Castle Hill School

Innovating, Communicating, Empowering

Progress Report

Autumn Term 2024

*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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- 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 2024 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~~ 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)

English:

HEADLINE: The Castle Hill Level baselines show that the majority of KS1 pupils are working at CHL3 or below, which is comparable to last academic year. **HEADLINE: Similarly, in KS2, the majority of pupils are working at the early developmental levels,** (between CHL1 and CHL3). **The proportion of pupils who are working at the very early developmental levels** (between CHL1 and CHL2) **is lower at KS2, than KS1, this is evidence of the accumulation of skills as pupils progress through the early Key Stages. Attainment in the four skill areas of English is comparable in KS1 and KS2,** as it was the previous academic year.

Maths:

HEADLINE: The Castle Hill Level baselines show that the majority of KS1 pupils are working at CHL3 or below, which is comparable to last academic year**. HEADLINE: Similarly, in KS2, the majority of pupils are working at the early developmental levels,** (between CHL1 and CHL3). **The proportion of pupils who are working at the very early developmental levels** (between CHL1 and CHL2) **is lower at KS2, than KS1, this is evidence of the accumulation of skills as pupils progress through the early Key Stages. HEADLINE: Attainment in the three skill areas of Maths is comparable, as it was the previous academic year.**

Secondary (Castle Hill Levels)

English:

HEADLINE: The Castle Hill Level baselines show that the majority of KS3 pupils are working at CHL3 and below, again the proportion of pupils who are working at the very early developmental levels (between CHL1 and CHL2) **is lower at KS3, than KS2, this is further**

evidence of the accumulation of skills as pupils progress through the Key Stages. HEADLINE: The majority of KS4 pupils are working at CHL4 and above, which is in contrast to KS3 and evidence of the accumulation of skills as pupils move from KS3 to KS4. HEADLINE: There is the greatest ability range within KS4.

Maths:

HEADLINE: The Castle Hill Level baselines show that the majority of KS3 pupils are working at CHL3 and below, again the proportion of pupils who are working at the very early developmental levels (between CHL1 and CHL2) **is lower at KS3, than KS2, this is further evidence of the accumulation of skills as pupils progress through the Key Stages. HEADLINE: In KS3 and KS4 attainment in all three skill areas of Maths is generally comparable**, however, there is a slightly greater range of ability within Number, compared to the other skill areas. **HEADLINE: There is the greatest ability range within KS4.**

Sixth Form (Castle Hill Levels)

English:

HEADLINE: The majority of KS5 pupils are working at CHL4 and above, whereas last academic year, the majority were working at CHL3 and below, which reflects the changing profiles of pupils as they move throughout school. **KS5 is the most able cohort within school.**

Maths:

HEADLINE: The majority of KS5 pupils are working at CHL4 and above, whereas last academic year, the majority were working at CHL3 and below, which reflects the changing profiles of pupils as they move throughout school. **KS5 is the most able cohort within school.**

Target Setting and Progression Guidance

HEADLINE: Headline: In English on average 85% of pupils met their end of year targets in 2024, compared with 79% in 2023, 70% in 2022, 78% in 2021, 49% in 2020 and 81% in 2019. **In Maths on average 84% of pupils met their end of year targets in 2024**, compared with 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%, further challenge was, therefore, a focus in the target setting process. The application of Progression Guidance is an essential part of this process. 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. As the Target Setting Line for Autumn 2024 (see graph on p.28) is very similar to Autumn 2023 (see Progress Report Autumn 2023, available upon request), **it would indicate that further challenge may need to be incorporated, which will be addressed during the Progress Towards Target meetings in spring half-term 1.**

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).

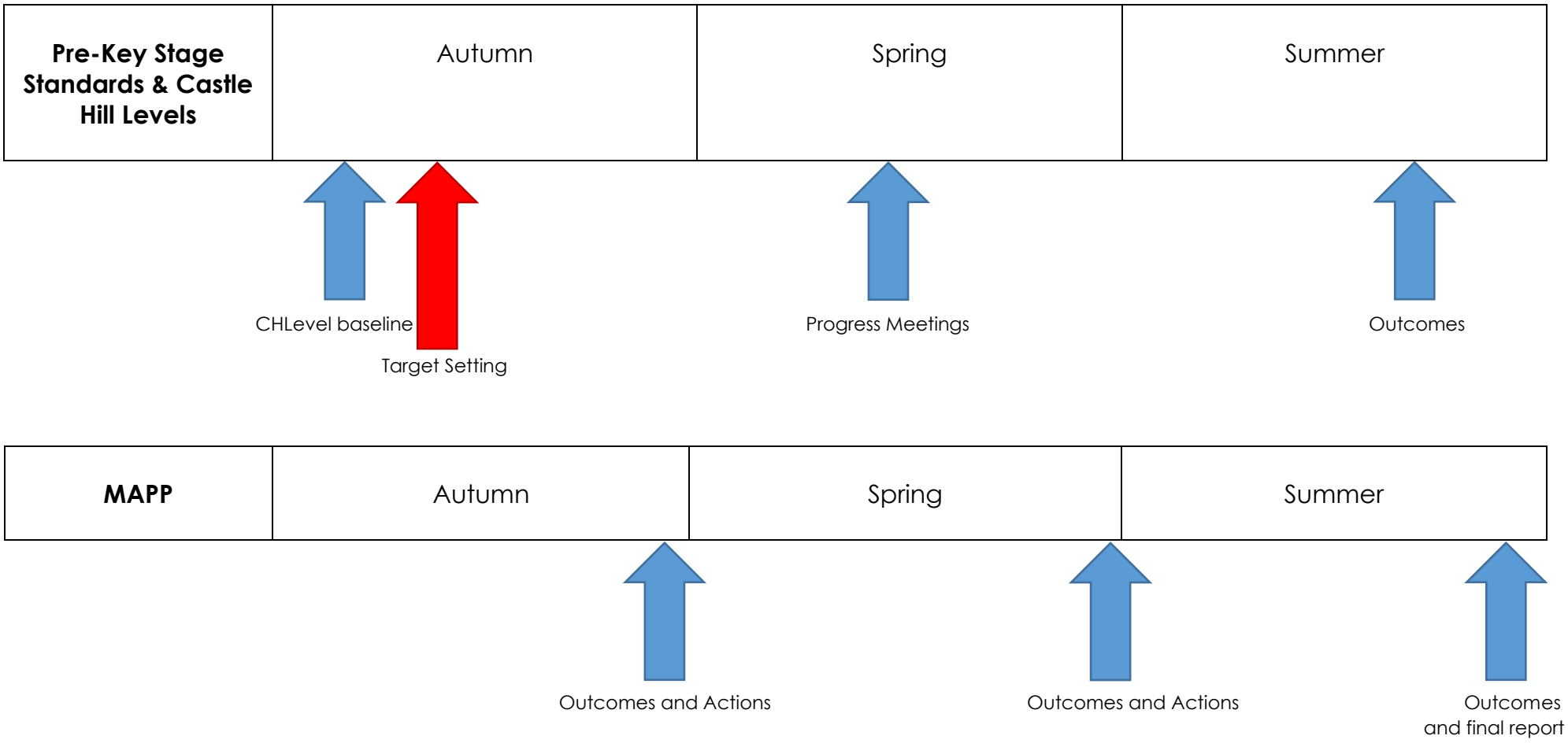
HEADLINE: **There is negligible difference in progress in the Autumn term 2024 when compared to the Autumn term 2023 progress.** Prior to that progress had increased twice over the last four years and is now at 0.5 MAPP points above its 2020 baseline. Progress has returned to, and slightly exceeded, pre-pandemic results (see previous Assessment Reports, available upon request). **HEADLINE: There is little difference in progress across gender. There is negligible difference in progress dependent upon receipt of any Premium. There is a negligible difference in attainment across ethnicity.**

Autumn Assessment Report 2024 CHIP Outcomes:

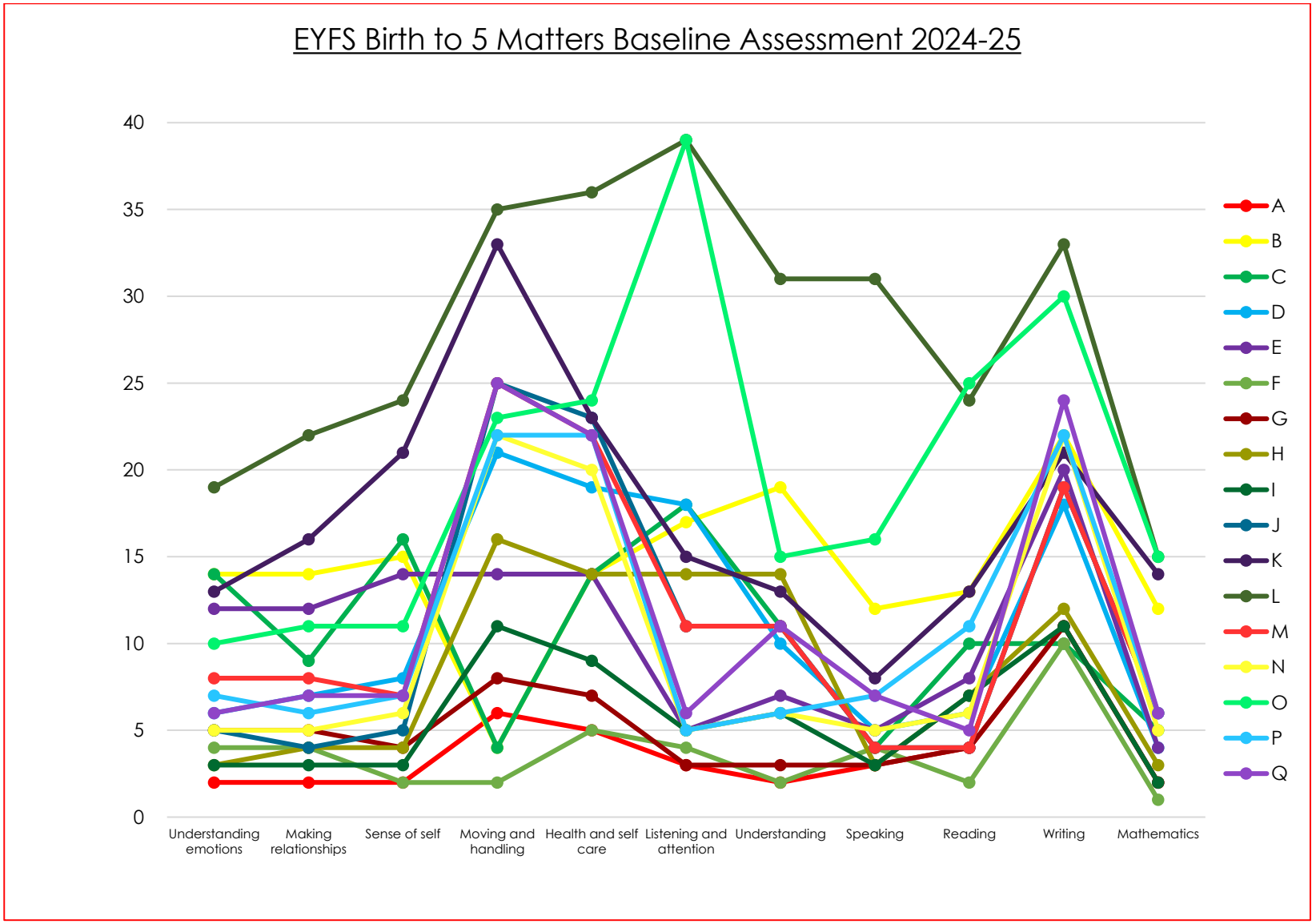
1. Priority: To apply lessons learnt from previous Assessment Reports			
Intent: Improving assessment processes through: - The gathering of qualitative data (case studies) to support quantitative data outcomes - Moderation to quality assure descriptors of progress - the development of progression guidance -the development of Birth to 5 Matters assessment			
Implementation	**Outcomes, progress, timeline**	**Lead Persons**	**Monitoring through**
Case studies will track and support outcomes	Ongoing collation of long- and short-term case studies	PH / JA	Collated Case Studies
CHL Moderation To provide an ongoing forum for discussion regarding the setting of targets through dedicated time within Teachers Meetings	Moderation dates to be confirmed for the Autumn term 2024-25 16.10.24 - Reading – CH Levels 5+	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 To use Progression Guidance data and discussions with SLT with Class Leads to incorporate further challenge within Progress Towards Targets Meetings in spring half-term 1.	PH / DP / RW	Analysis of outcomes from the target setting process
Birth to 5 Matters framework To further define and apply assessment steps within EYFS using the Birth to 5 Matters framework	Further understanding of small steps of progression **Sub-dividing of Emerging, Developing and Secure into three**: 'c/b/a', in line with CHLs (nine sub-levels in total per Range). KD met with SB - 13.06.24, 25.06.24 to moderate judgements for all pupils in EYs for start and end of year, 2023-24. Pupils given a numerical score in all areas to input into whole-school Assessment Report.	KD	More effective Birth to 5 Matters assessment

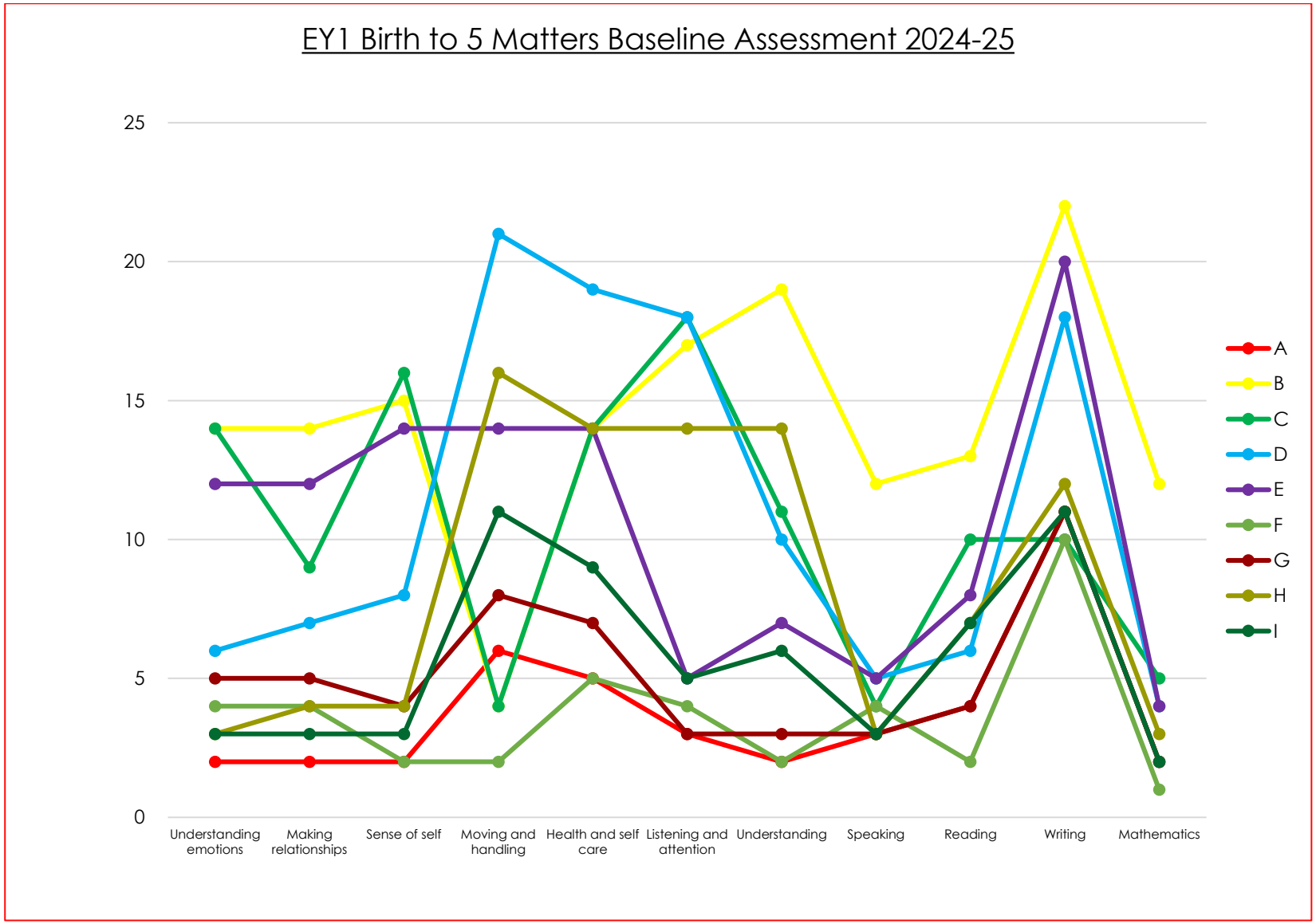
	Target-setting: All pupils in EYs baselined with end of year and end of KS targets set, using new, more defined assessment steps, e.g., 1Dc, 2Sa. **Assessment Report:** KD to meet with PH, DP, 18.11.24, to clarify EYs data needed for whole-school report. **EY assessment:** KD to produce clear protocol around EYs assessment (links with SIP visit report 06.11.24)		Pupil Progress Documents (PPD) discussed with DP Autumn Whole-school Assessment Report One page report detailing EYs assessment protocol
Impact: Improved assessment processes and increased opportunities for learning			

Assessment Timeline



EYFS Birth to 5 Matters Baseline October 2024




EY1 Birth to 5 Matters Baseline Assessment 2024-25
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Understanding emotions
Making relationships
Sense of self
Moving and handling
Health and self care
Listening and attention
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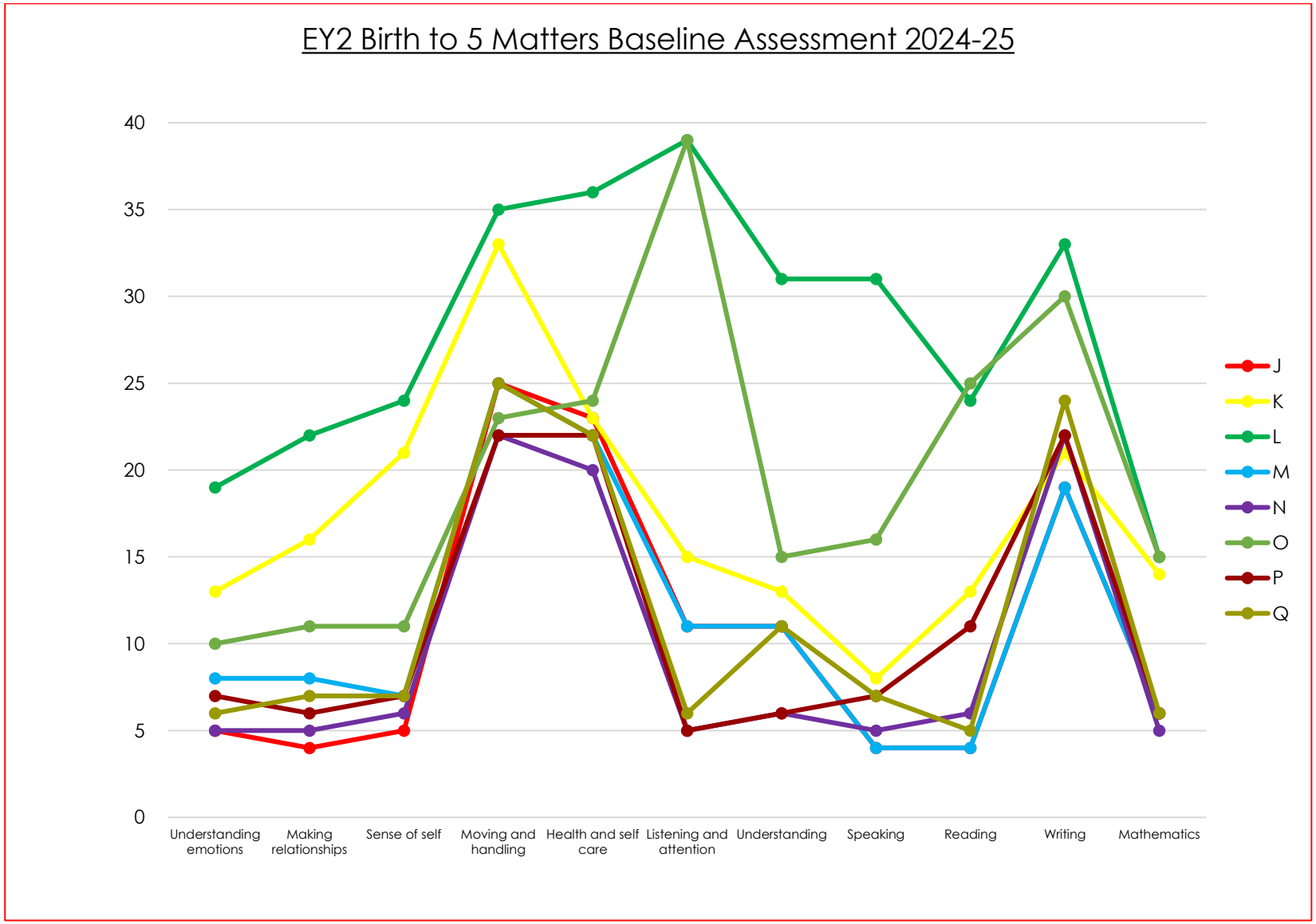
EY2 Birth to 5 Matters Baseline Assessment 2024-25
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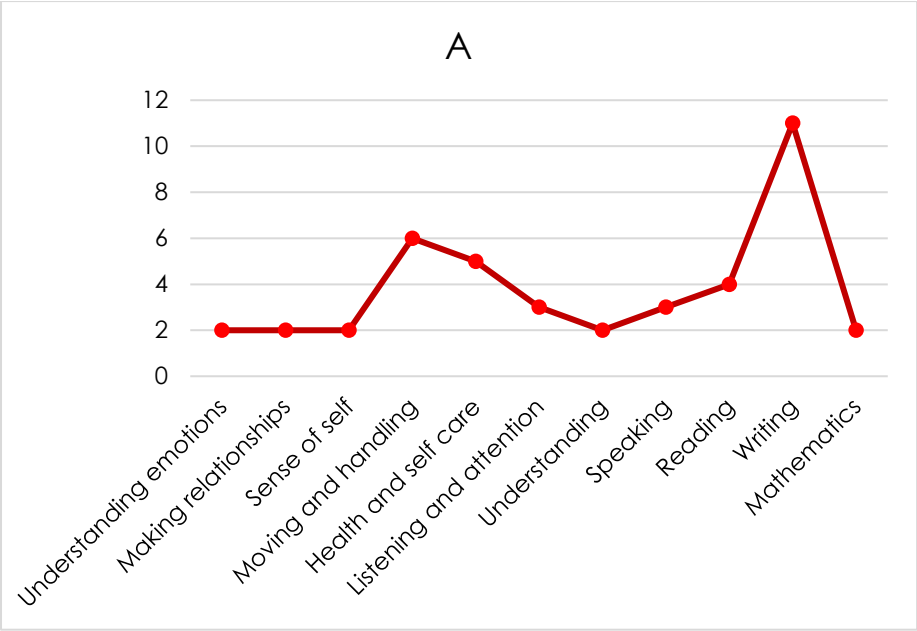
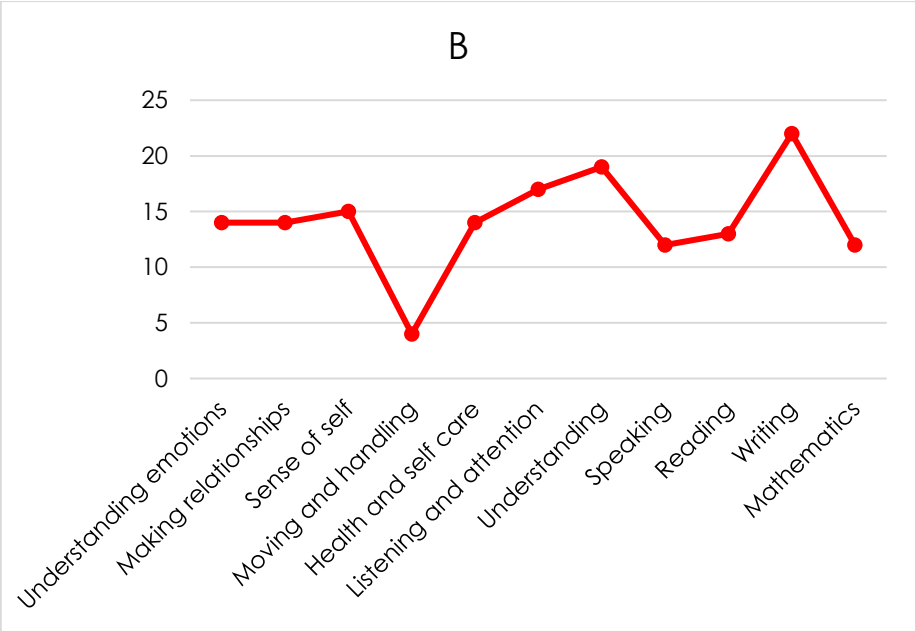
EYFS

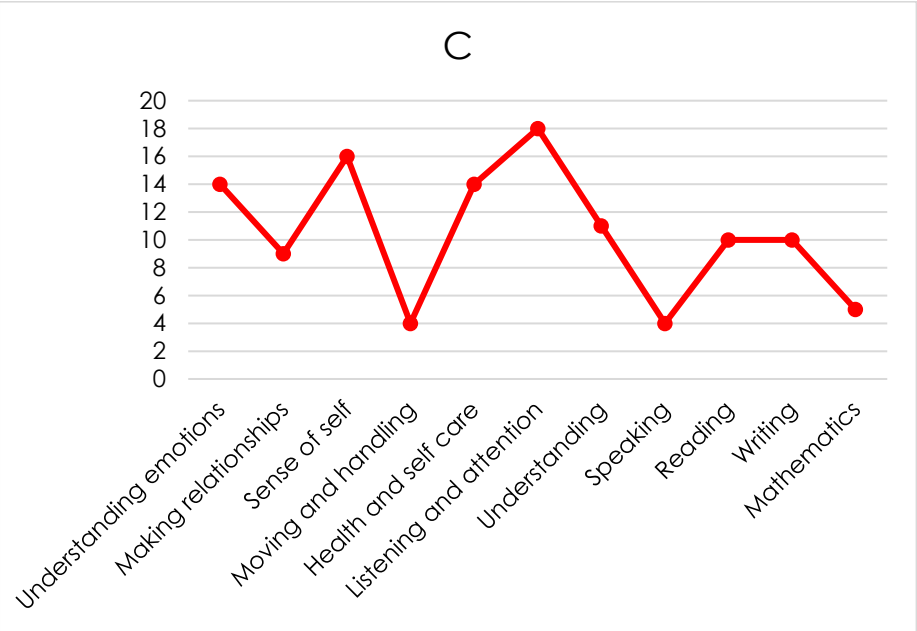
All pupils in the EYFS have been baselined using the Birth to 5 Matters areas of learning. All pupils have a spikey profile and across the 17 pupils there is a range of ability. For the purpose of data analysis, the following areas are included within each graph; Personal, Social and Emotional Development, 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:



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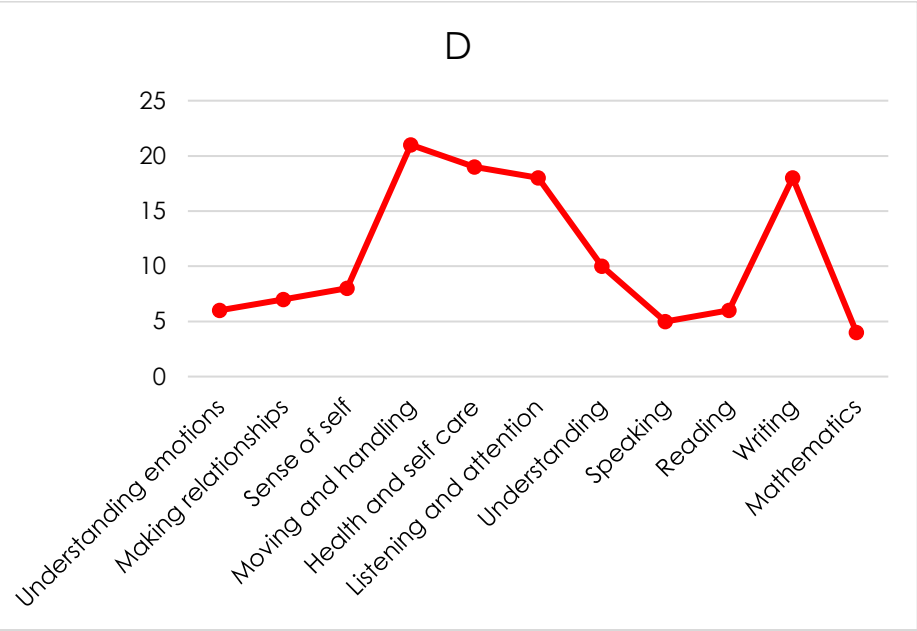
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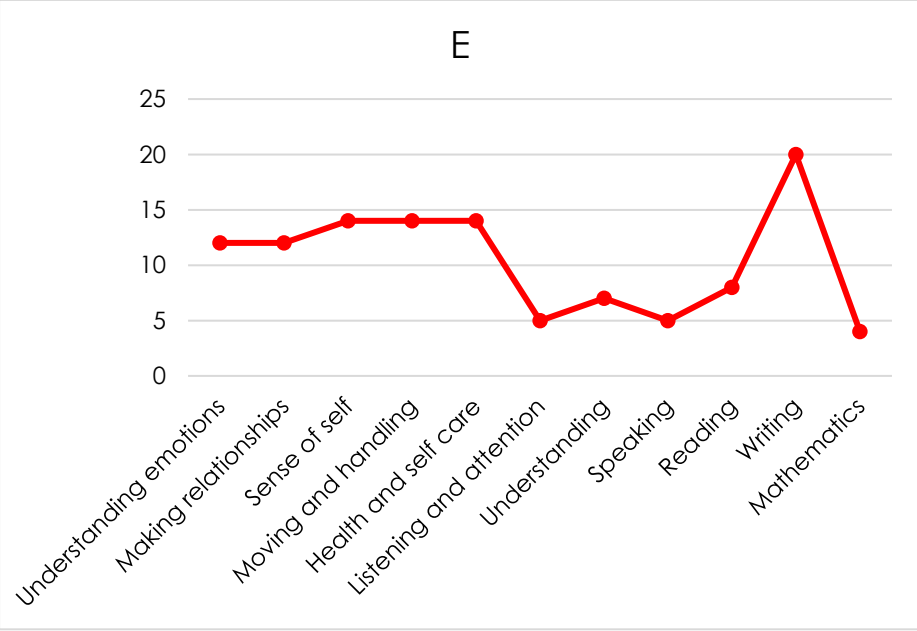
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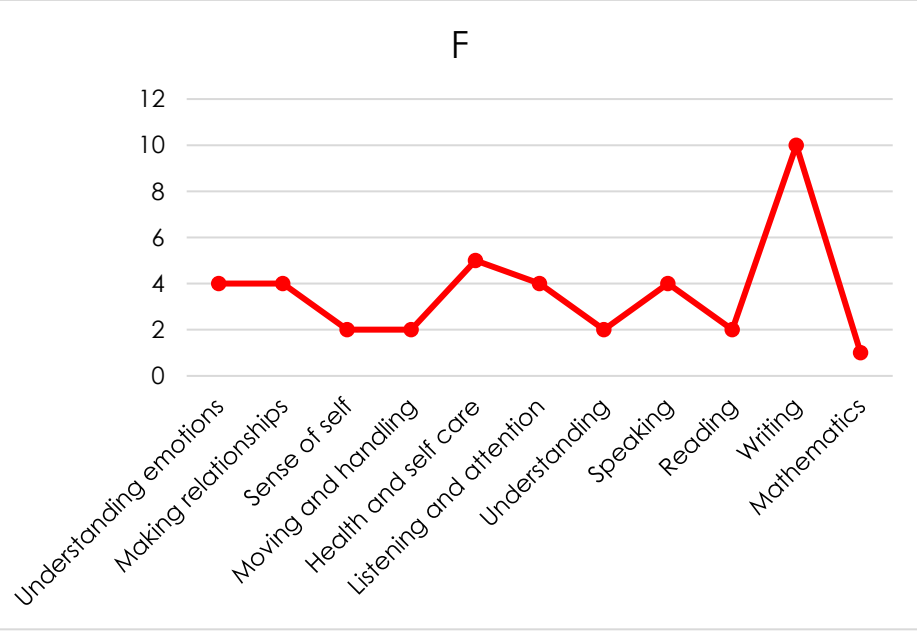
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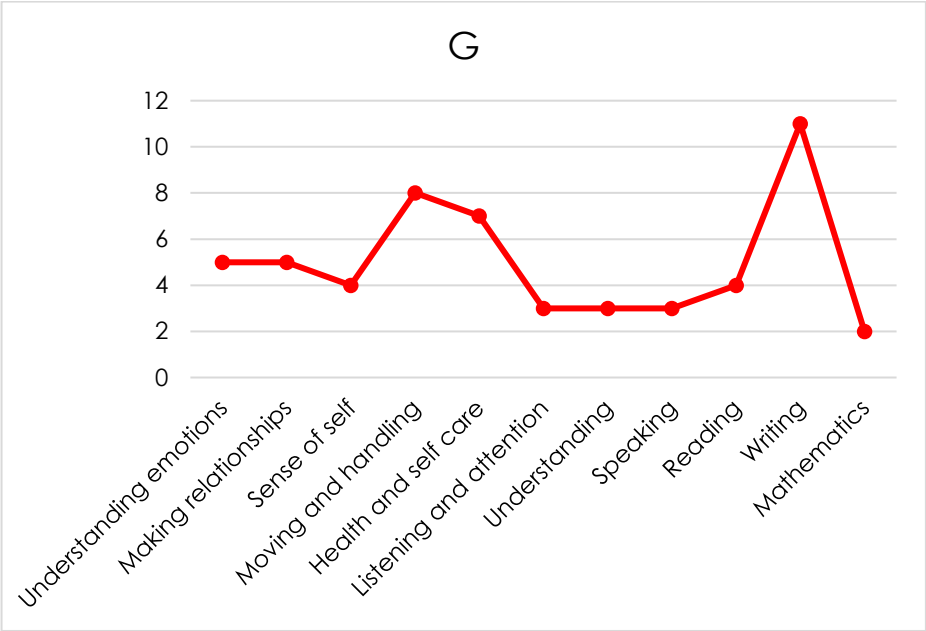
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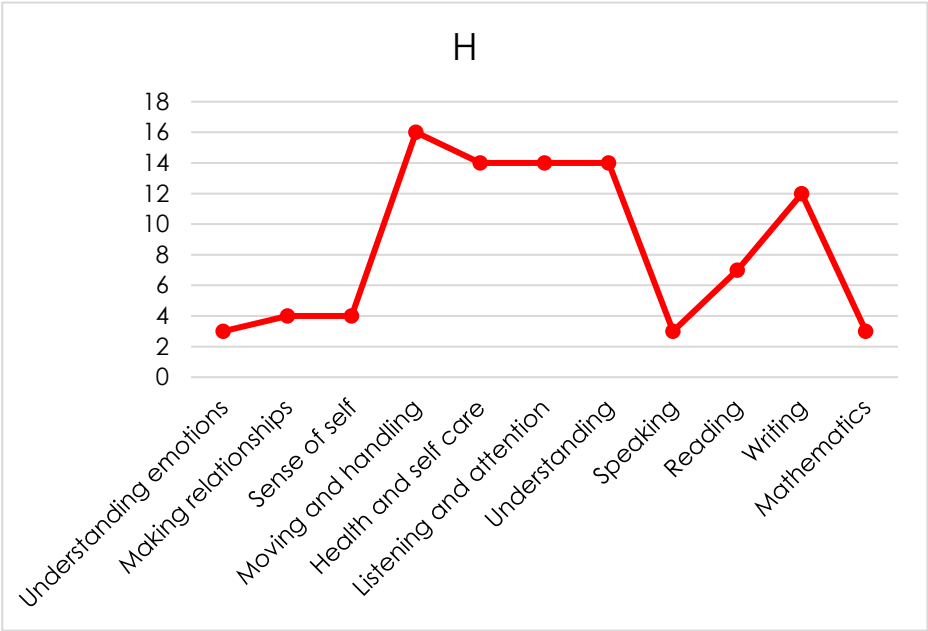
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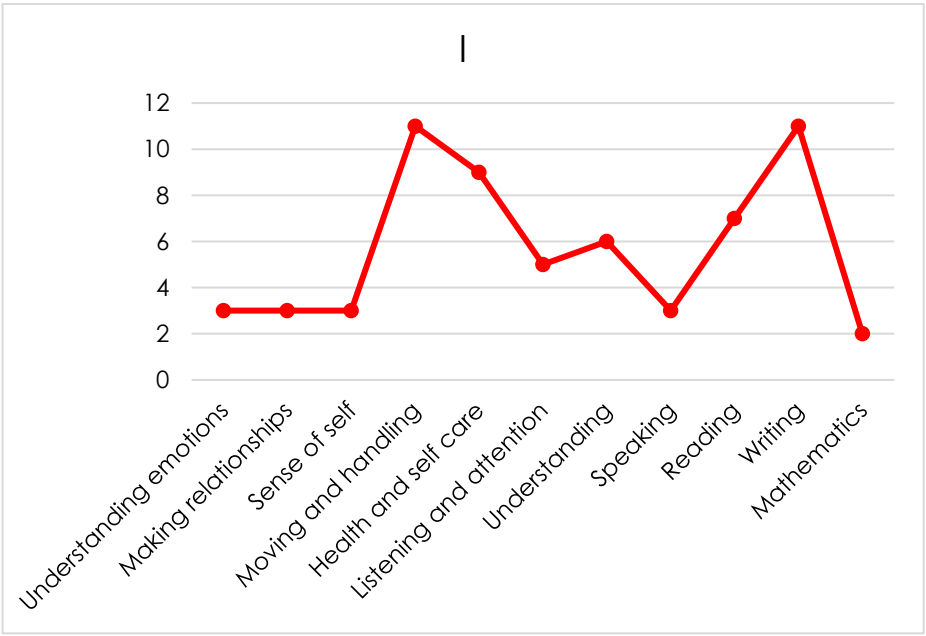
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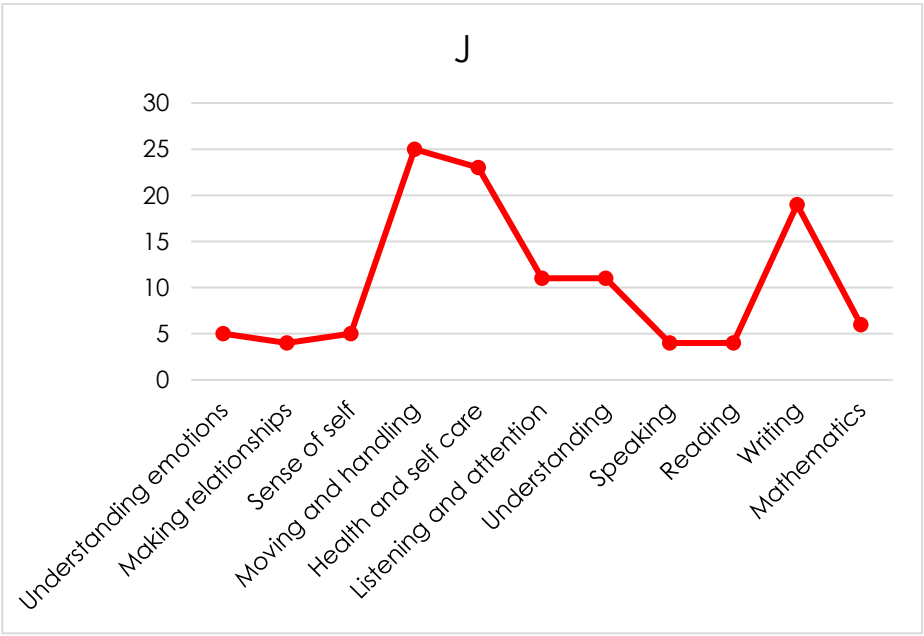
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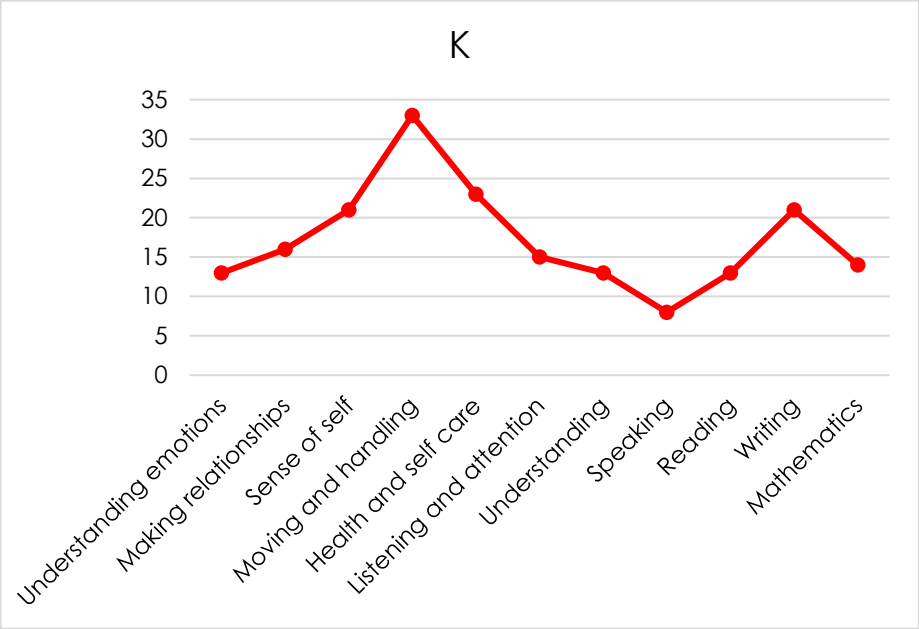
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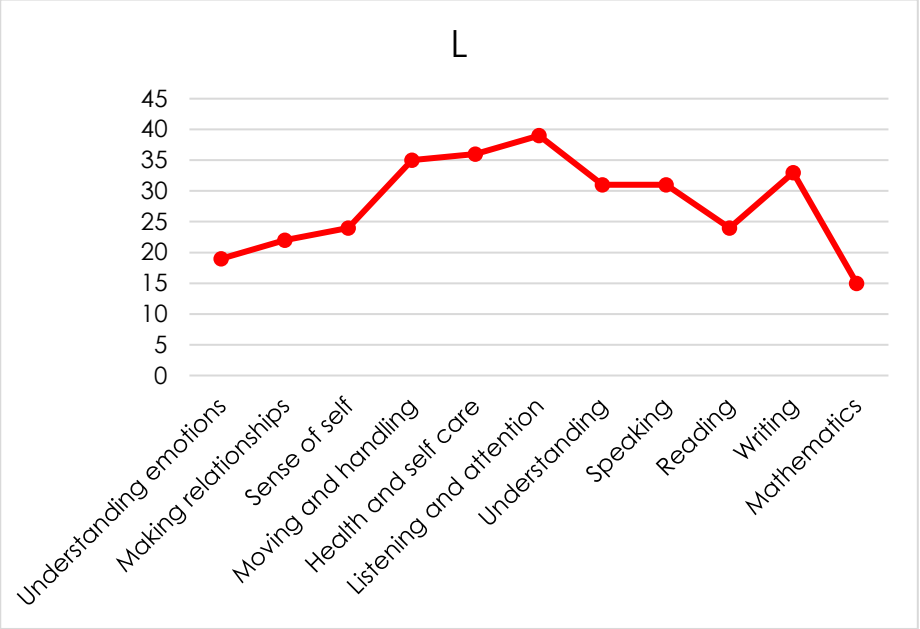
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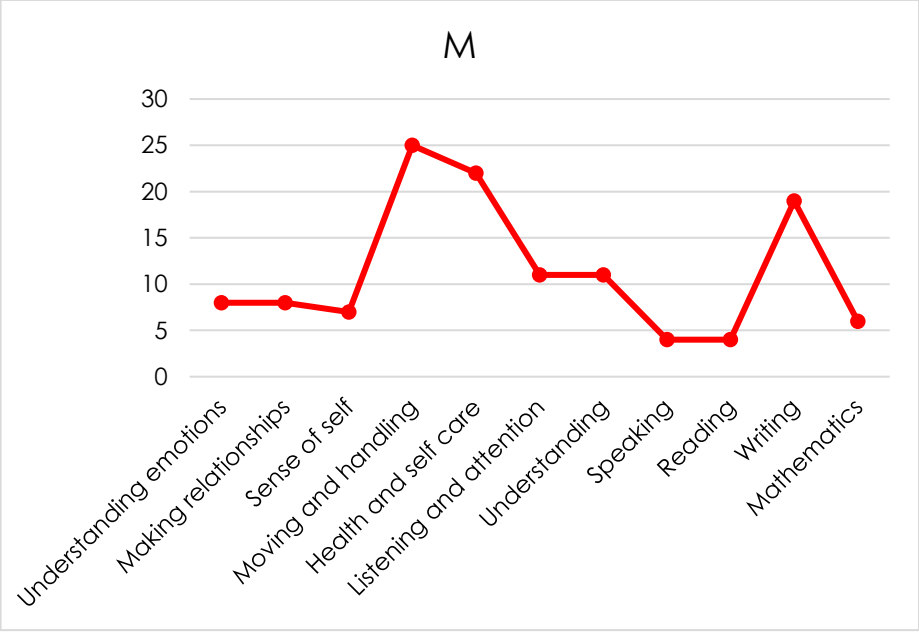
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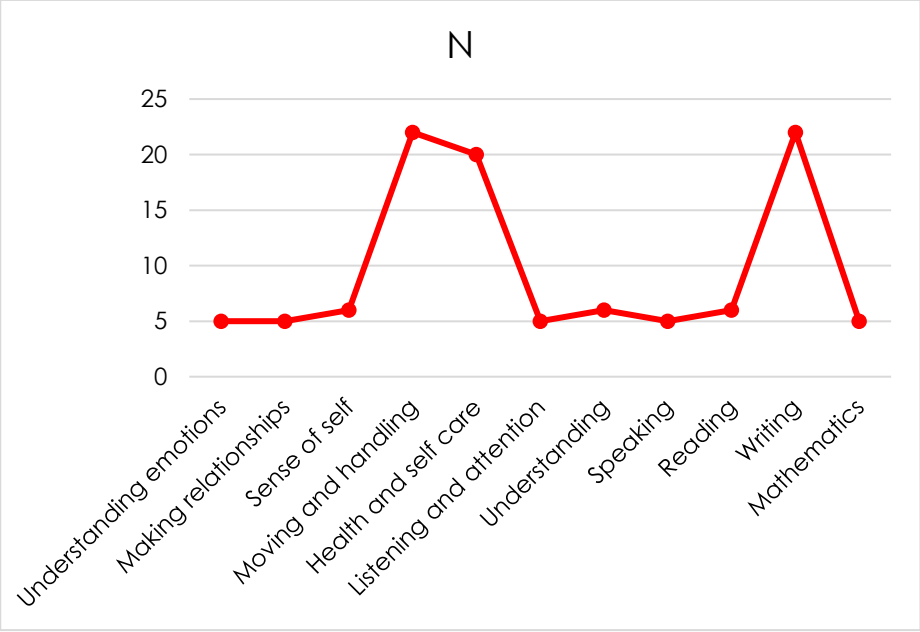
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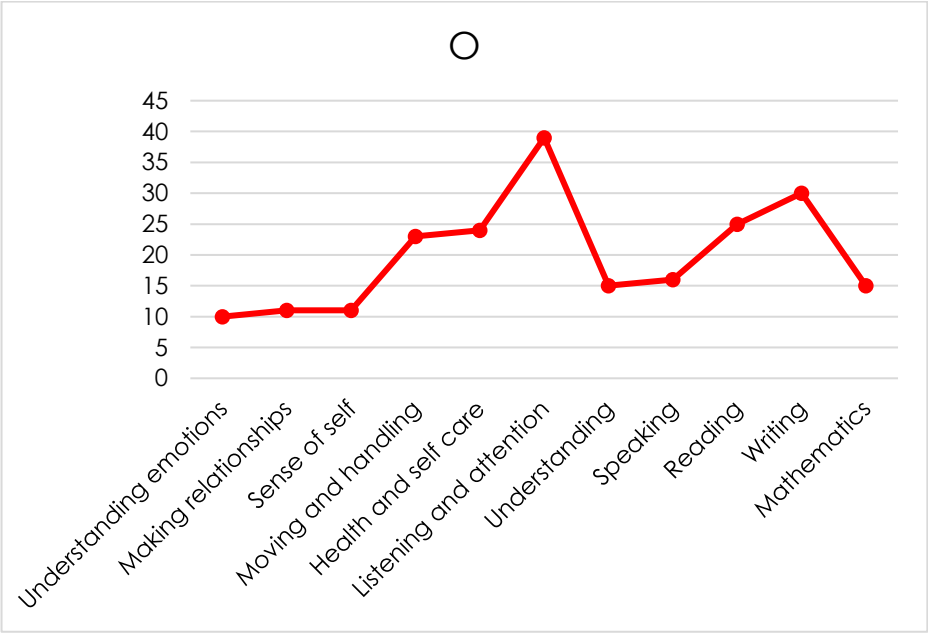
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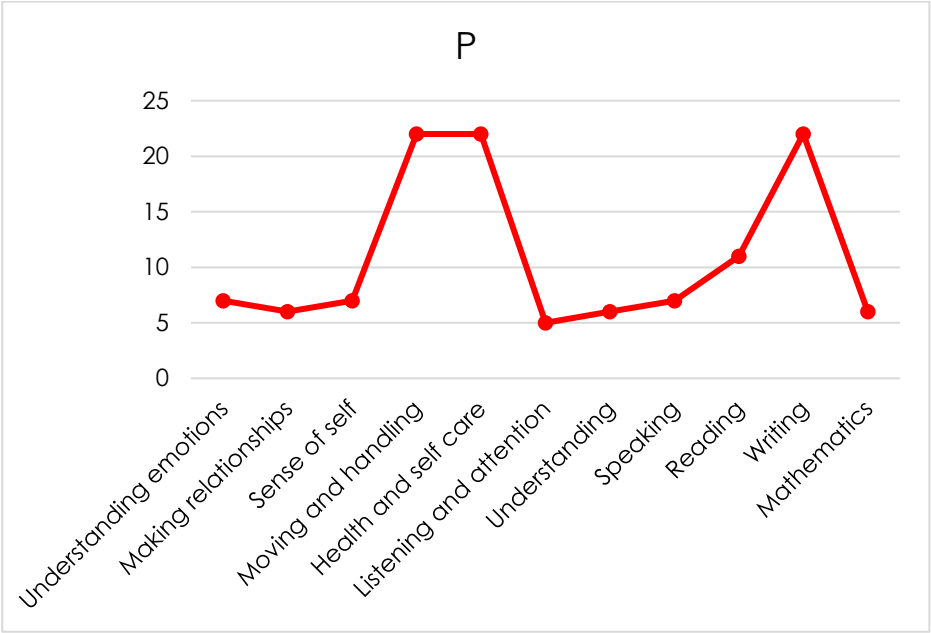
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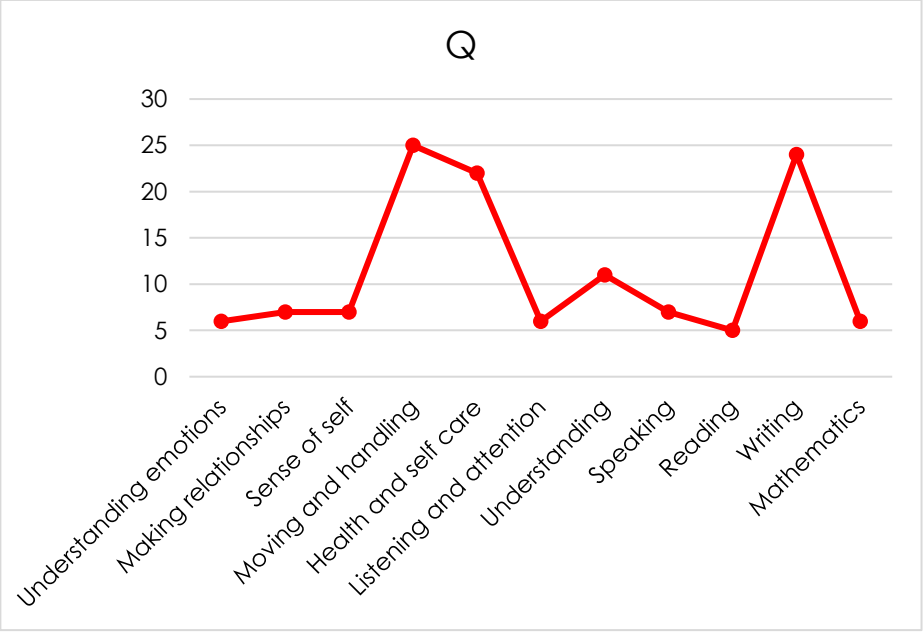
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Outcomes: HEADLINE: The baseline data taken from Birth to 5 Matters shows that the Early Years cohort are working between Range 1 emerging and Range 5 emerging. The number of Early Years pupils has increased this academic year, with a wide range of 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 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 2024

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
KS1 (5)	**2**	**1**	**1**	**1**		**2**	**1**	**1**	**1**		**2**	**1**	**1**	**1**		**2**	**1**	**2**		
2 (5)	2	1	1	1		2	1	1	1		2	1	1	1		2	1	2		
KS2 (39)	**7**	**17**	**9**	**5**	**1**	**9**	**13**	**12**	**4**	**1**	**10**	**15**	**9**	**4**	**1**	**10**	**12**	**14**	**2**	**1**
3 (7)	1	4	2			1	3	3			1	5	1			1	3	3		
4 (14)	4	7	1	2		5	5	3	1		6	5	2	1		6	3	5		
5 (10)		3	5	2		1	2	5	2		1	2	5	2		1	3	5	1	
6 (8)	2	3	1	1	1	2	3	1	1	1	2	3	1	1	1	2	3	1	1	1

Outcomes: There are four Y1 pupils, three Y2 pupils and five Y3 pupils who are assessed using Birth to 5 Matters, rather than Castle Hill Levels as they are in EYFS, therefore, they are not included in the KS1 Castle Hill Level data (please refer to EYFS data, p.10-17). KS1 is a small cohort of five pupils, which needs to be taken into consideration when making comparisons. **HEADLINE: The Castle Hill Level baselines show that the majority of KS1 pupils are working at CHL3 or below,** which is comparable to last academic year. **Attainment in the four skill areas of English is comparable,** as it was the previous academic year.

HEADLINE: Similarly, in KS2, the majority of pupils are working at the early developmental levels, (between CHL1 and CHL3). **The proportion of pupils who are working at the very early developmental levels** (between CHL1 and CHL2) **is lower at KS2, than KS1, this is evidence of the accumulation of skills as pupils progress through the early Key Stages. Attainment in the four skill areas of English is comparable,** as it was the previous academic year.

KS3-KS4 Castle Hill Level English Baseline Overview Autumn 2024

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 (29)	**4**	**12**	**7**	**4**	**2**	**4**	**15**	**4**	**2**	**4**	**5**	**13**	**4**	**4**	**2**	**6**	**12**	**7**	**3**	**1**
7 (8)	1	3	2	2		1	4	1		2	1	4	1	1	1	1	4	1	2	
8 (11)	2	5	3		1	2	6	2		1	2	5	3	1		2	5	3	1	
9 (10)	1	4	2	2	1	1	5	1	2	1	2	4	1	2	1	3	3	3		1
KS4 (16)	**3**	**2**	**7**	**3**	**1**	**3**	**2**	**7**	**3**	**1**	**4**	**1**	**7**	**3**	**1**	**4**	**3**	**6**	**1**	**2**
10 (6)	2	1	2		1	2	1	2		1	3		2	1		3		2		1
11 (10)	1	1	5	3		1	1	5	3		1	1	5	2	1	1	3	4	1	1

Outcomes: **HEADLINE: The Castle Hill Level baselines show that the majority of KS3 pupils are working at CHL3 and below, again the proportion of pupils who are working at the very early developmental levels** (between CHL1 and CHL2) **is lower at KS3, than KS2, this is further evidence of the accumulation of skills as pupils progress through the Key Stages.**

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.

HEADLINE: The majority of KS4 pupils are working at CHL4 and above, which is in contrast to KS3 and evidence of the accumulation of skills as pupils move from KS3 to KS4. There are slightly more KS4 pupils working at CHL3 and below in Writing, compared to the other skill areas, which reflects the challenge within this particular skill area. **HEADLINE: There is the greatest ability range within KS4.**

Sixth Form Castle Hill Level English Baseline Overview Autumn 2024

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 (24)	**2**	**5**	**9**	**7**	**1**	**2**	**6**	**7**	**8**	**1**	**2**	**7**	**7**	**5**	**3**	**2**	**7**	**7**	**7**	**1**
12 (11)	1	2	5	3		1	2	4	4		1	2	5	2	1	1	2	5	3	
13 (8)	1	3	1	2	1	1	3	1	2	1	1	4		1	2	1	4		2	1
14 (5)			3	2			1	2	2			1	2	2			1	2	2	

Outcomes: HEADLINE: The majority of KS5 pupils are working at CHL4 and above, whereas last academic year, the majority were working at CHL3 and below, which reflects the changing profiles of pupils as they move throughout school. **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 there are slightly fewer pupils working at CHL3 and below in Speaking than the other skill areas, whereas last academic year, progress in all four skill areas was comparable.

KS1-KS2 Castle Hill Level Maths Baseline Overview Autumn 2024

	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
KS1 (5)	**2**	**1**	**2**			**2**	**1**	**2**			**2**	**1**	**2**		
2 (5)	2	1	2			2	1	2			2	1	2		
KS2 (39)	**11**	**10**	**14**	**3**	**1**	**11**	**9**	**14**	**4**	**1**	**11**	**11**	**13**	**2**	**2**
3 (7)	2	2	3			2	2	3			2	2	3		
4 (14)	6	3	5			6	3	5			6	4	4		
5 (10)	1	3	4	2		1	2	4	3		1	3	4	2	
6 (8)	2	2	2	1	1	2	2	2	1	1	2	2	2		2

Outcomes: HEADLINE: The Castle Hill Level baselines show that the majority of KS1 pupils are working at CHL3 or below, which is comparable to last academic year**.**

HEADLINE: Similarly, in KS2, the majority of pupils are working at the early developmental levels, (between CHL1 and CHL3). **The proportion of pupils who are working at the very early developmental levels** (between CHL1 and CHL2) **is lower at KS2, than KS1, this is evidence of the accumulation of skills as pupils progress through the early Key Stages.**

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 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
KS3 (29)	**5**	**12**	**5**	**4**	**3**	**5**	**12**	**6**	**3**	**3**	**6**	**12**	**5**	**4**	**2**
7 (8)	1	3	1	2	1	1	3	2	1	1	1	4	1	1	1
8 (11)	2	5	3		1	2	5	3		1	3	4	3	1	
9 (10)	2	4	1	2	1	2	4	1	2	1	2	4	1	2	1
KS4 (16)	**3**	**3**	**5**	**4**	**1**	**4**	**2**	**5**	**4**	**1**	**5**	**1**	**6**	**2**	**2**
10 (6)	2	2		1	1	2	2		1	1	3	1	1		1
11 (10)	1	1	5	3		2		5	3		2		5	2	1

Outcomes: HEADLINE: The Castle Hill Level baselines show that the majority of KS3 pupils are working at CHL3 and below, again the proportion of pupils who are working at the very early developmental levels (between CHL1 and CHL2) **is lower at KS3, than KS2, this is further evidence of the accumulation of skills as pupils progress through the Key Stages.**

HEADLINE: In KS3 and KS4 attainment in all three skill areas of Maths is generally comparable, however, there is a slightly greater range of ability within Number, compared to the other skill areas. **HEADLINE: There is the greatest ability range within KS4.**

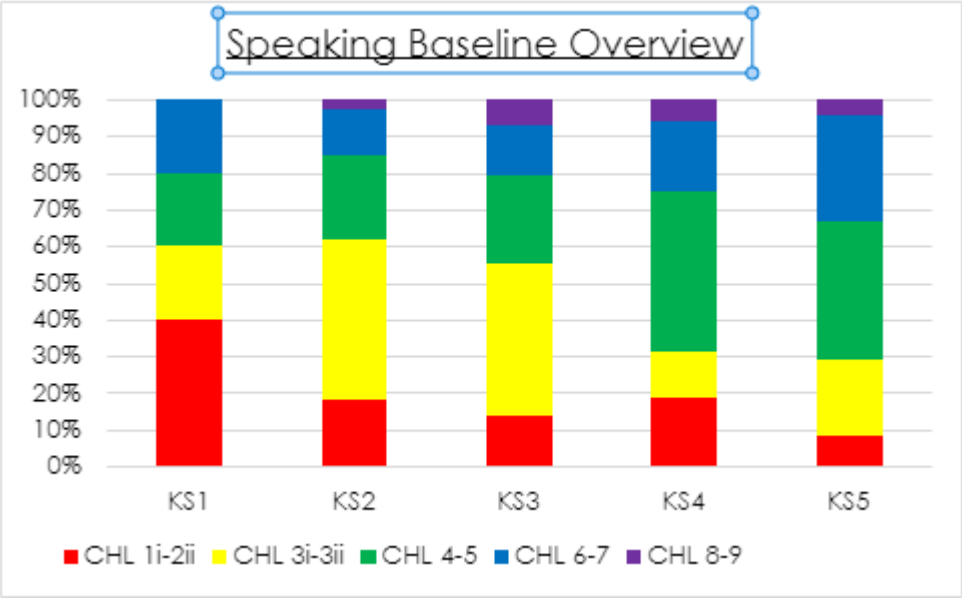
Sixth Form Castle Hill Level Maths Baseline Overview Autumn 2024

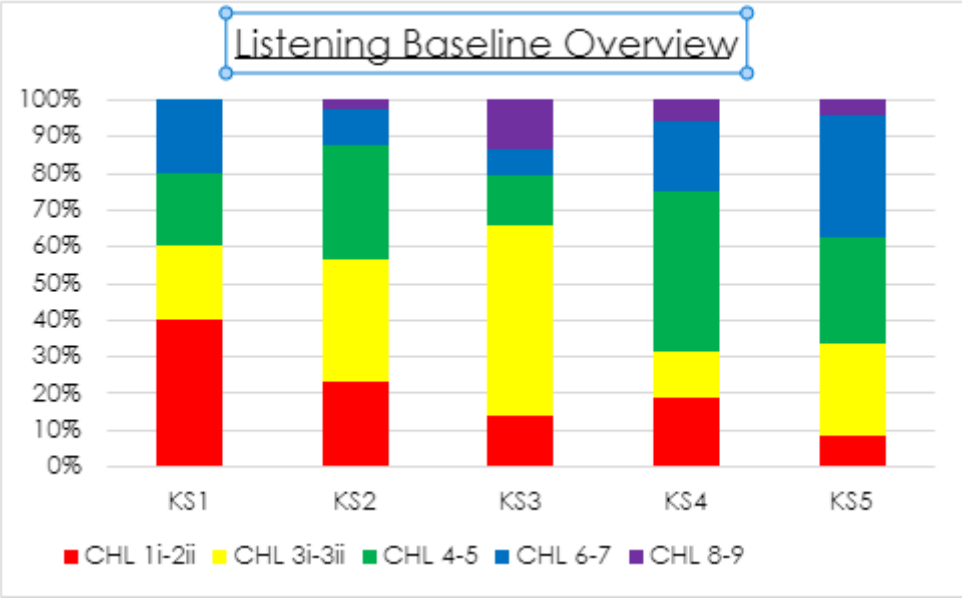
Key Stage	Maths SSM						Maths U&A						Maths Nu					
	CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9		CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9		CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9	
KS5 (24)	**2**	**5**	**8**	**8**	**1**		**2**	**7**	**6**	**8**	**1**		**2**	**6**	**7**	**8**	**1**	
12 (11)	1	2	4	3	1		1	2	4	4			1	2	4	3	1	
13 (8)	1	3	1	3			1	4		2	1		1	3	1	3		
14 (5)			3	2				1	2	2				1	2	2		

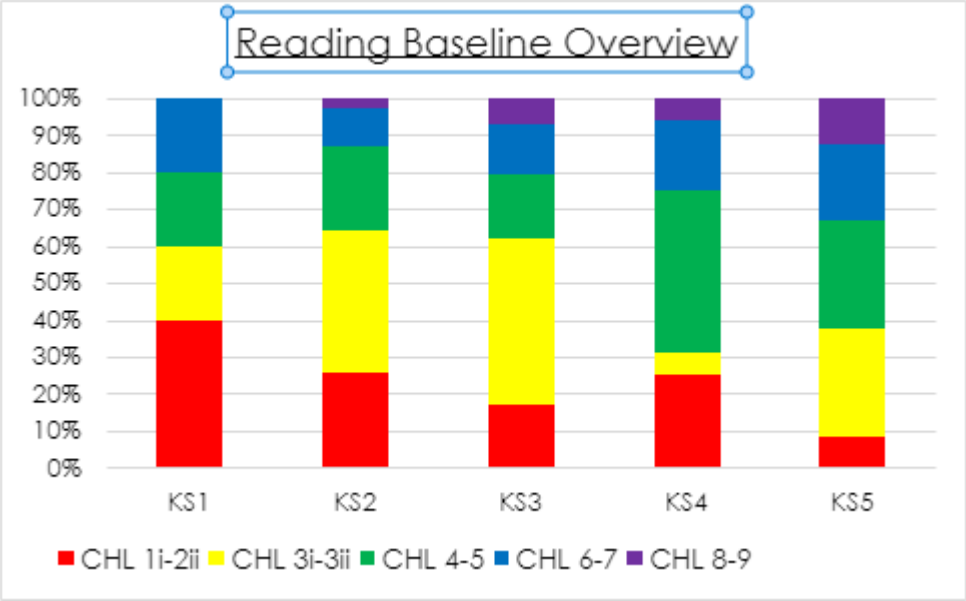
Outcomes: HEADLINE: The majority of KS5 pupils are working at CHL4 and above, whereas last academic year, the majority were working at CHL3 and below, which reflects the changing profiles of pupils as they move throughout school. **KS5 is the most able cohort within school.**

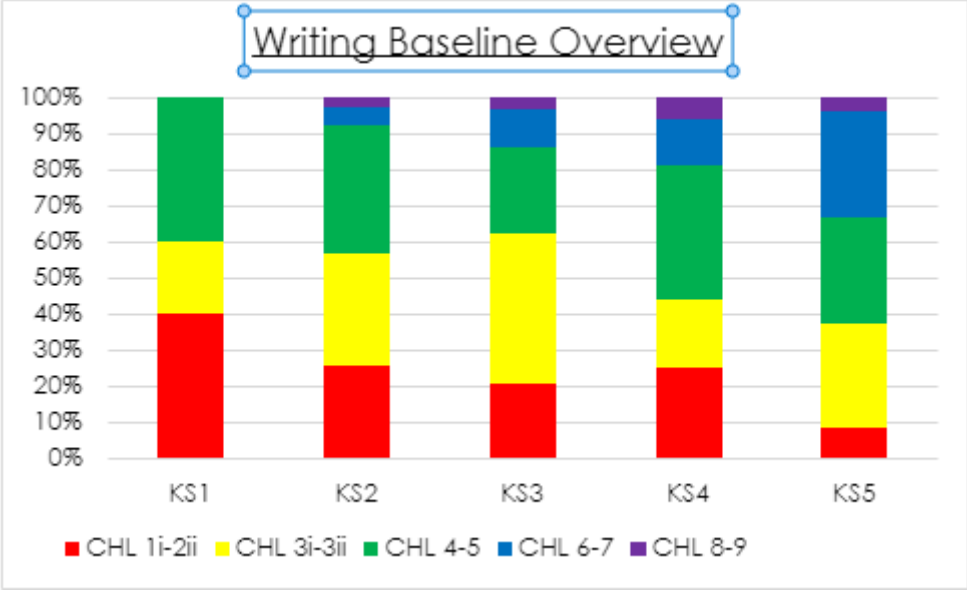
HEADLINE: Attainment in all three skill areas of Maths is comparable, as it was last academic year.

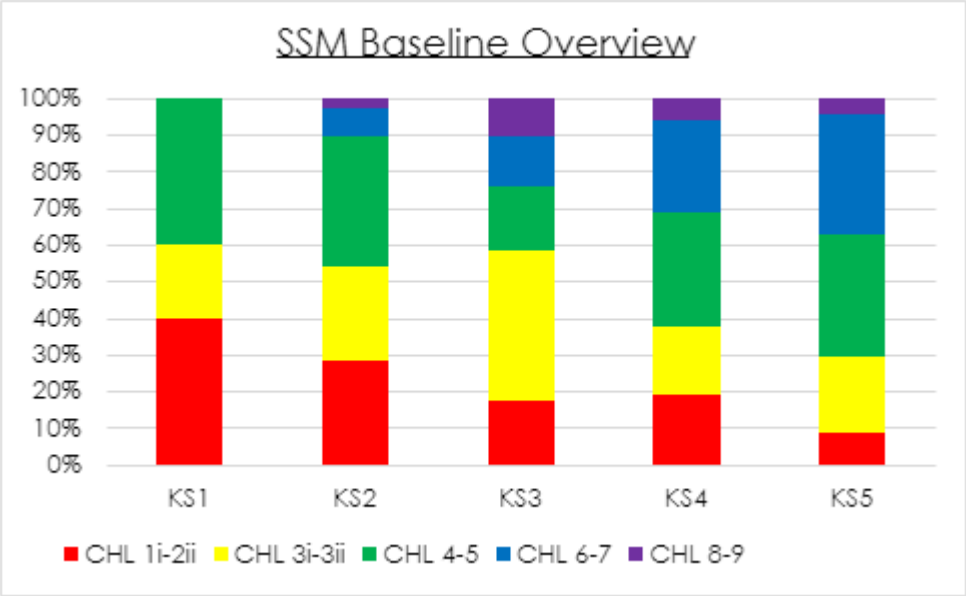
Castle Hill Level Baseline Overview Autumn 2024-2025

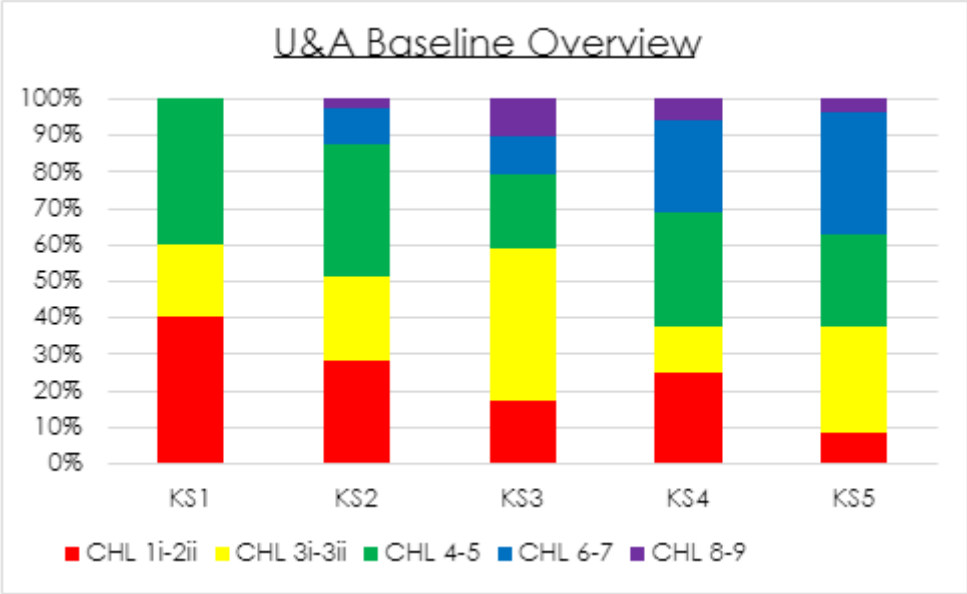


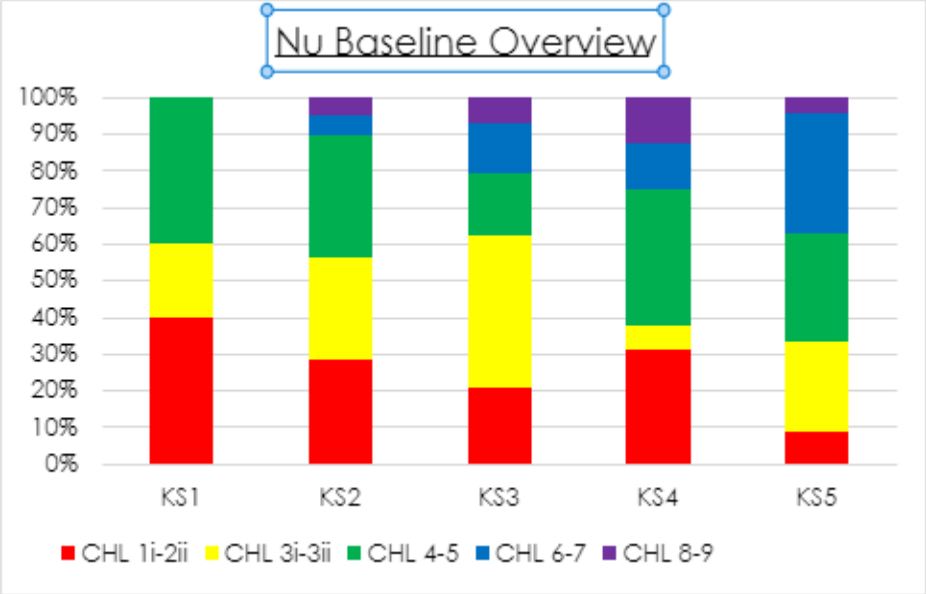












Attainment Overview Analysis

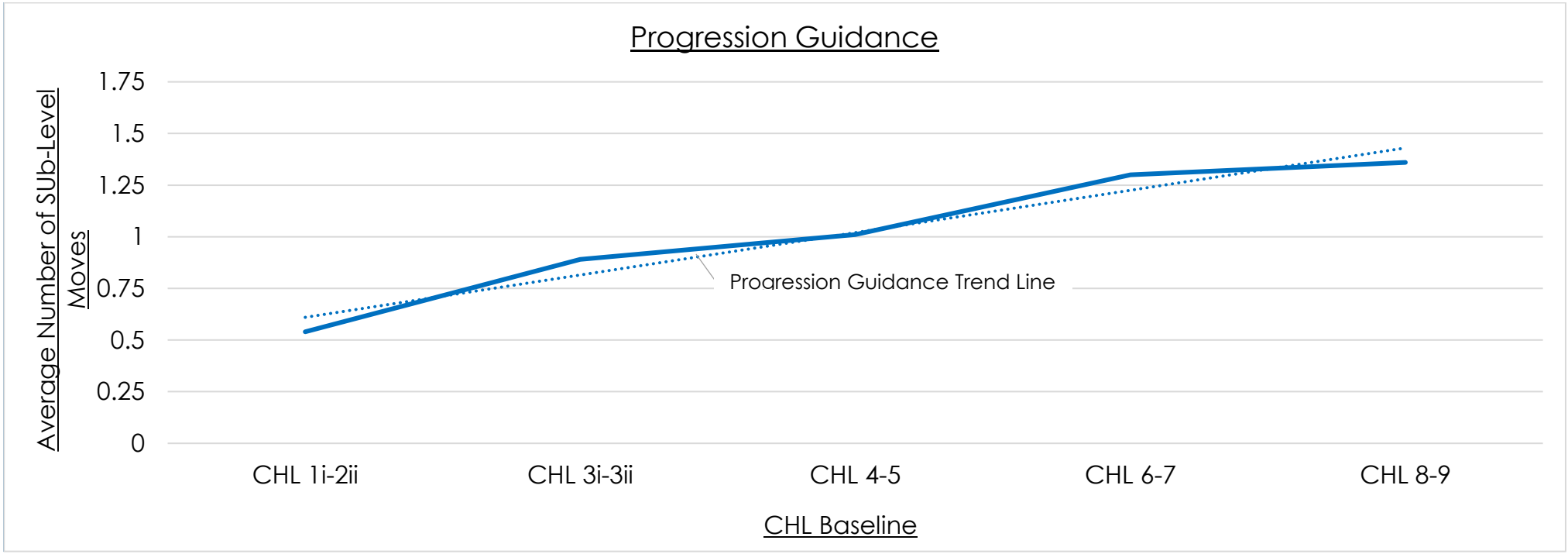
There are four Y1 pupils, three Y2 pupils and five Y3 pupils who are assessed using Birth to 5 Matters, rather than Castle Hill Levels as they are in EYFS, therefore, they are not included in the KS1 Castle Hill Level data (please refer to EYFS data, p.10-17). This assessment tool is used for pupils learning in EYFS as it reflects a holistic view of early child development appropriate to the needs of pupils at this stage.

The proportion of pupils who are working at the very early developmental levels (CHL1-CHL2) and early developmental levels (CHL3) generally decreases as pupils move through the Key Stages, which is evidence of the accumulation of skills. Exceptions to this trend relate to the changing profiles of pupils throughout school.

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 three academic years (2021-2022, 2022-2023, and 2023-2024) 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 85% of pupils met their end of year targets in 2024**, compared with 79% in 2023, 70% in 2022, 78% in 2021, 49% in 2020 and 81% in 2019. **In Maths on average 84% of pupils met their end of year targets in 2024**, compared with 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%, further challenge was, therefore, a focus in the target setting process. The application of Progression Guidance is 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:

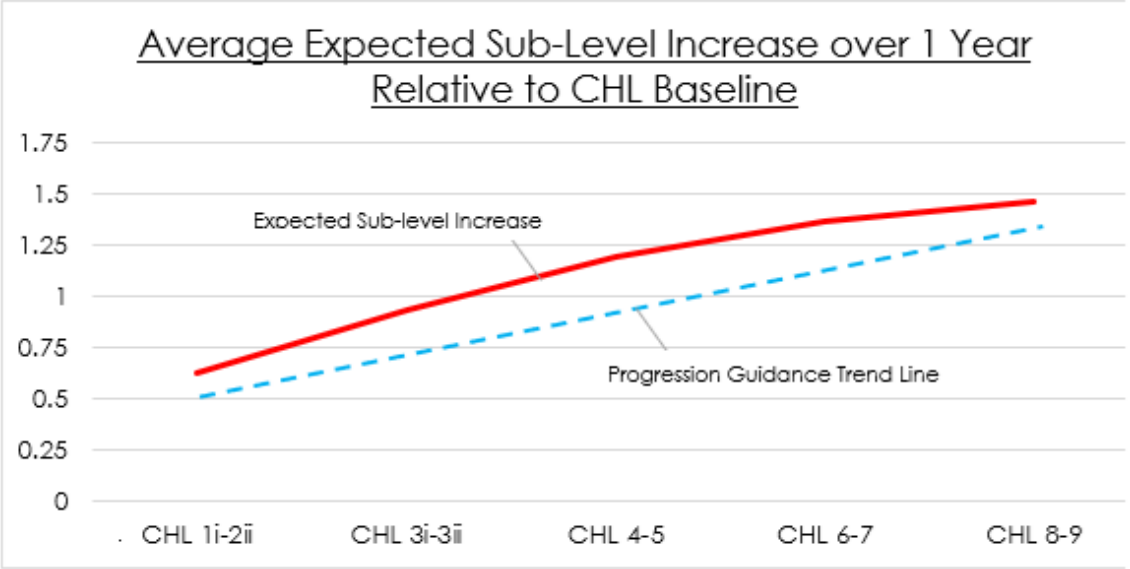
https://castlehillschool.org.uk/learning/assessment-planning-and-progress

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	1.07	1.44	1.43
	Reading	0.59	0.79	1.22	1.43	1.22
	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	1.33	1.30	1.50
	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 and 2023-24 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, however, as the target setting line is very similar to last academic year** (see Progress Report Autumn 2023, available upon request) **during which higher than expected numbers of pupils achieved their targets** (85% in English and 84% in Maths), **it would indicate that further challenge may need to be incorporated, which will be addressed during the Progress Towards Target meetings in spring half-term 1**. Pupils at the higher Castle Hill Levels (8-9) have greater assessment criteria to master in order to progress through sub-levels, hence the lines narrow at this point.

MAPP – Autumn Term 2024 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.

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**

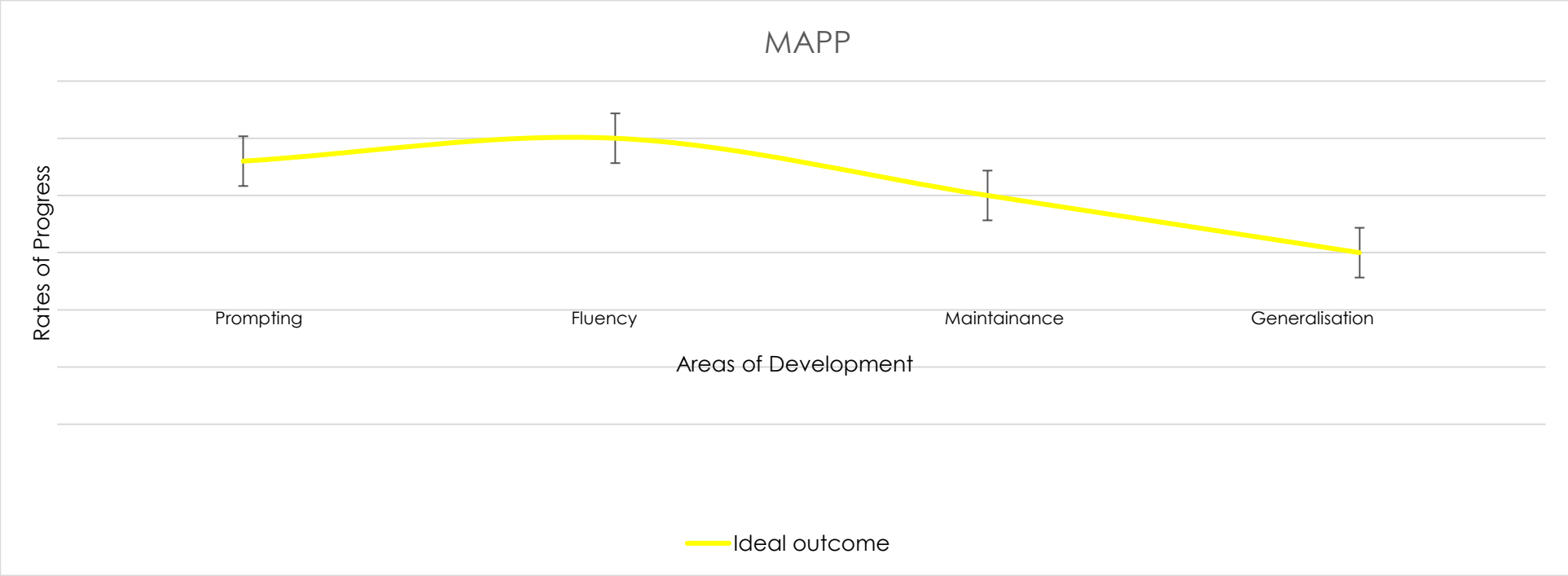
from approximate	**Fluency**	*to accurate*	
Learners reach a level of mastery combining speed and accuracy.			
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.	The learner's performance is increasingly purposeful and coordinated, but it 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.



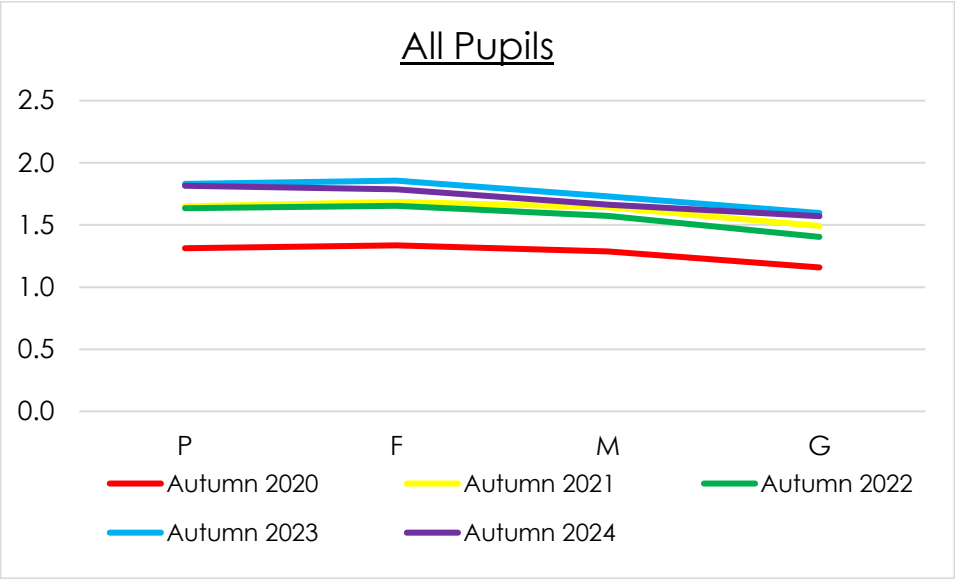
Prompting – the higher the line the greater the independence

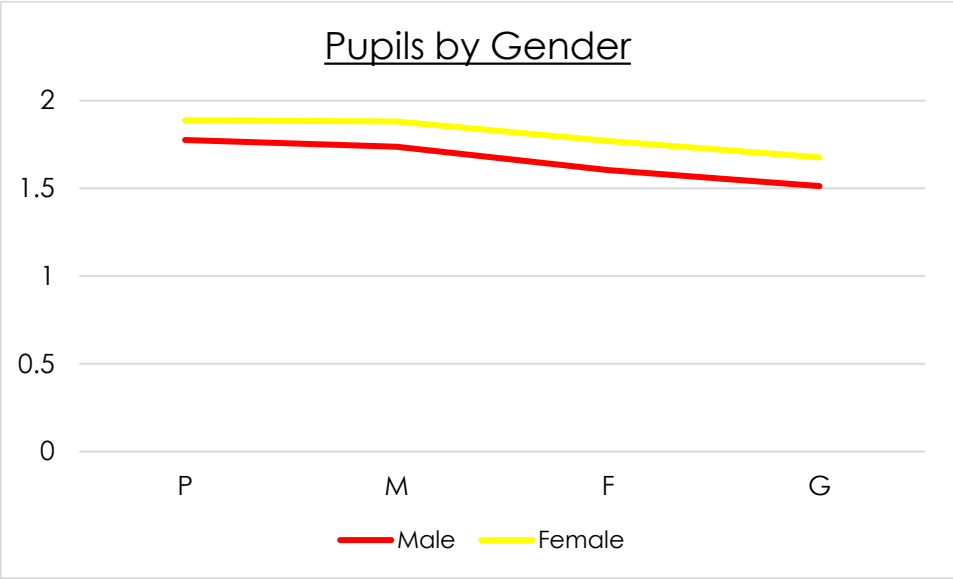
Fluency – higher than the other 3 indicators would indicate initial understanding

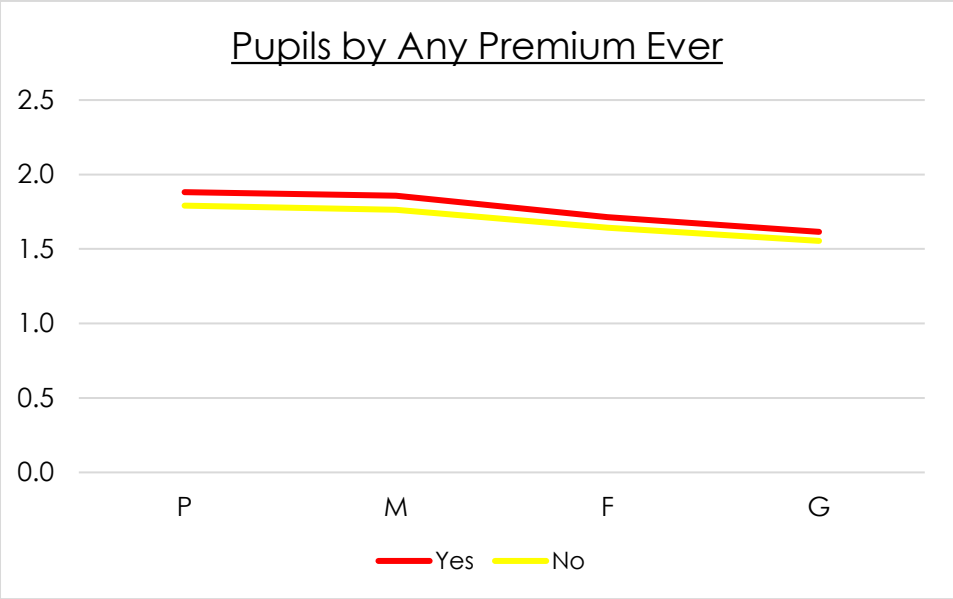
Maintenance – slightly lower than fluency as the next step in progress would be to retain the skill

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.







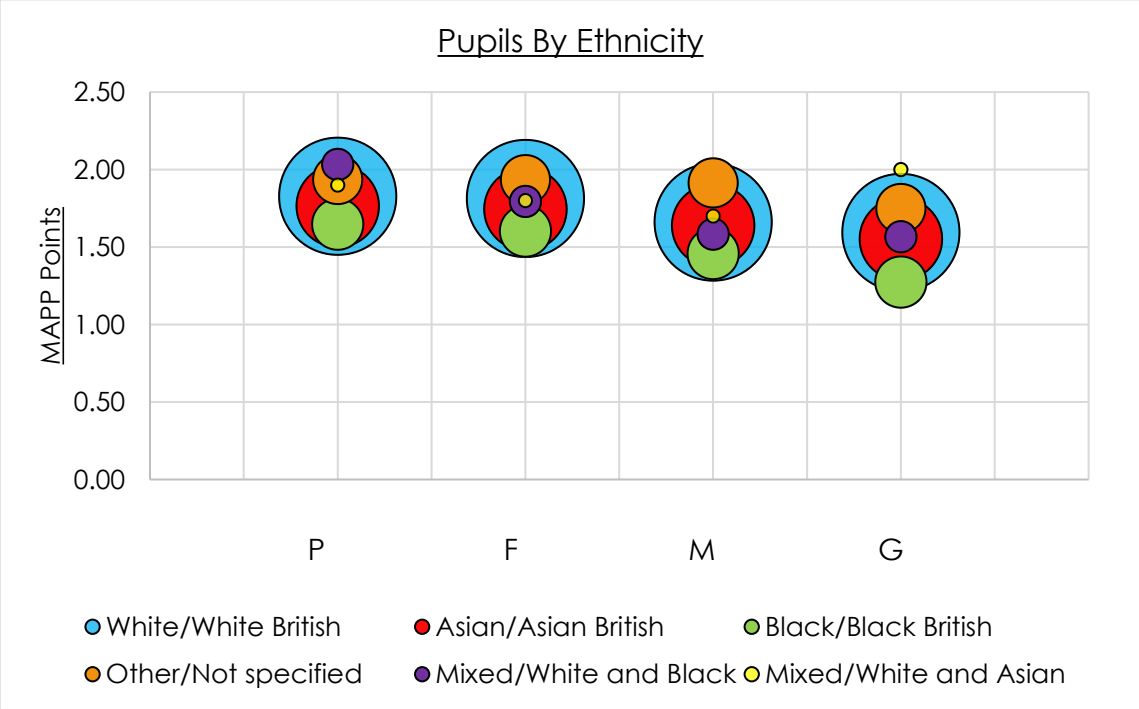
The first graph shows progress made in the Autumn term 2024 compared against the same term for the previous four academic years. The second graph shows a comparison of the progress made by male and female pupils. The third graph compares pupils who have been in receipt of any premium ever (Pupil Premium, PP+. CLA funding), compared against the rest of the school population.

Outcomes:

HEADLINE: **There is negligible difference in progress in the Autumn term 2024 when compared to the Autumn term 2023 progress.** Prior to that progress had increased twice over the last four years and is now at 0.5 MAPP points above its 2020 baseline. Progress has returned to, and slightly exceeded, pre-pandemic results (see previous Assessment Reports, available upon request).

HEADLINE: There is little difference in progress across gender. Girls are achieving slightly more than boys by approximately 0.17 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 any Premium. Pupils in receipt of a Premium are achieving slightly more than others by less than 0.1 MAPP points. 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 – 66 pupils and Asian/Asian British – 32 pupils), most smaller groups fit around these with Mixed/White and Black (5 pupils), Black/Black British (13 pupils), and Other/Not specified (15 pupils) working closely around the same rate of progress. A single pupil of Mixed/White and Asian heritage shows higher progress. **HEADLINE: There is a negligible difference in attainment across ethnicity.**

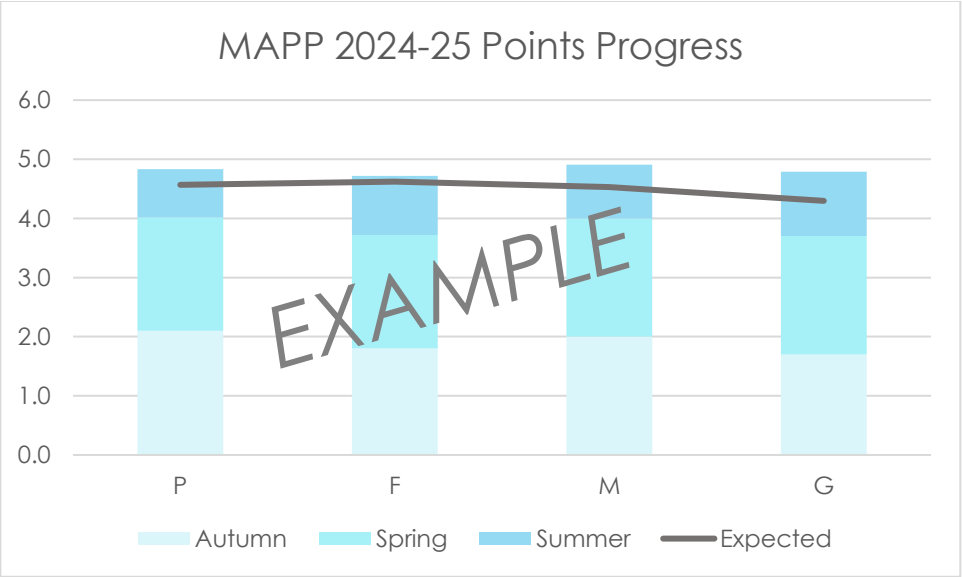
Appendices

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, Victoria	**RE/Collective Worship**: Dom	**Geography:** Dom
Maths: Kiersti	**Science**: Catherine	**History:** Dom
PE: Alistair	**ICT**: Ali	**Art, Drama and Dance**: Beth
PSHE: Dan	**Sensory**: Pippa	**Music**: Robyn
DT: Drew		

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

Yes	No
	Comment: