidance to assist in target setting process	PH / DP / RW	Analysis of outcomes from the target setting process within the Summer Assessment Report on an annual basis
The Assessment of all pupils in Year 1 and above using Castle Hill Levels, including those in Early Years. (All Early Years pupils will be assessed using Birth to 5 Matters in addition to this.)	The inclusion of Year 1 and above data in Castle Hill Level assessments for Early Years Pupils	PH	Assessment Reports Pupil Progress Documents

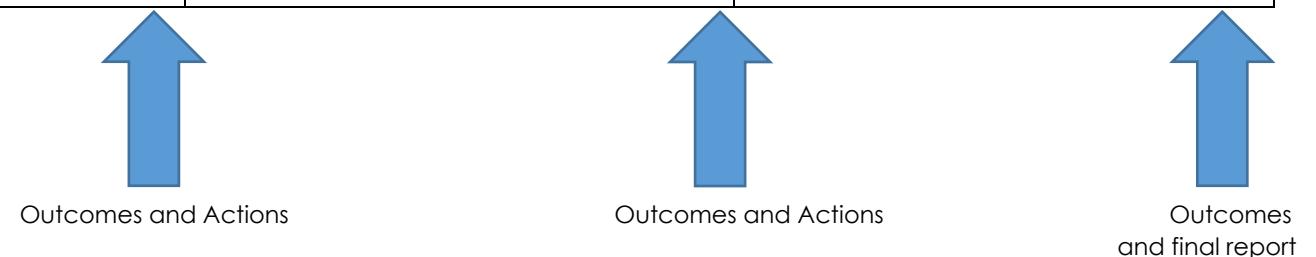
To identify and support classes where MAPP progress is below expectations	Increased frequency of assessment for identified classes	DP	Assessment Reports MAPP assessment
Impact: Improved assessment processes and increased opportunities for learning			

Assessment Timeline

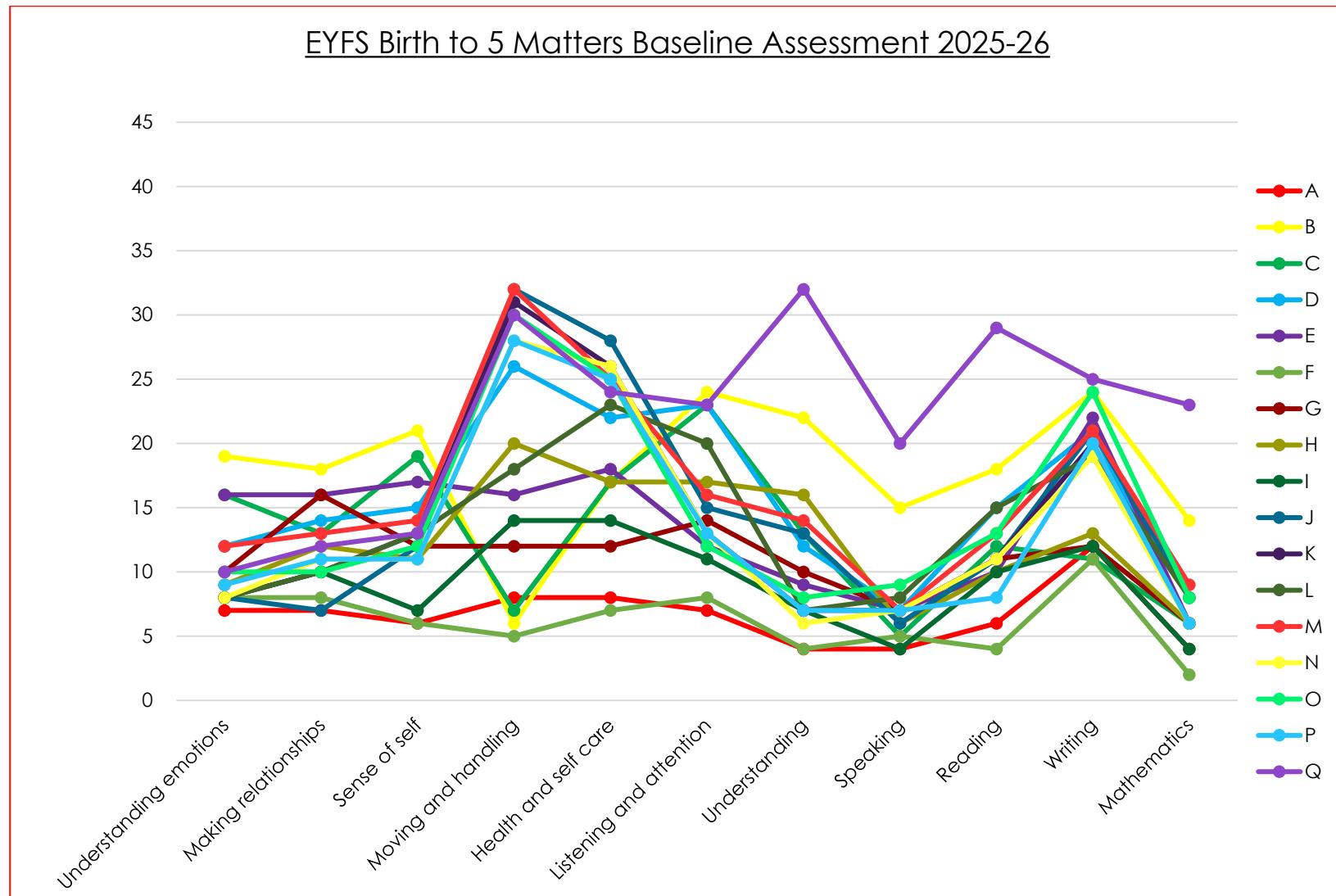
Pre-Key Stage Standards & Castle Hill Levels	Autumn	Spring	Summer
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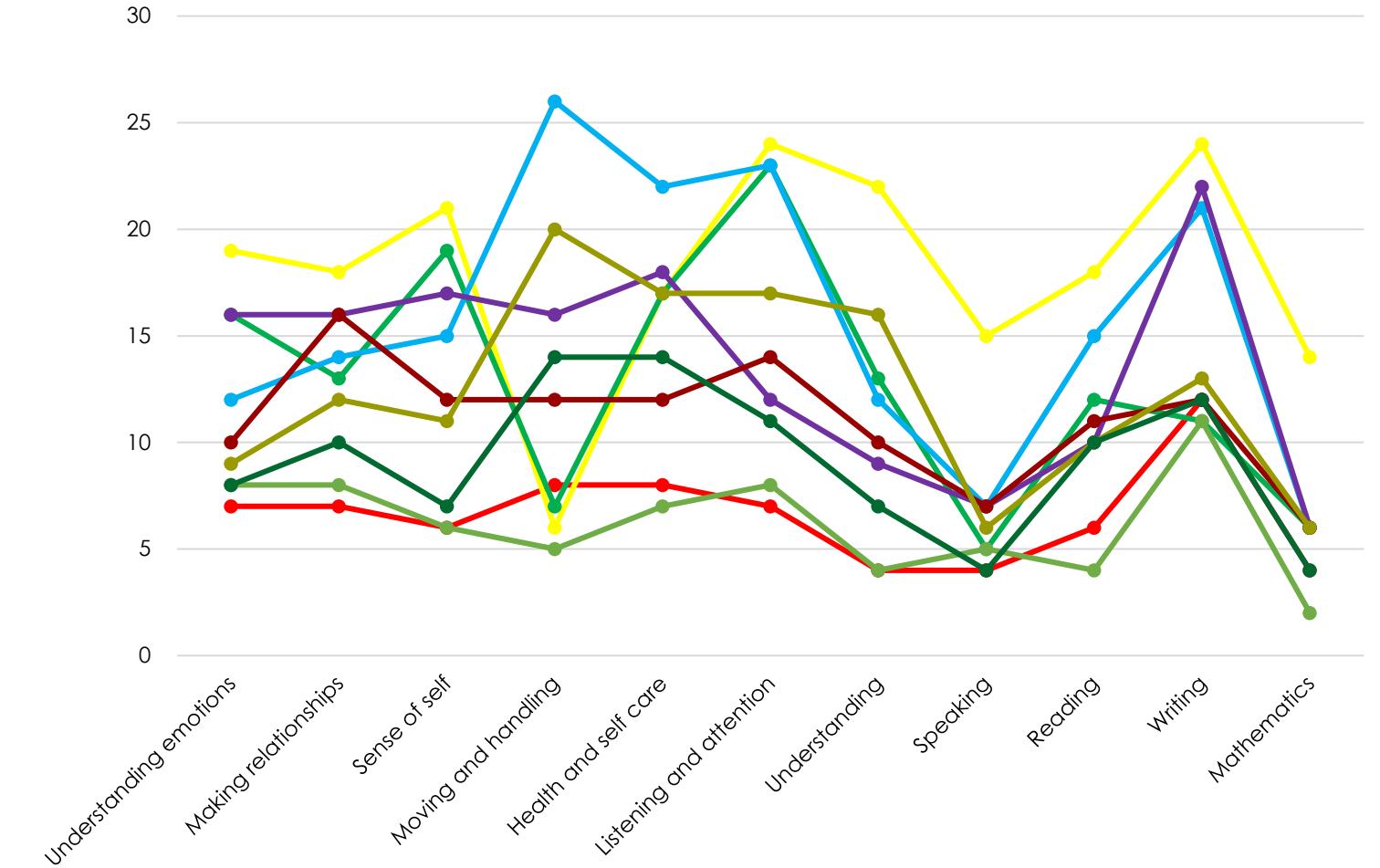
MAPP	Autumn	Spring	Summer
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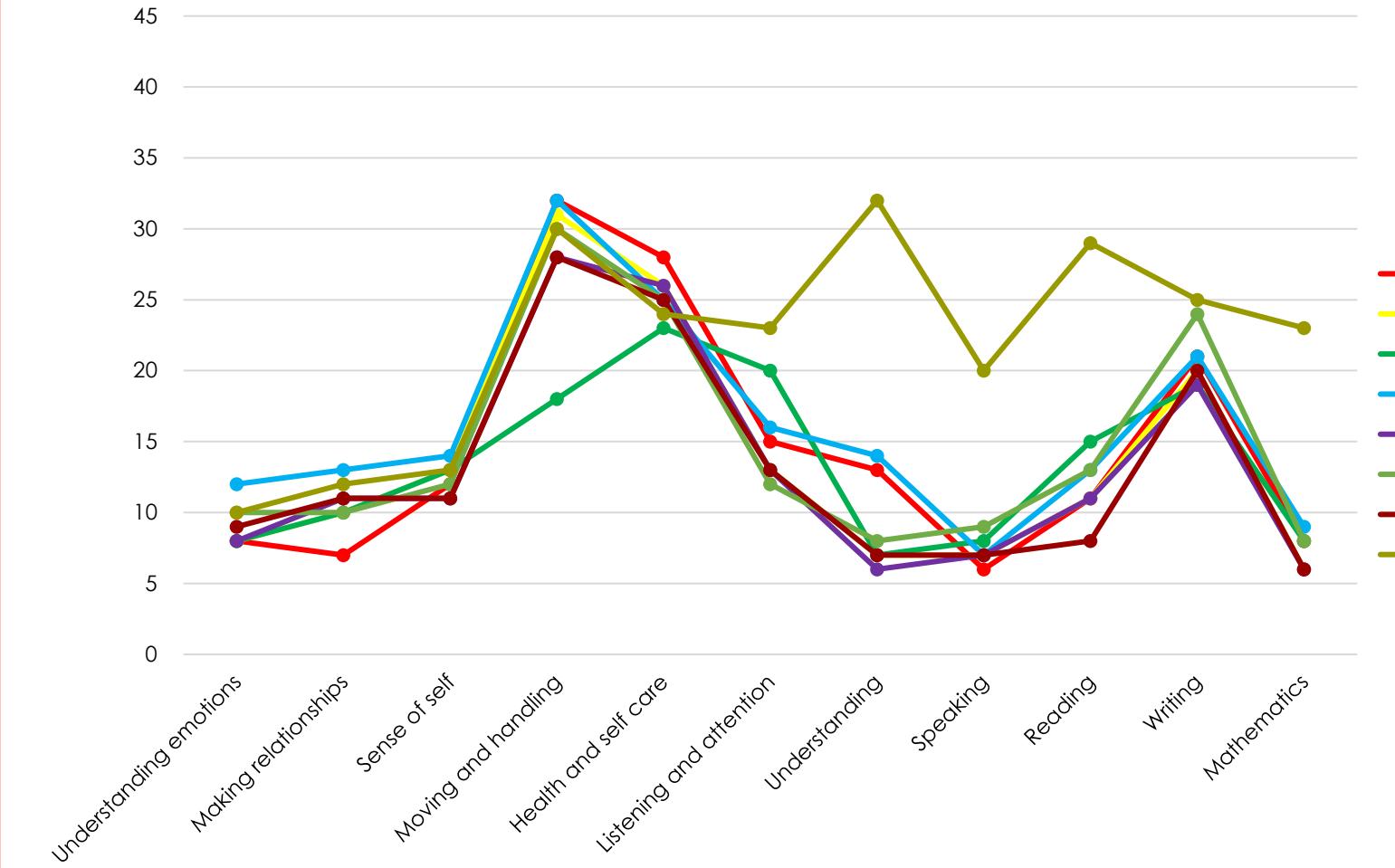
EYFS Birth to 5 Matters Baseline October 2025



EY1 Birth to 5 Matters Baseline Assessment 2025-26



EY2 Birth to 5 Matters Baseline Assessment 2025-26

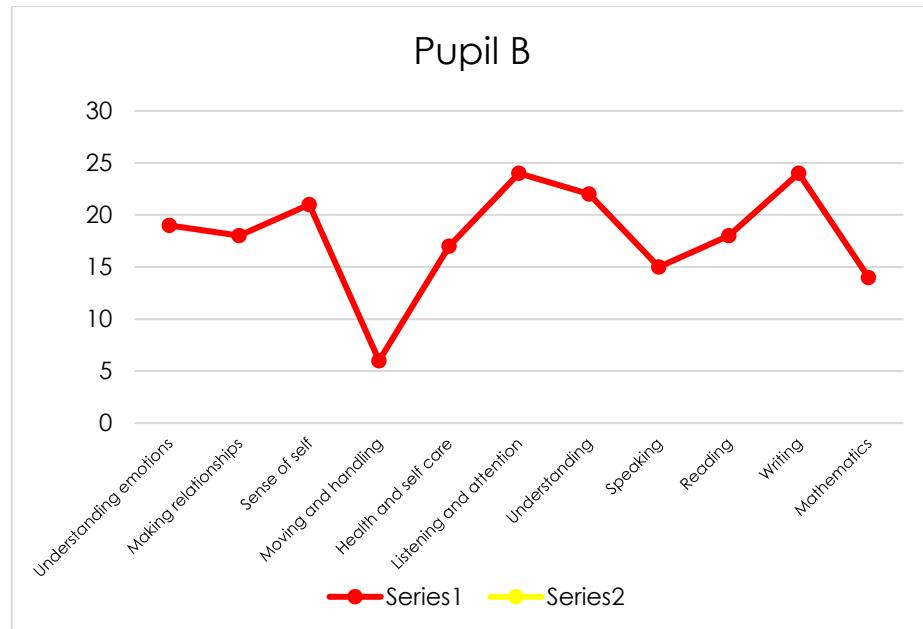
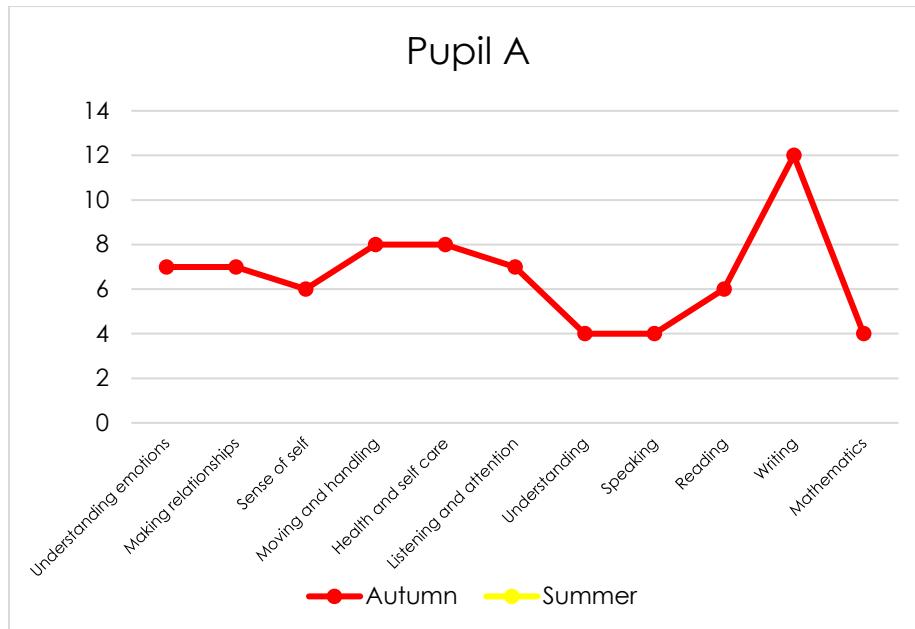


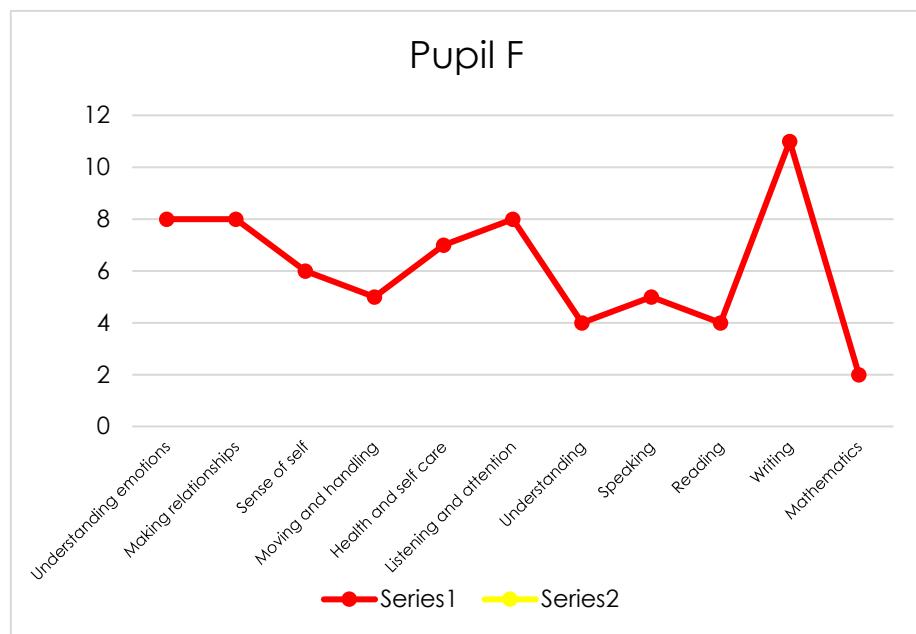
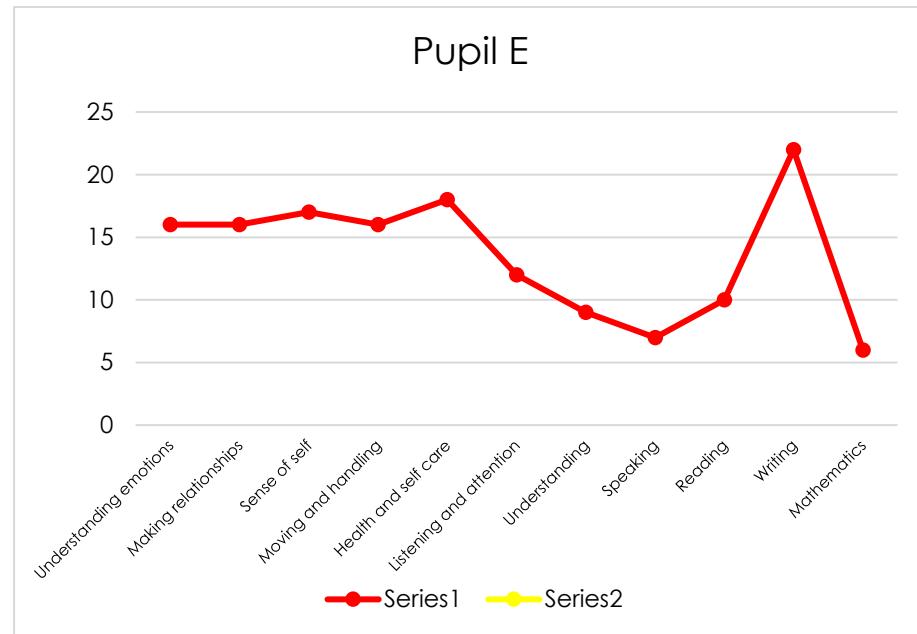
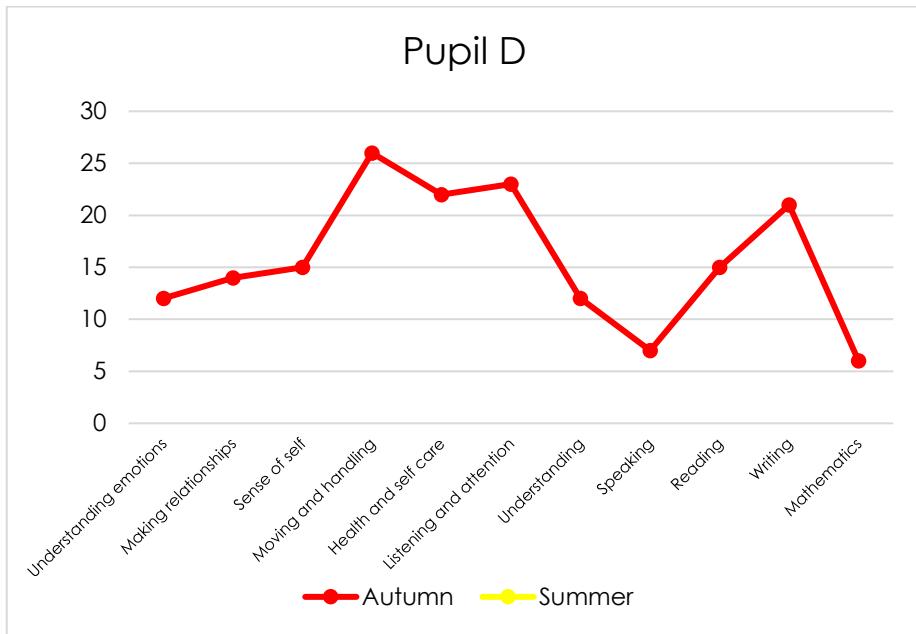
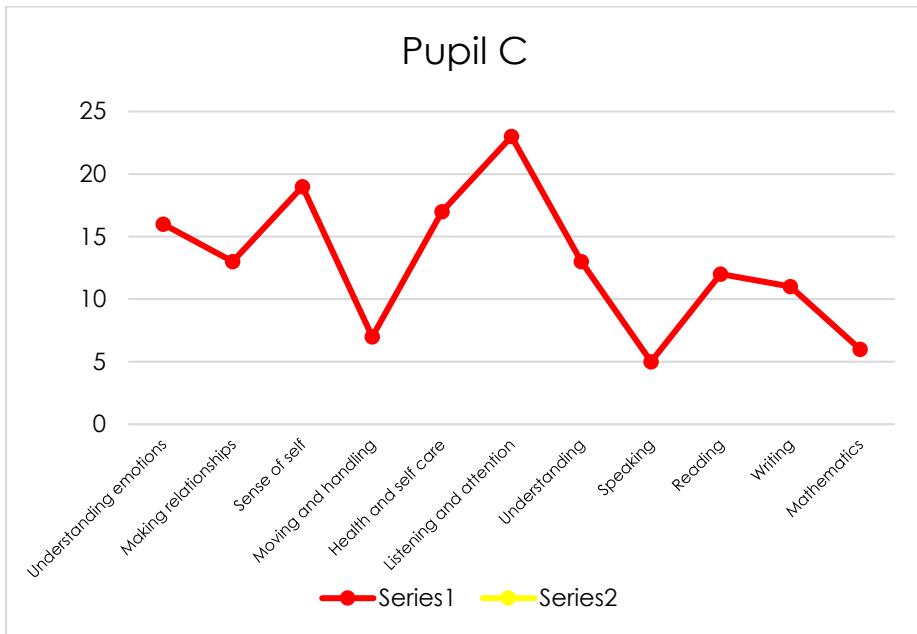
EYFS

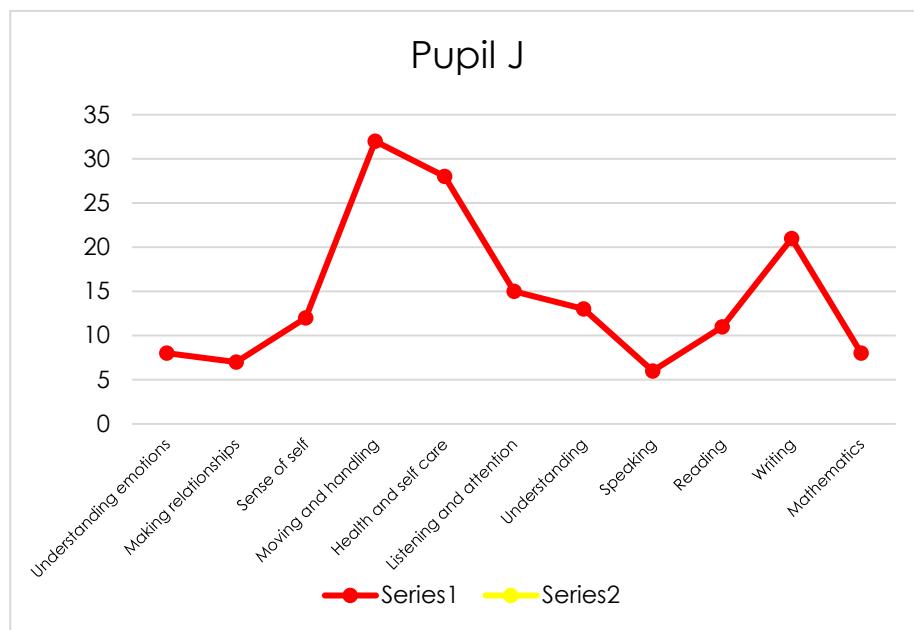
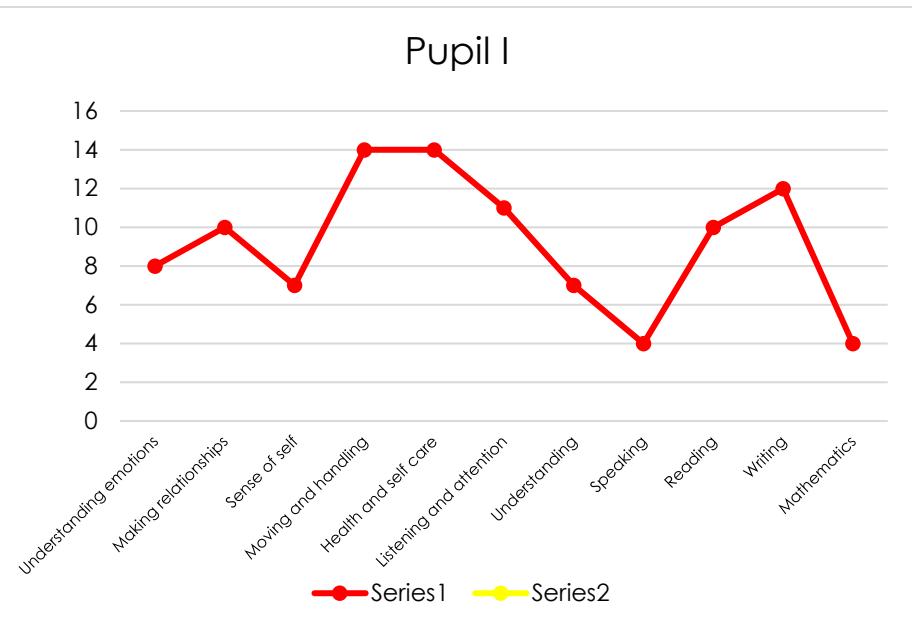
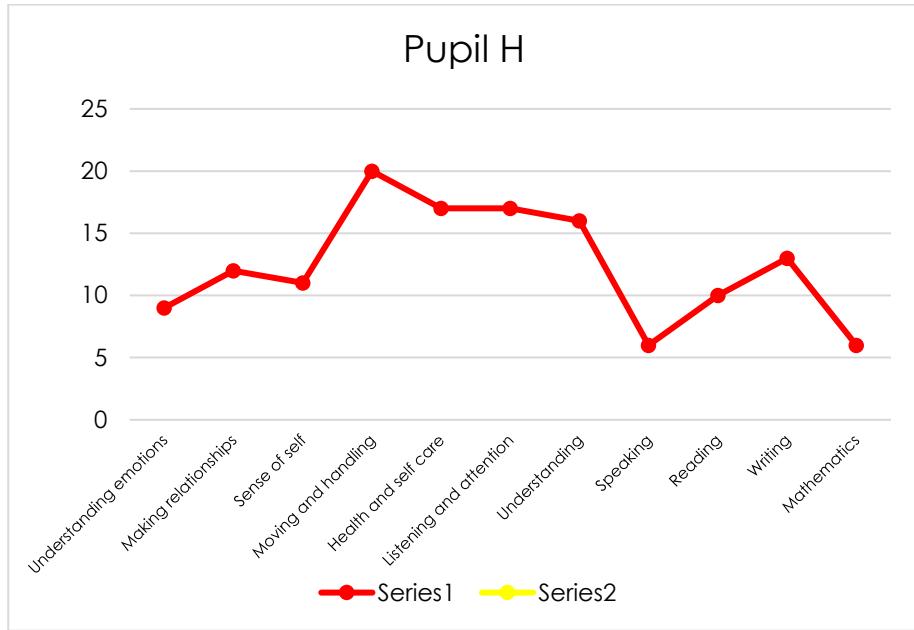
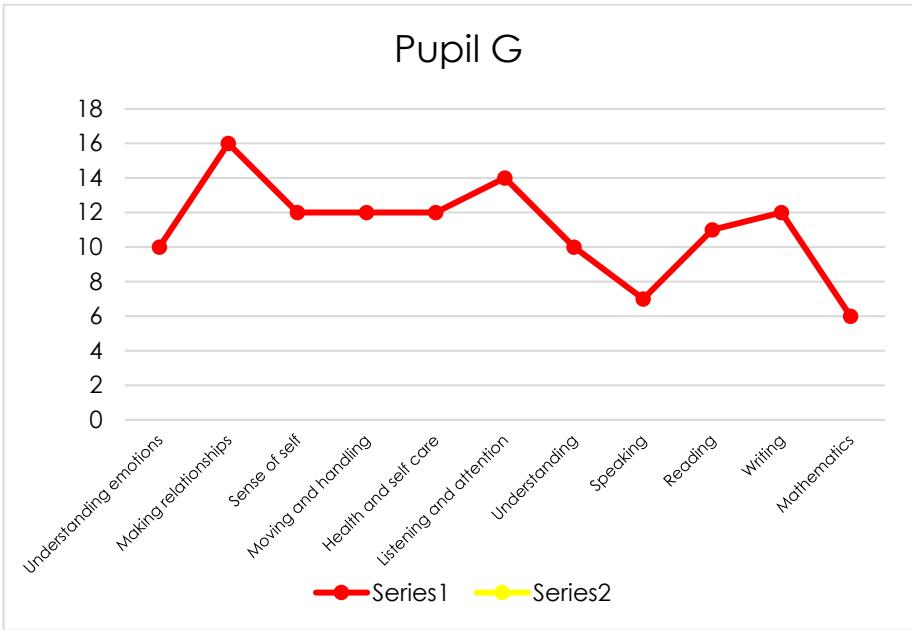
All pupils in the EYFS have been baselined using the Birth to 5 Matters areas of learning. All pupils have a spiky profile and across the 17 pupils there is a range of ability. For the purpose of data analysis, the following areas are included within each graph; Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy and Mathematics. All pupils are assessed against the whole profile on a half-termly basis. Further data regarding Understanding the World and Expressive Arts and Design is available upon request.

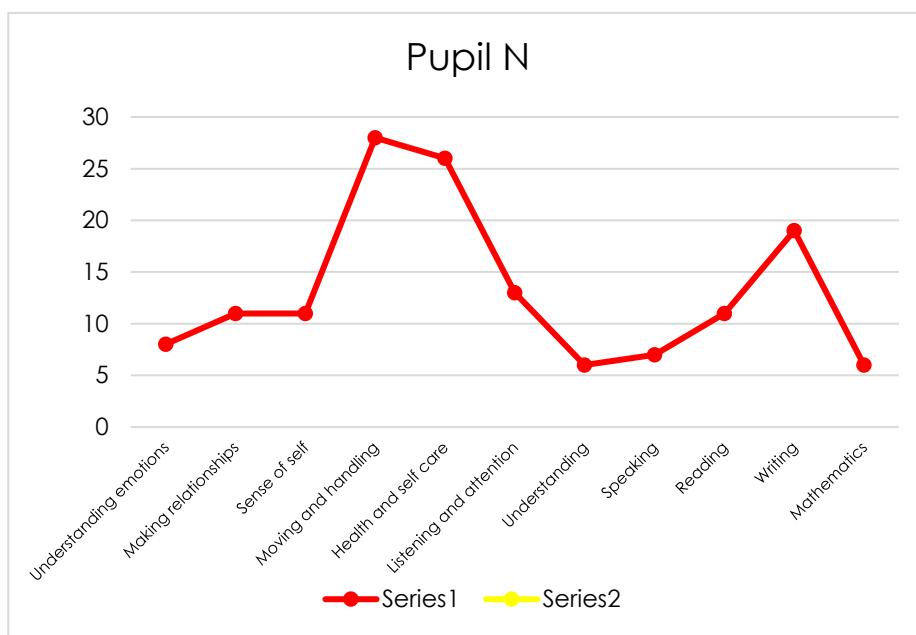
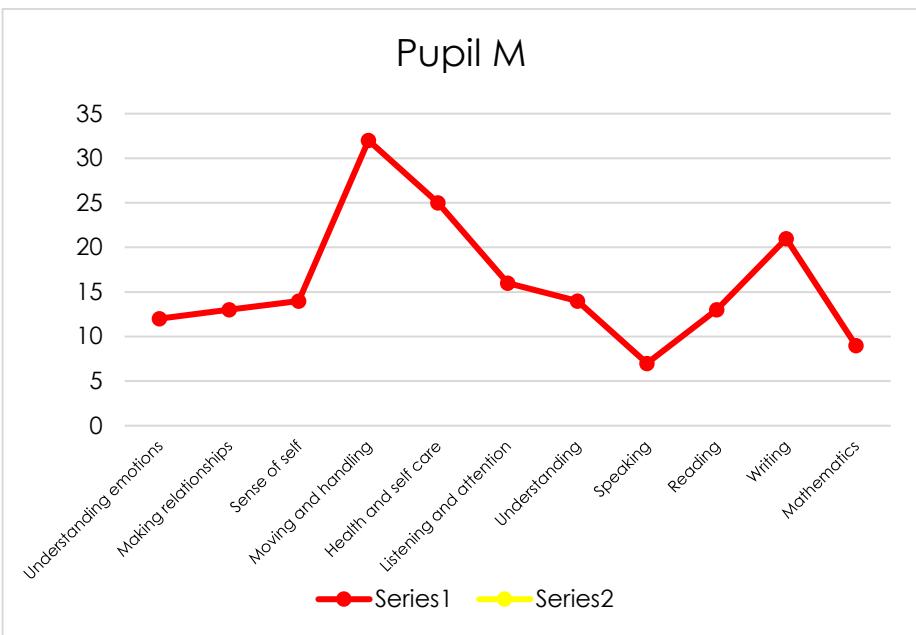
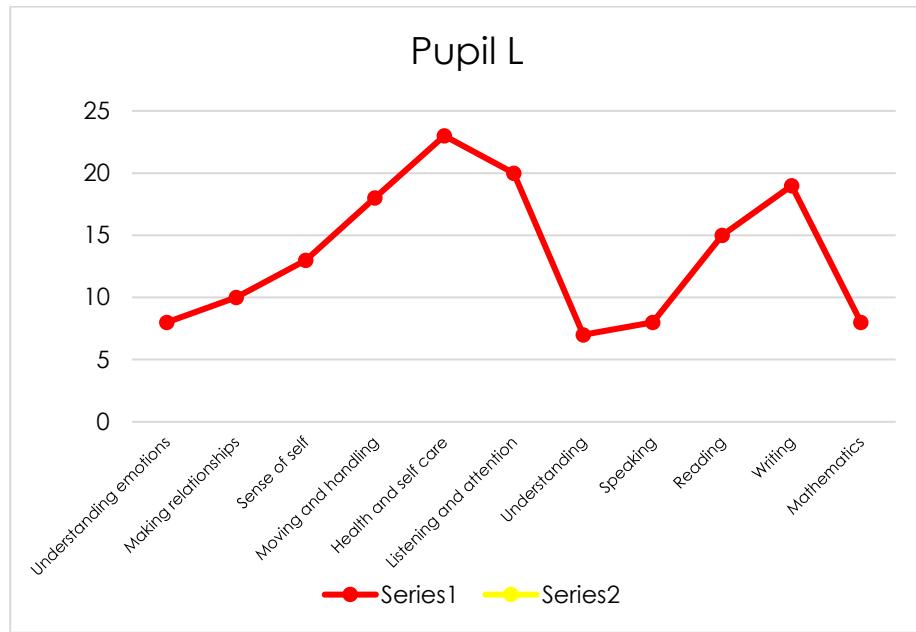
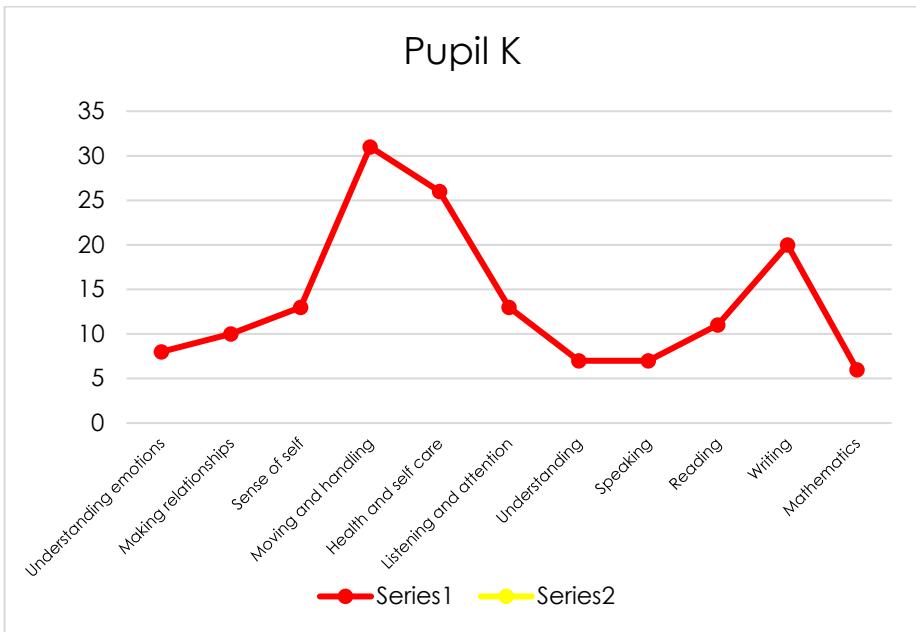
There is a general convergence for most pupils around the Writing strand. This is because writing is first exemplified through mark-making, which is not assessed until Range 3 (19-27 on the graphs below).

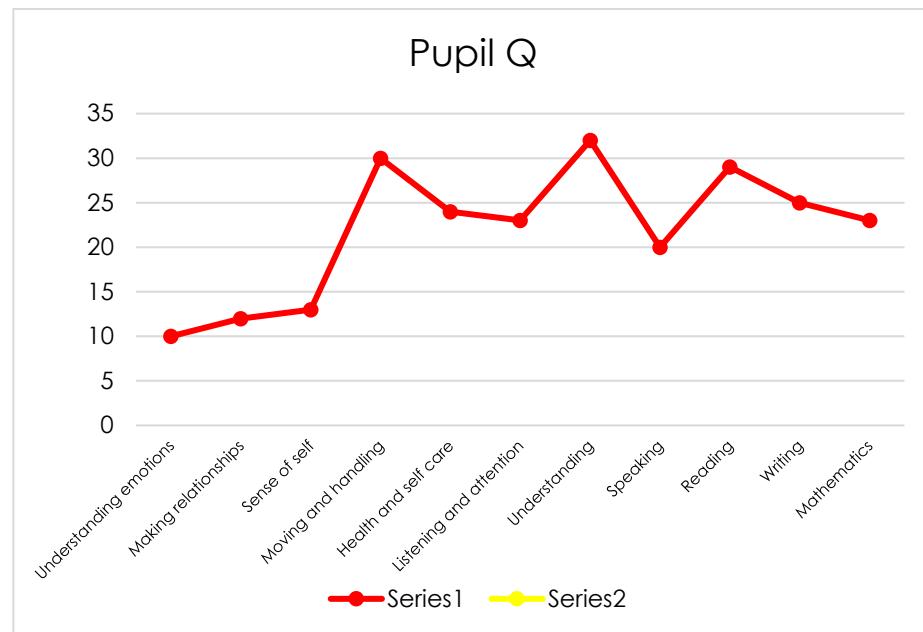
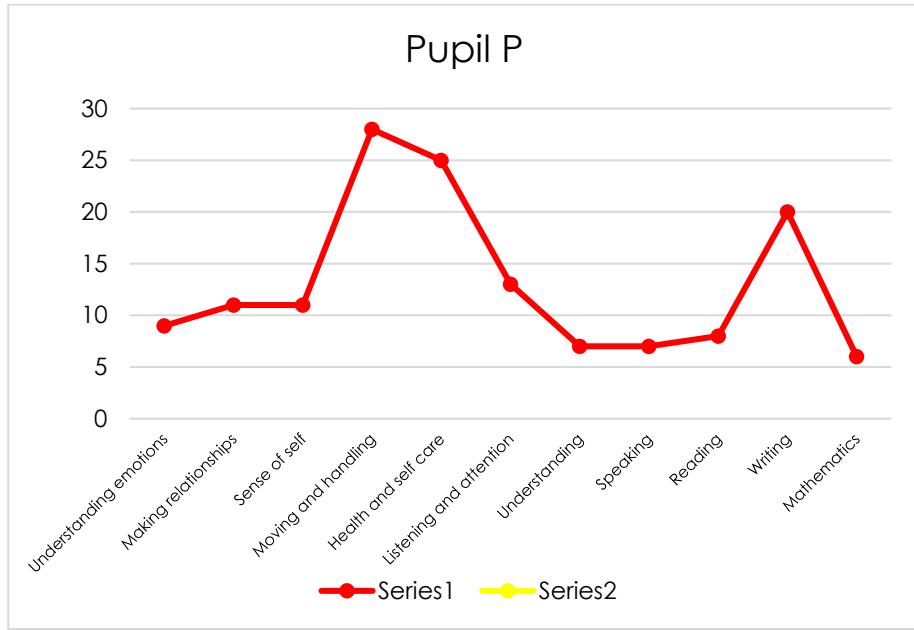
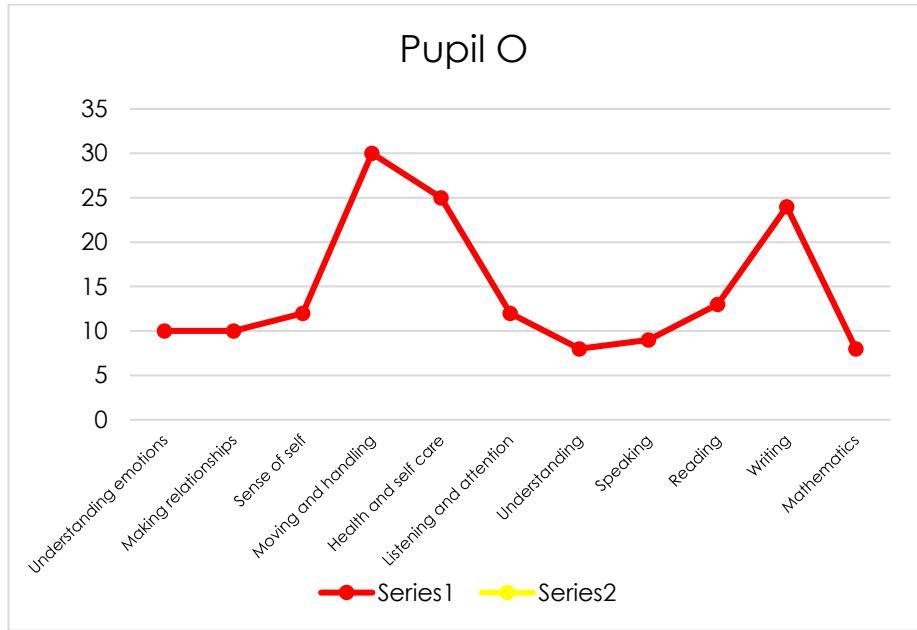
The following graphs show in detail the individual profiles of pupils:











Outcomes: HEADLINE: The baseline data taken from Birth to 5 Matters shows that the Early Years cohort are working between Range 1 developing and Range 4 developing. The cohort within Early Years pupils has a wide range of abilities. Where spikes and dips are indicated, in most cases this relates to the pupils' physical, sensory or communication profile.

Birth to 5 Matters is focussed on language based and physical skills progression. For some our pupils this can present as a barrier to demonstrating progress. Some of the developmental steps in specific areas are more challenging than others to achieve.

MAPP targets are put in place and progress is measured through the PiP process; pupil profiles determine approaches for learning. Individual outcomes and graduated responses are identified and applied through pupil progress meetings (records available upon request).

KS1-KS2 Castle Hill Level English Baseline Overview Autumn 2025

This data provides an indicator of each pupil's Castle Hill Level achievement at the beginning of the autumn term. The data collection for Castle Hill Levels will take place again during the summer term. The summer assessment report will be able to indicate the general progress of each Key Stage over the academic year.

Key Stage	Speaking					Listening					Reading					Writing				
	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9
KS2 (43)	6	19	15	3		6	20	14	3		7	18	14	4		9	18	14	2	
3 (10)	1	5	3	1		1	6	2	1		1	5	3	1		1	6	3		
4 (11)	2	6	3			2	6	3			2	6	3			2	6	3		
5 (14)	3	6	4	1		3	6	4	1		4	5	4	1		5	4	5		
6 (8)		2	5	1			2	5	1			2	4	2		1	2	3	2	

Outcomes: Early Years pupils are assessed using Birth to 5 Matters, rather than Castle Hill Levels, therefore, they are not included in the Castle Hill Level data (please refer to EYFS data, p.9-17), this means that there are no pupils represented within KS1 Castle Hill Level data.

HEADLINE: In KS2, the majority of pupils are working at the early developmental levels, (between CHL1 and CHL3). There are slightly more pupils working at the very early levels (CHL1i-2ii) in writing than the other skill areas, which is perhaps of the natural order of skill acquisition, whereas last academic attainment in all four skill areas was comparable.

KS3-KS4 Castle Hill Level English Baseline Overview Autumn 2025

Key Stage	Speaking					Listening					Reading					Writing				
	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9
KS3 (27)	5	10	7	3	2	5	12	5	1	4	5	11	6	3	2	5	12	5	4	1
7 (8)	2	2	2	1	1	2	2	2	1	1	2	2	2	1	1	2	3	1	1	1
8 (8)	1	3	2	2		1	4	1		2	1	4	1	1	1	1	4	1	2	
9 (11)	2	5	3		1	2	6	2		1	2	5	3	1		2	5	3	1	
KS4 (16)	5	4	3	2	2	5	5	2	2	2	5	5	2	2	2	6	4	3	1	2
10 (10)	3	2	2	2	1	3	3	1	2	1	3	3	1	2	1	4	2	2	1	1
11 (6)	2	2	1		1	2	2	1		1	2	2	1		1	2	2	1		1

Outcomes: **HEADLINE:** Similar to KS2, the Castle Hill Level baselines show that the majority of KS3 pupils are working at CHL3 and below, however, there are now more pupils working at CHL6 and above in KS3 than KS2, which is evidence of the accumulation of skills as pupils move from KS2 to KS3.

There are slightly more pupils working at the higher Castle Hill Levels of CHL8-9 in Listening, compared to the other skill areas, which reflects the natural order of skill acquisition, and was the same in the previous academic year.

HEADLINE: Similar to KS3, the Castle Hill Level baselines show that the majority of KS4 pupils are working at CHL3 and below, however, there are now even more pupils working at CHL6 and above in KS4 than KS3, which is evidence of the accumulation of skills as pupils move from KS3 to KS4. **HEADLINE:** There is the greatest ability range within KS4, which is the same as last academic year.

Sixth Form Castle Hill Level English Baseline Overview Autumn 2025

Key Stage	Speaking					Listening					Reading					Writing				
	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9
KS5 (28)	3	6	10	8	1	3	6	10	8	1	3	7	9	6	3	4	8	8	6	2
12 (10)	1	1	5	3		1	1	5	3		1	1	5	2	1	2	2	4	1	1
13 (11)	1	2	4	4		1	2	4	4		1	2	4	3	1	1	2	4	4	
14 (7)	1	3	1	1	1	1	3	1	1	1	1	4		1	1	1	4		1	1

Outcomes: HEADLINE: In contrast to KS4, the majority of KS5 pupils are working at CHL4 and above, which reflects the accumulation of skills as pupils move through school and is the same as last academic year. There are now even more pupils working at CHL6 and above in KS5 than in KS4, which is evidence of the accumulation of skills as pupils move from KS4 to KS5. KS5 is the most able cohort within school.

There are slightly more pupils working at CHL8-9 in Reading, than the other skill areas, which may be attributed to targeted Reading interventions, and was the same last academic year.

KS1-KS2 Castle Hill Level Maths Baseline Overview Autumn 2025

	Maths SSM					Maths U&A					Maths Nu				
	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9
KS2 (43)	7	17	17	2		10	14	16	3		8	17	15	3	
3 (10)	1	5	3	1		1	5	3	1		1	5	3	1	
4 (11)	2	5	4			2	5	4			2	6	3		
5 (14)	4	5	5			6	3	5			5	4	5		
6 (8)		2	5	1		1	1	4	2			2	4	2	

Outcomes: Early Years pupils are assessed using Birth to 5 Matters, rather than Castle Hill Levels, therefore, they are not included in the KS1 Castle Hill Level data (please refer to EYFS data, p.9-17), this means that there are no pupils represented within KS1 Castle Hill Level data.

HEADLINE: The Castle Hill Level baselines show that the majority of KS2 pupils are working at CHL3 or below, which is comparable to last academic year.

HEADLINE: Attainment in the three skill areas of Maths is comparable, as it was the previous academic year.

KS3-KS4 Castle Hill Level Maths Baseline Overview Autumn 2025

Key Stage	Maths SSM					Maths U&A					Maths Nu				
	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9
KS3 (27)	5	11	5	2	4	5	11	5	2	4	5	11	6	2	3
7 (8)	2	2	2	1	1	2	2	2	1	1	2	2	2		2
8 (8)	1	4		1	2	1	4		1	2	1	4	1	1	1
9 (11)	2	5	3		1	2	5	3		1	2	5	3	1	
KS4 (16)	5	5	1	3	2	5	5	1	3	2	5	5	1	3	2
10 (10)	3	3	1	2	1	3	3	1	2	1	3	3	1	2	1
11 (6)	2	2		1	1	2	2		1	1	2	2		1	1

Outcomes: HEADLINE: Similar to KS2, the Castle Hill Level baselines show that the majority of KS3 pupils are working at CHL3 and below, however, there are now more pupils working at CHL6 and above in KS3 than KS2, which is evidence of the accumulation of skills as pupils move from KS2 to KS3.

HEADLINE: Similar to KS3, the Castle Hill Level baselines show that the majority of KS4 pupils are working at CHL3 and below, however, there are now even more pupils working at CHL6 and above in KS4 than KS3, which is evidence of the accumulation of skills as pupils move from KS3 to KS4. HEADLINE: There is the greatest ability range within KS4, which is the same as last academic year.

HEADLINE: In KS3 and KS4 attainment in all three skill areas of Maths is comparable, whereas last academic year there was a slightly greater range of ability within Number, compared to the other skill areas.

Sixth Form Castle Hill Level Maths Baseline Overview Autumn 2024

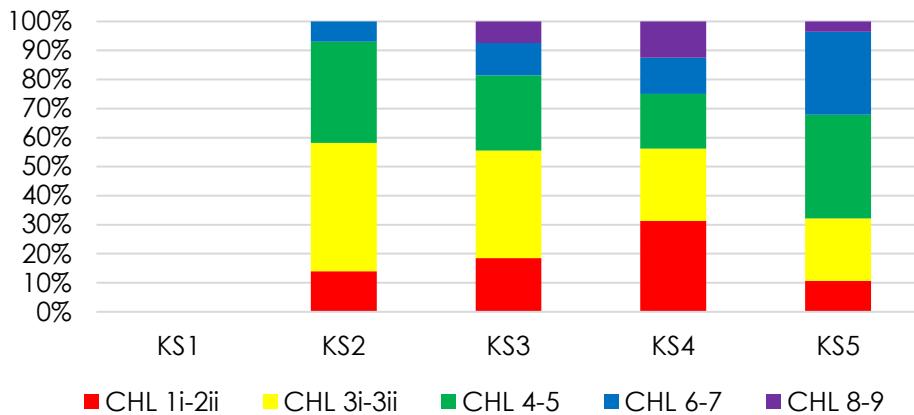
Key Stage	Maths SSM					Maths U&A					Maths Nu				
	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9
KS5 (28)	3	6	8	7	4	4	6	7	9	2	4	6	9	6	3
12 (10)	1	1	5	1	2	2		5	3		2		5	2	1
13 (11)	1	2	2	5	1	1	2	2	5	1	1	2	4	2	2
14 (7)	1	3	1	1	1	1	4		1	1	1	4		2	

Outcomes: **HEADLINE:** In contrast to KS4, the majority of KS5 pupils are working at CHL4 and above, which reflects the accumulation of skills as pupils move through school and is the same as last academic year. There are now even more pupils working at CHL6 and above in KS5 than in KS4, which is evidence of the accumulation of skills as pupils move from KS4 to KS5. KS5 is the most able cohort within school.

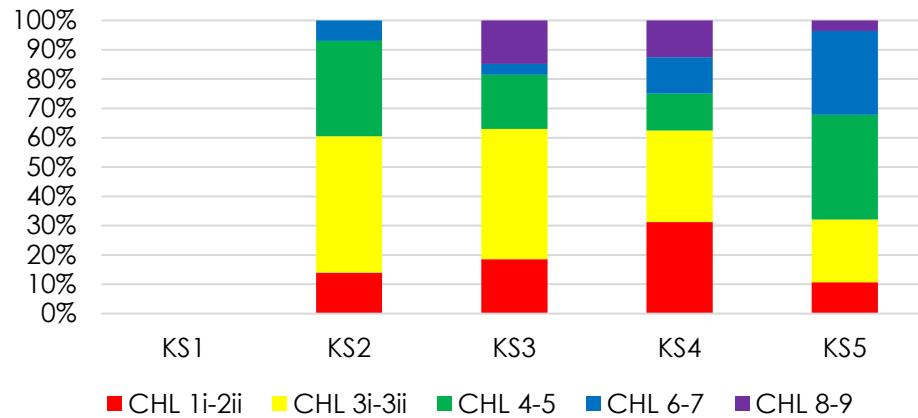
HEADLINE: Attainment in all three skill areas of Maths is comparable, as it was last academic year.

Castle Hill Level Baseline Overview Autumn 2025-2026

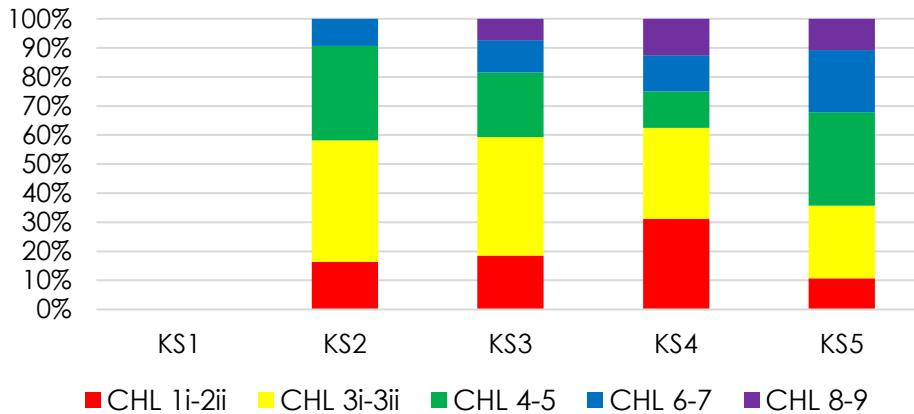
Speaking Baseline Overview



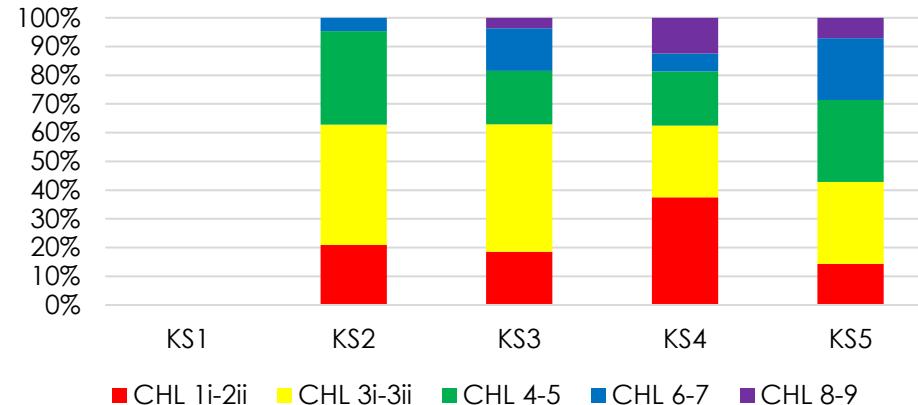
Listening Baseline Overview



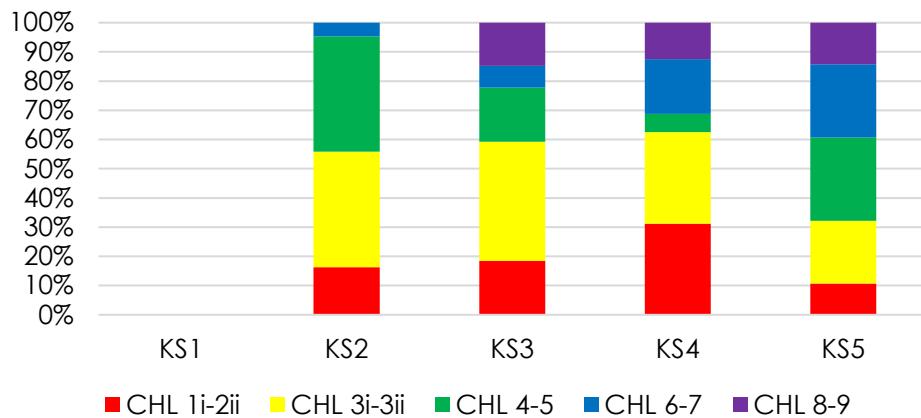
Reading Baseline Overview



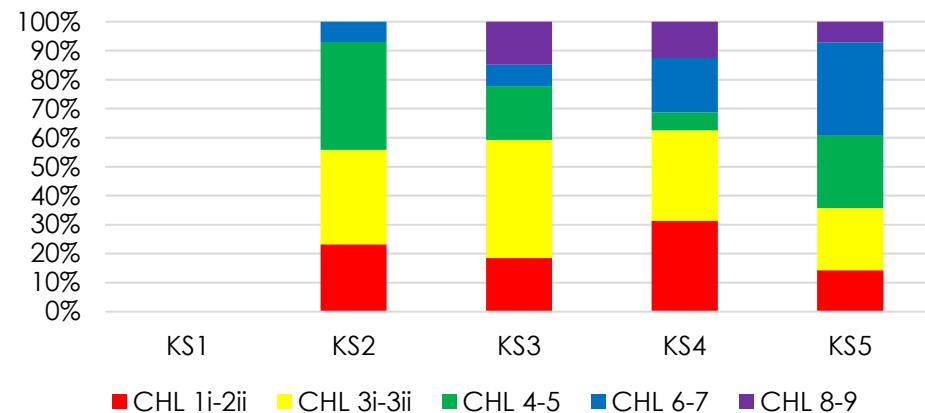
Writing Baseline Overview



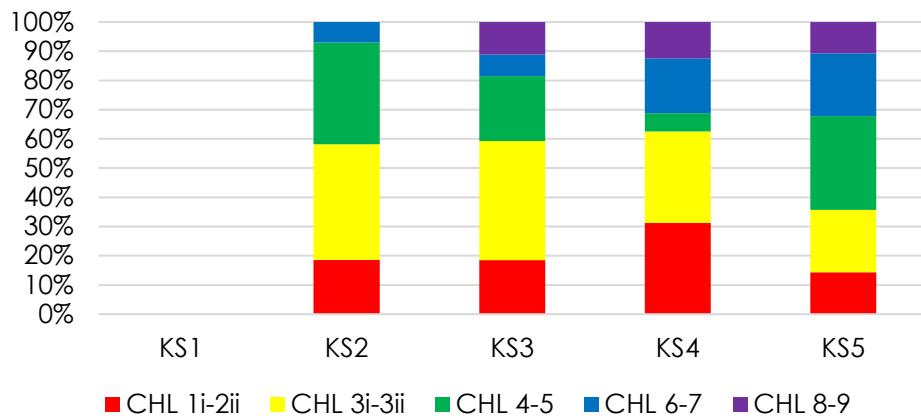
SSM Baseline Overview



U&A Baseline Overview



Nu Baseline Overview



Attainment Overview Analysis

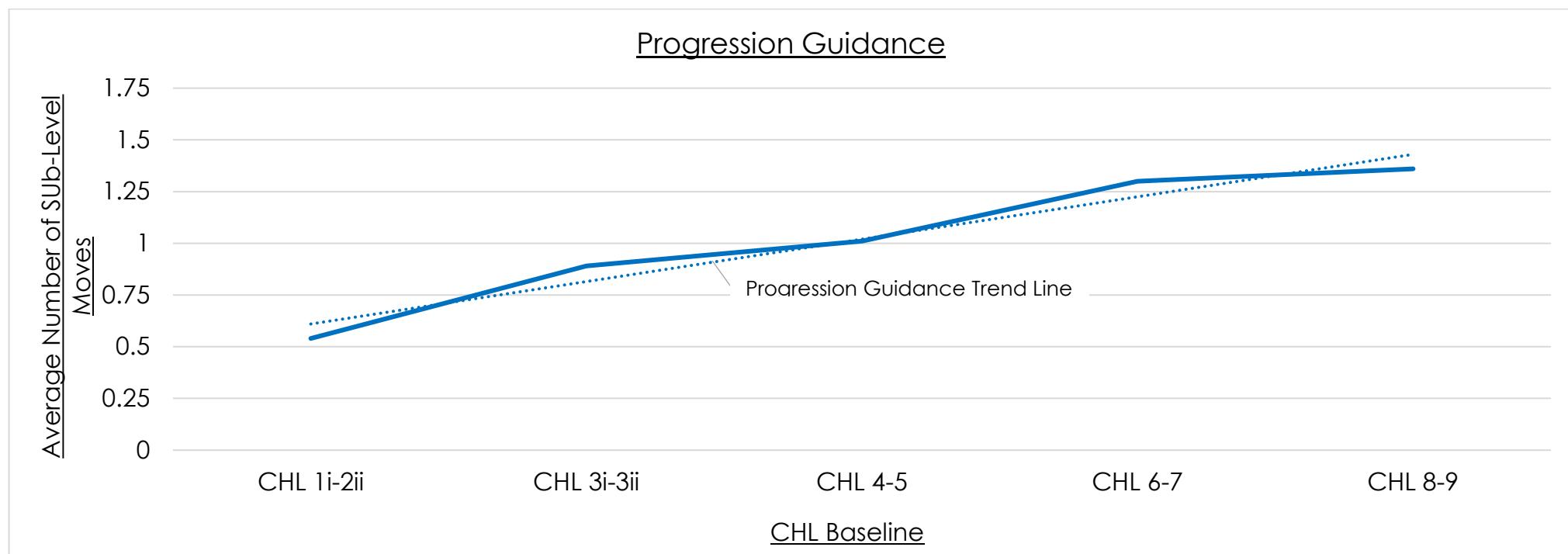
HEADLINE: Early Years pupils are assessed using Birth to 5 Matters, rather than Castle Hill Levels, therefore, they are not included in the KS1 Castle Hill Level data (please refer to EYFS data, p.9-17), this means that there are no pupils represented within KS1 Castle Hill Level data. As the Early Years cohort now typically includes more pupils in older year groups in order to meet pupil need, in the next academic year, all pupils in Year 1 above will be assessed using Castle Hill Levels. All pupils in Early Years will also be assessed using Birth to 5 Matters as this assessment tool reflects a holistic view of early child development appropriate to the needs of pupils at this stage.

HEADLINE: The proportion of pupils who are working at the higher Castle Hill Levels (CHL6 and above) increases as pupils move through the Key Stages, which is evidence of the accumulation of skills.

There is the greatest ability range within KS4, which reflects the diverse needs of this cohort. KS5 is the most able Key Stage.

Target Setting

The target setting process takes into consideration starting points and professional knowledge of the pupil to set appropriate and challenging targets. For all pupils, target setting is completed in November and is quality assured through a professional and structured meeting with a member of the Senior Leadership Team to ensure challenging and aspirational targets (see Appendix 1 – Pupil Progress Document Template). The CHL baselines for all pupils for all skill areas in both English and Maths have been analysed over the most recent four academic years (2021-2022, 2022-2023, 2023-2024, and 2024-2025) to determine the average number of sub-level moves. **HEADLINE: The Progression Guidance data shows the trend that the higher the Castle Hill Level baseline, the higher the average sub-level increase over the course of the academic year.** The Progression Guidance graph informs but does not direct the target setting process that each teacher completes with SLT, to ensure sufficient challenge. Individual pupil strengths and areas for development ultimately lead the target setting process. The Progression Guidance graph develops on an annual basis, as new data becomes available, to become further refined.



In addition, through the assessment cycle, we are able to develop averages for the numbers of pupils who achieve their targets on a yearly basis. **Headline: In English on average 79% of pupils met their end of year targets in 2025**, compared with 85% in 2024, 79% in 2023, 70% in 2022, 78% in 2021, 49% in 2020 and 81% in 2019. **In Maths on average 79% of pupils met their end of year targets in 2025**, compared with 84% in 2024, 71% in 2023, 74% in 2022, 80% in 2021, 40% in 2020 and 90% in 2019. (see Progress Report Summer 2024, available upon request). **The expected range of progress is 75%-79% which demonstrates that further challenge was integrated into the target setting process. The application of Progression Guidance remains an essential part of this process.**

During the EHCP review process, end of Key Stage, long-term targets are set for each pupil, in conjunction with families and other professionals. From these targets medium-term MAPP targets are developed, which form part of the assessment process. From the MAPP targets, short, smart, PiP (Progress in Provision) targets are derived, which are updated on a frequent basis. Further evidence of progress can be found in the Evidence of Learning Files, Orange Observation Books, as well as in MAPP assessments and PiP documents.

Progression and challenge towards these targets is evidenced through the recording of MAPP and PiP outcomes. For further guidance on this process please refer to the school website: Assessment, Progress and Planning page:

<https://castlehillschool.org.uk/learning/assessment-planning-and-progress>

Case studies evidencing progress towards EHCP targets are available on request.

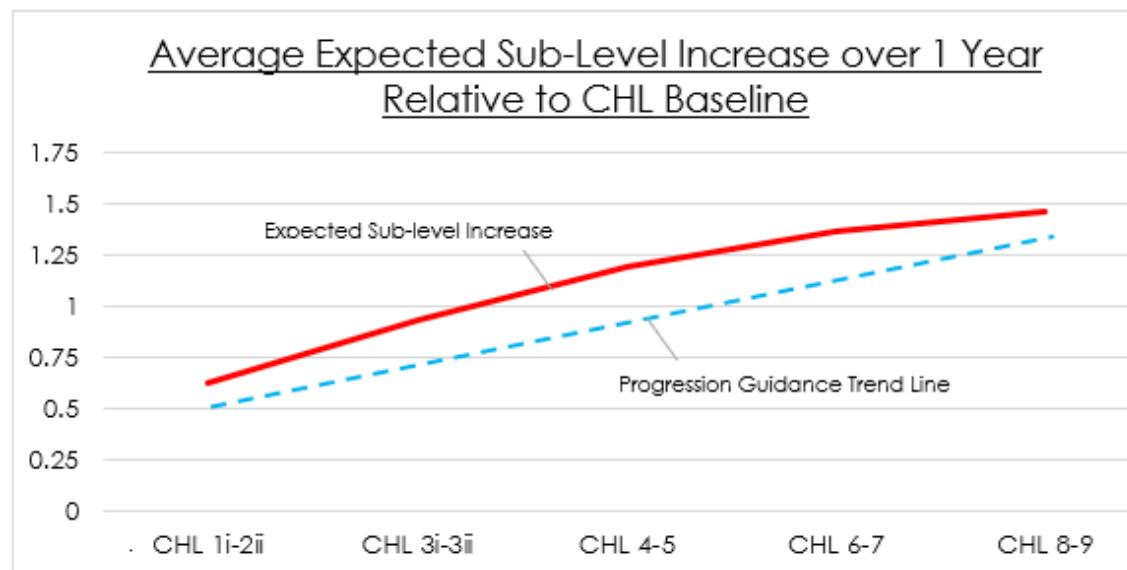
Castle Hill Level End of Year Target Setting 2024-2025

English

	CHL Baseline					
	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	
Average Expected Sub-Level Increase	Speaking	0.51	0.79	1.10	1.42	1.50
	Listening	0.53	0.86	1.06	1.44	1.45
	Reading	0.56	0.79	1.22	1.43	1.44
	Writing	0.48	0.92	0.95	1.36	1.50

Maths

	CHL Baseline					
	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	
Average Expected Sub-Level Increase	SSM	0.52	0.85	1.31	1.33	1.50
	U&A	0.53	0.92	1.32	1.30	1.49
	Number	0.54	0.91	1.29	1.31	1.50



Outcomes: The red line on the graph shows that the higher the CHL baseline, the greater the expected sub-level increase. The blue dashed line shows the Progression Guidance trend line based on the results for 2021-22, 2022-23, 2023-24 and 2024-2025 combined. **HEADLINE: As the target setting line (red) is above the Progression Guidance trend line (blue dashed), it demonstrates that there is challenge within the target setting process, and as the target setting line is very similar to last academic year (see Progress Report Autumn 2024, available upon request) during which 79% of pupils achieved their targets, it would further indicate that there is sufficient challenge within the target setting process.** The appropriacy of targets is reviewed at specific review points during the academic year (see Assessment Calendar, available upon request).

MAPP – Autumn Term 2025 Summary

MAPP targets are set in line with the EHCP objectives. Targets are set for Communication and Interaction, Cognition and Learning, Social and Emotional, Physical/Sensory, and Transition. Each target is given a baseline score of between 1-10 on the Continuum of Skill Development. The scores are updated termly to show progression. Progress is collated in Evidence of Work Files and Learning Journals. In addition, observation notes are also recorded in the orange books and used to inform progress.

Below is the Continuum of Skill Development.


Castles Hill School

Interaction & Communication
Academy Trust

CONTINUUM OF SKILL DEVELOPMENT

from dependent		Prompting			to independent				
		Learners complete tasks independently							
The learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help.		Support is still provided but there is a reduction in the level or frequency of prompting given.		The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.		The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.			
1	2	3	4	5	6	7	8	9	10

➡

from approximate		Fluency			to accurate				
		Learners reach a level of mastery combining speed and accuracy.							
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.		The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.		The skill is sufficiently accurate to meet the requirements of the task but may need refinement. The learner starts and completes the task with little faltering or hesitation.		The skill is smooth, swift and accurate. No further refinement is needed.			
1	2	3	4	5	6	7	8	9	10

➡

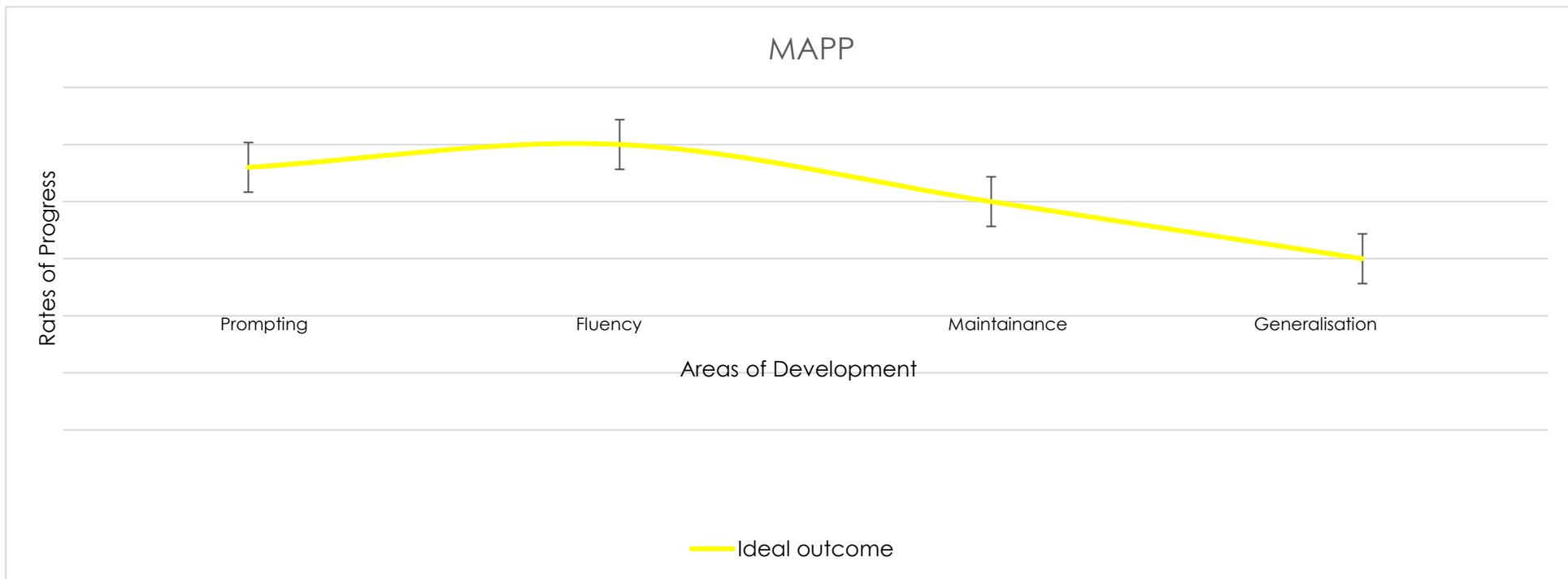
from inconsistent		Maintenance			to consistent				
		Learners maintain competency over time through repetition. They remember how to do a task after a break.							
The skill has been observed on a single occasion only.		The skill is observed on more than one occasion but only intermittently.		The skill is reliably repeated but may need refreshing after a break.		The skill is consolidated and maintained over time. It is remembered after a break.			
1	2	3	4	5	6	7	8	9	10

➡

from single context		Generalisation			to many contexts				
		Learners achieve mastery in different settings or contexts, with different stimuli or with different staff.							
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.		The skill is repeated but with some variation in setting, context, materials or staff.		The skill is frequently, but not yet consistently, demonstrated in different settings or contexts, with different stimuli or materials or with different staff.		Skills are reliably demonstrated in different settings or contexts, with different stimuli or materials and with different staff.			
1	2	3	4	5	6	7	8	9	10

MAPP Ideal Curve – this has been taken from end of year data for all types of learner

Although there will be variations in the rates of progress across each of the different types of learner, the graph below is an example of the ideal curve that we would expect to see.



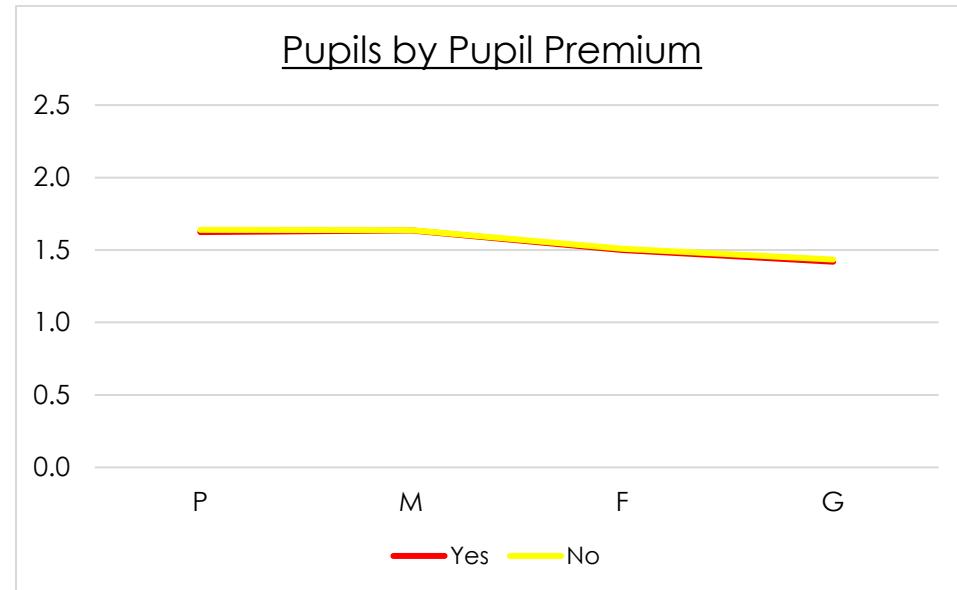
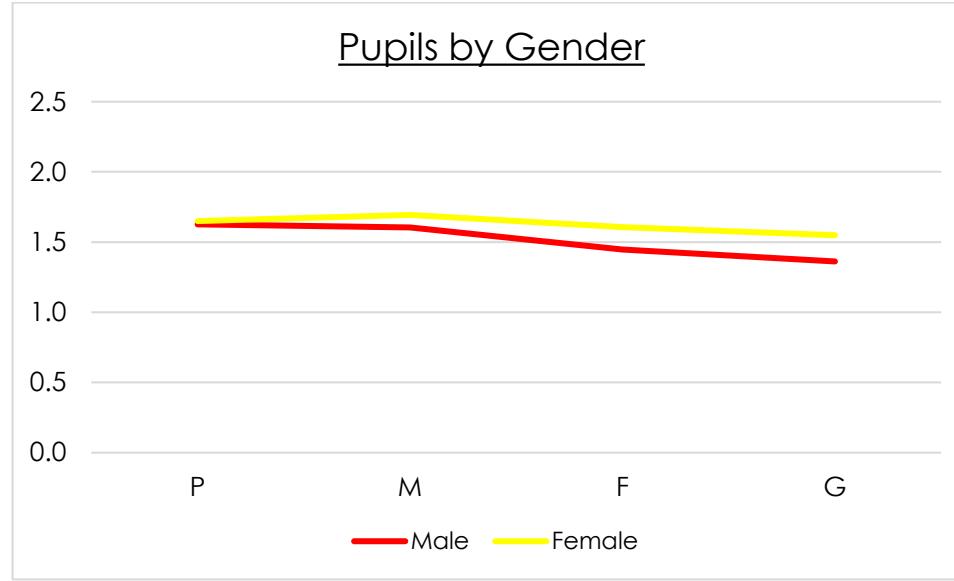
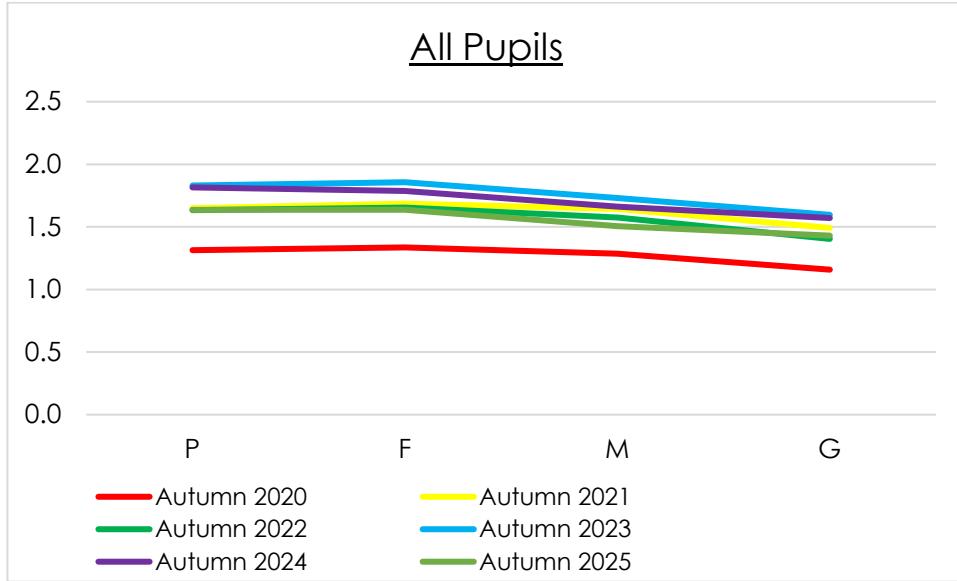
Prompting – the higher the line the greater the independence

Fluency – higher than the other 3 indicators would indicate initial understanding

Maintenance – slightly lower than fluency as the next step in progress would be to retain the skill

Generalisation – lower than fluency and maintenance, as the skill would need to be mastered in different environments

Data presented here assumes that the rate and frequency of MAPP target change is an indicator of progress.



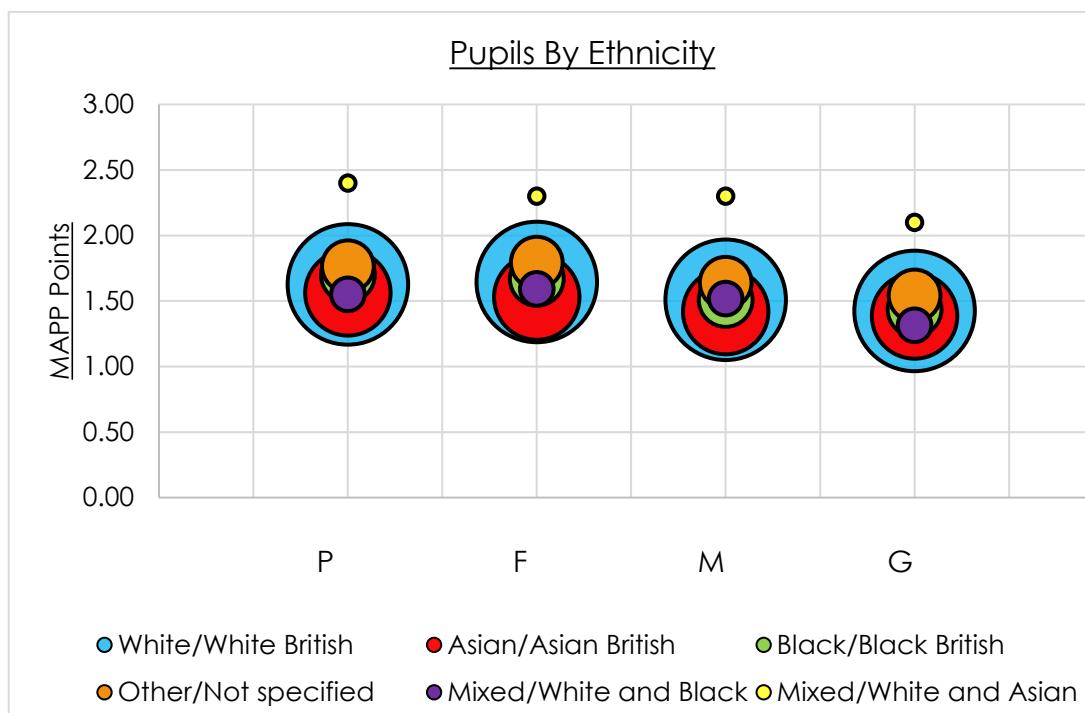
The first graph shows progress made in the Autumn term 2025 compared against the same term for the previous five academic years. The second graph shows a comparison of the progress made by male and female pupils. The third graph compares pupils who are in receipt of Pupil Premium compared against the rest of the school population.

Outcomes:

HEADLINE: There is little difference in progress in the Autumn term 2025 when compared to previous years. Prior to that progress had increased twice over the last five years and is now at 0.3 MAPP points above its 2020 baseline. Progress has remained relatively stable over the last five years, being within 0.2 MAPP points during this period. Further analysis of the MAPP data shows that some classes are making less progress than expected. Targeted support from their phase leads will be provided.

HEADLINE: There is little difference in progress across gender. Girls are achieving slightly more than boys by approximately 0.0-0.2 MAPP points. There is a recognised 'gender gap' in education where girls achieve higher than boys. The document [Gender in education](#) gives an overview of these historic issues.

HEADLINE: There is negligible difference in progress dependent upon receipt of Pupil Premium. This shows that the pupil-centred curriculum and approach to targets and assessment, work alongside premium interventions to enhance progression towards their targets.



This graph shows a comparison of the amount of progress made by broad ethnic groups.

Outcomes:

The breakdown of progress in relation to ethnicity indicates that there is very little difference between most groups. When compared to the most populous groups (White/White British – 68 pupils and Asian/Asian British – 33 pupils), most smaller groups fit around these with Mixed/White and Black (3 pupils), Black/Black British (12 pupils), and Other/Not specified (13 pupils) working closely around the same rate of progress. A single pupil of Mixed/White and Asian heritage shows higher progress. **HEADLINE:**

There is little difference in attainment across ethnicity.

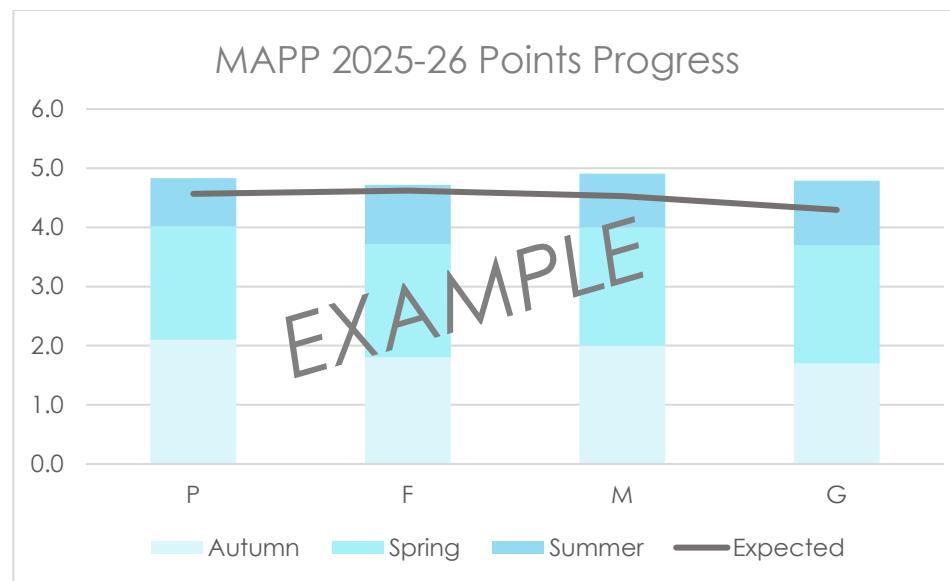
Appendices

Appendix 1 – Pupil Progress Document Template

Pupil	Class	Year	Key Stage
<Insert Name>	<Insert Class>	<Insert Year Group>	<Insert Key Stage>

To be completed: Start of the year End of Autumn End of Spring End of Summer

Current cumulative MAPP graph



The above graph shows an **average** of pupil progress towards their MAPP targets. As a result, there may be areas of strength and areas for improvement for the pupil that the graph does not show. Please record below areas of strengths and areas for improvement, along with any actions put in place.

	Highlighted areas of strength and for improvement	Responses, actions and interventions put in place	Outcomes
Autumn			
Spring			
Summer			

Current progress towards end of Key Stage targets

Please complete the table below using Castle Hill Levels and **RAG** rate the termly progress.

Subject	Current attainment	End of year target	End of Key Stage target	On track Autumn	On track Spring	On track Summer	Notes
Speaking							
Listening							
Reading							
Writing							

Shape, Space & Measure							
Using & Applying							
Number							

	Is the pupil on track to meet targets? If not, please detail actions and interventions that have and can be put in place. E.g. engagement profiling, discussions with family, attendance intervention. * Complete this section with reference to the progress within the PiP document.
Autumn	
Spring	
Summer	

	Does the pupil receive additional support and is this effective? Is there support that could be requested? E.g. use of therapy room
Autumn	
Spring	

Summer	
--------	--

Subject Intervention Monitoring

Are there any indicators that progress in a particular subject area is slow or challenged? Please **highlight** in the table below which subject area(s) this is related to. Indicators may include: CHL data, PiP turnover/direction, observation etc.

English (including Community Languages): Jayne, Beth	RE/Collective Worship: Rory	Geography/History: Dom
Maths: Kiersti	Science: Catherine	Art, Drama and Dance: Beth
PE: Alistair	ICT: Ali	Music: Robyn
PSHE: Dan, Victoria	Sensory: Pippa	DT: Drew

Do you require any advice and guidance from the Subject Leads regarding interventions for this student?

Yes	No
	Comment: