



Castle Hill School

Progress Report
Autumn Term 2021

*This report has been compiled 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.*

Contents

- Headlines
- EYFS – Development Matters Baseline and Analysis
- KS1 – KS5 Castle Hill Level Baseline and Analysis
- KS1 – KS5 Castle Hill Level Target Setting and Analysis
- MAPP Analysis:
 - Classes
 - All pupils over time
 - Gender
 - Any Premium Ever
 - Ethnicity
- Appendices

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

Previous years' target setting and assessment data is available on request for each pupil, providing evidence of a clear learning journey.

Autumn 2021 Headlines from EYFS, Castle Hill Level, MAPP/ PiP and Target Setting Analysis

Brief Overview:

EYFS: All pupils in EYFS have been baselined using the Development 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 Development 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. Target setting is completed in November through professional conversations with a member of the Senior Leadership Team.

Early Years (EYFS Development Matters)

The baseline data taken from Development Matters indicates that the Early Years cohort are working between the Birth – 11 months and 22 - 36 months range (p.11). Each month range represents a broad band of developmental points and the children make progress whilst remaining in the same range. A baseline for each pupil is made in October which reflects their abilities upon transition to school, which may involve a period whilst they adjust to this change. The number of Early Years students 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. In order to keep in line with the whole school reporting systems Early Years will be focusing on analysing the core skills. **HEADLINE: Individual outcomes and graduated responses are identified and applied through pupil progress meetings** (records available upon request). Data is obtained for all aspects of EYFS and used to report the end of Foundation Stage progress. **HEADLINE: Development Matters gives a good indication of strengths and areas for development. Further analysis of each pupil's needs and progress is achieved through the MAPP and PiP process, which is directly linked to EHCP targets.**

Outcomes: The baseline data taken from Development Matters shows that the Early Years cohort are working between the Birth – 11 months and 22 - 36 months range. The number of Early Years students 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.

Development Matters is focussed around 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. An EYFS discussion group has been set up to moderate judgements and discuss assessment systems that are in place.

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).

Primary (Castle Hill Levels)

English: Headline: In KS1 and KS2, the majority of pupils are working at the early developmental levels, between CHL1i and CHL3ii. However, the proportion of pupils who are working at the very early developmental levels, between CHL1i and CHL2ii, is lower at KS2, compared to KS1, which is evidence of the development of skills as pupils progress through the early Key Stages and is comparable to last year. Progress between the four skill areas in English is comparable, as it was the previous academic year.

Maths: Headline: In KS1 and KS2, the majority of pupils are working at the early developmental levels, between CHL1i and CHL3ii. The proportion of pupils who are working at the very early developmental levels, between CHL1i and CHL2ii, however, is lower at KS2, compared to KS1, which is evidence of the development of skills as pupils progress through the early Key Stages and is comparable to last year. Progress between the three skill areas in Maths is comparable, as it was the previous academic year.

Secondary (Castle Hill Levels)

English: The Castle Hill Level baselines show that the majority of KS3 pupils are working at CHL4 and above, which is comparable to last year and an increase in achievement compared to KS1 and KS2. **HEADLINE: The shift in the majority of KS3 pupils working at CHL4 and above in English, compared to the majority of KS1 and KS2 pupils working at CHL1i – CHL3ii, is evidence of the cumulative acquisition of skills, as pupils move through the Key Stages.** In KS3 more pupils are achieving CHL8 and above in Reading than the other skill areas, last academic year, progress was comparable between the skill areas. In KS4 progress between the four skill areas in English is comparable, as it was the previous academic year.

Maths: The Castle Hill Level baselines show that the majority of KS3 pupils are working at CHL4 and above, which is comparable to last year and an increase in achievement compared to KS1 and KS2. **HEADLINE: The shift in the majority of KS3 pupils working at CHL4 and above in Maths, compared to the majority of KS1 and KS2 pupils working at CHL1i – CHL3ii, is evidence of the cumulative acquisition of skills, as pupils move through the Key Stages.** Progress between the three skill areas in Maths is comparable, whereas in the previous academic year, the CHL baselines were slightly higher in Number, compared to SSM and U&A,

Sixth Form (Castle Hill Levels and Achievement Continuum)

HEADLINE: The overall profile of Sixth Form has changed; this year the PMLD/MSI cohort makes up approximately 60% of pupils, whereas last year, it was 40%. This is due to higher ability pupils who have graduated in Summer 2021, the PMLD/MSI pupils that have transitioned from Secondary to Sixth Form and the two PMLD pupils that have joined Castle Hill School in Y13.

HEADLINE: Sixth Form has the widest range in pupil ability within a Key Stage (CHL1iib to CHL9a). Differentiated curriculum and qualification pathways are applied to meet this wide range of pupil ability.

English: Headline: The majority of Sixth Form pupils are working at the early developmental levels, between CHL1i and CHL3ii, which is a contrast to last academic year, in which the majority of Sixth Form pupils were working at CHL4 and above. Progress between the four skill areas in English is comparable, as it was the previous academic year.

Maths: Headline: The majority of Sixth Form pupils are working at the early developmental levels, between CHL1i and CHL3ii, which is a contrast to last academic year, in which the majority of Sixth Form pupils were working at CHL4 and above. Progress between the three skill areas in Maths is comparable, as it was the previous academic year.

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. **Headline: Progression guidance is created by RAG rating discrete blocks of data in the Summer Assessment Report to show progression trends. It provides a system that can be replicated year on year to show an overview of progression trends.** 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: Last academic year, the assessment cycle showed that in English on average,**

78% of pupils met their end of year targets and in Maths 80% of pupils met their end of year targets. These figures are being developed on a year-by-year basis, to form a guide in terms of expectations for target achievement.

Reporting of Data

Castle Hill School reports at the end of Y2 and Y6 (statutory) and Yr9 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. Due to the Covid-19 pandemic, there was no requirement to report to the Department for Education on Pre-Key Stage Standards or the Engagement Model for summer 2021.

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).

Whole school: The Autumn term progress is higher than that of the previous two years. It can be seen that during the pandemic, the Autumn term progress dipped last year. It can be seen that progress has recovered and slightly higher than pre-pandemic results. (p.35). **Headline: Progress dipped slightly last year due to the COVID-19 pandemic and the resulting sporadic non-attendance of some pupils due to self-isolation, medical vulnerability, bubble closures and extended transitions back to school. Progress has now returned to, and slightly exceeded pre-pandemic results.**

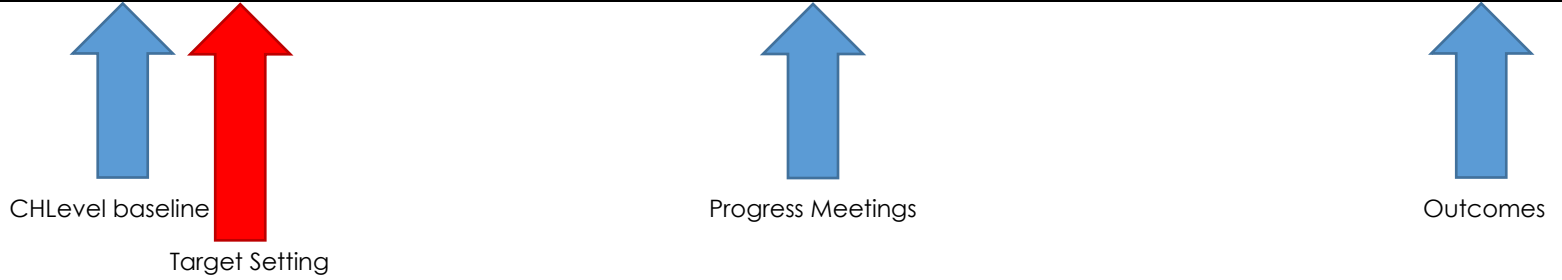
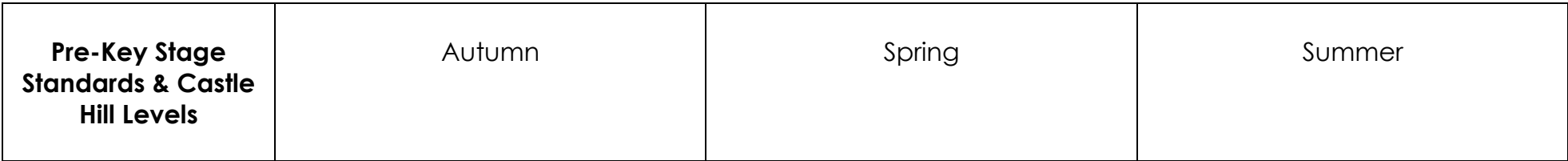
There is a near to no difference in attainment across gender (p.35).

There is a negligible difference between progress made by pupils in receipt of any Premium, to the rest of the cohort (p.33).

There is a negligible difference in progress made by pupils in relation to ethnicity (p.37).

HEADLINE: Where classes sit outside of MAPP progress expectation, PiP targets and expected turnover will be discussed as part of the moderation discussion.

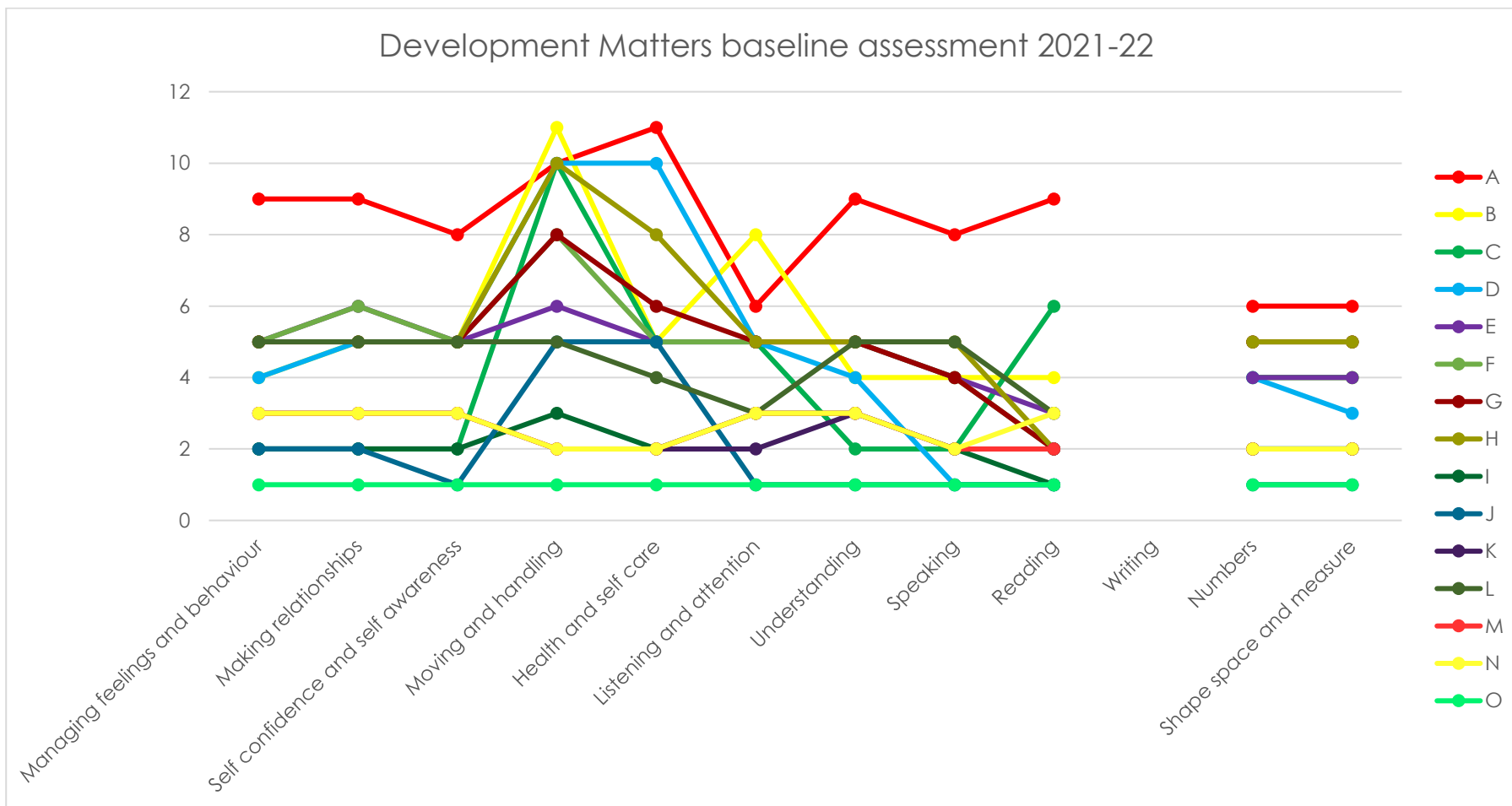
Autumn Assessment Report 2021 CHIP Outcomes:



EYFS Development Matters Baseline October 2021

Pupil	Area of learning																
	PSED			Physical		Comm. & Language			Literacy		Maths		UW		Expressive Arts		
	Managing feelings and relationships	Making relationships	Self-confidence	Moving and Handling	Health & Self-Care	Listening & Attention	Understanding	Speaking	Reading	Writing	Numbers	Shape, Space & Measure	People & Communities	The World	Technology	Exploring & Using Media and Materials	Being Imaginative
A	16-26 - Secure	16-26 - Secure	16-26 - Developing	22-36 - Emerging	16-26 - Developing	8-20 - Secure	16-26 - Secure	16-26 - Developing	16-26 - Secure		8-20 - Secure	8-20 - Secure	8-20 - Developing	8-20 - Secure	16-26 - Secure	8-20 - Secure	16-26 - Emerging
B	8-20 - Emerging	8-20 - Developing	8-20 - Developing	22-36 - Developing	8-20 - Developing	16-26 - Developing	8-20 - Emerging	8-20 - Emerging	8-20 - Emerging		8-20 - Emerging	8-20 - Emerging		Birth - 11 - Secure	16-26 - Secure	16-26 - Emerging	16-26 - Emerging
C	Birth - 11 - Developing	Birth - 11 - Developing	Birth - 11 - Developing	22-36 - Emerging	8-20 - Developing	8-20 - Developing	Birth - 11 - Developing	Birth - 11 - Developing	8-20 - Secure		8-20 - Emerging	8-20 - Emerging		Birth - 11 - Developing		8-20 - Emerging	Birth - 11 - Developing
D	8-20 - Emerging	8-20 - Developing	8-20 - Developing	22-36 - Emerging	22-36 - Emerging	8-20 - Developing	8-20 - Emerging	Birth - 11 - Emerging	Birth - 11 - Emerging		8-20 - Emerging	Birth - 11 - Secure		Birth - 11 - Secure		Birth - 11 - Secure	Birth - 11 - Developing
E	8-20 - Developing	8-20 - Secure	8-20 - Developing	8-20 - Secure	8-20 - Developing	8-20 - Developing	8-20 - Developing	8-20 - Emerging	Birth - 11 - Secure		8-20 - Emerging	8-20 - Emerging		8-20 - Emerging		8-20 - Emerging	8-20 - Emerging
F	8-20 - Developing	8-20 - Secure	8-20 - Developing	16-26 - Developing	8-20 - Developing	8-20 - Developing	8-20 - Developing	8-20 - Emerging	Birth - 11 - Developing		8-20 - Developing	8-20 - Developing		8-20 - Emerging		8-20 - Emerging	8-20 - Emerging
G	8-20 - Developing	8-20 - Developing	8-20 - Developing	16-26 - Developing	8-20 - Secure	8-20 - Developing	8-20 - Developing	8-20 - Emerging	Birth - 11 - Developing		8-20 - Developing	8-20 - Developing		8-20 - Emerging		8-20 - Emerging	8-20 - Emerging

Development Matters baseline assessment 2021-22



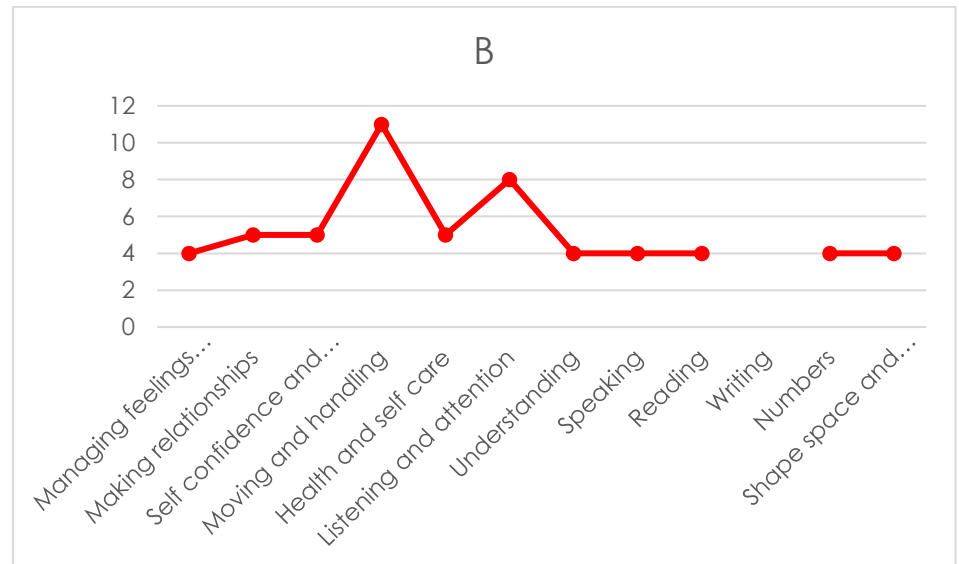
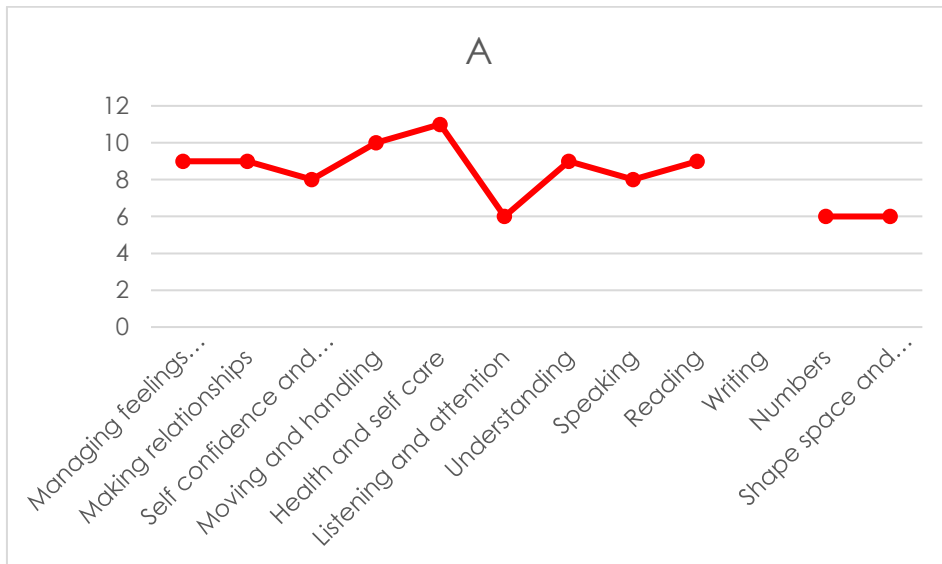
EYFS

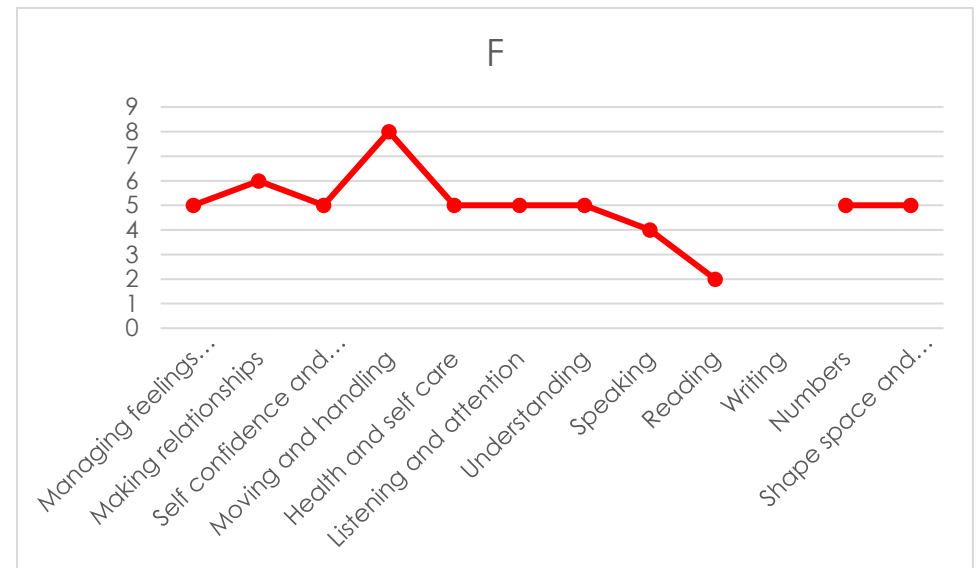
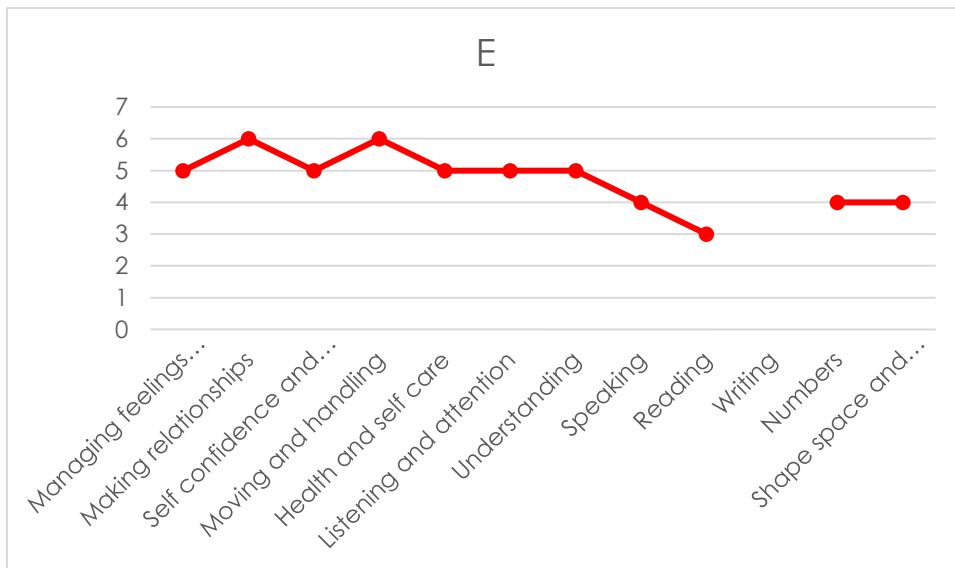
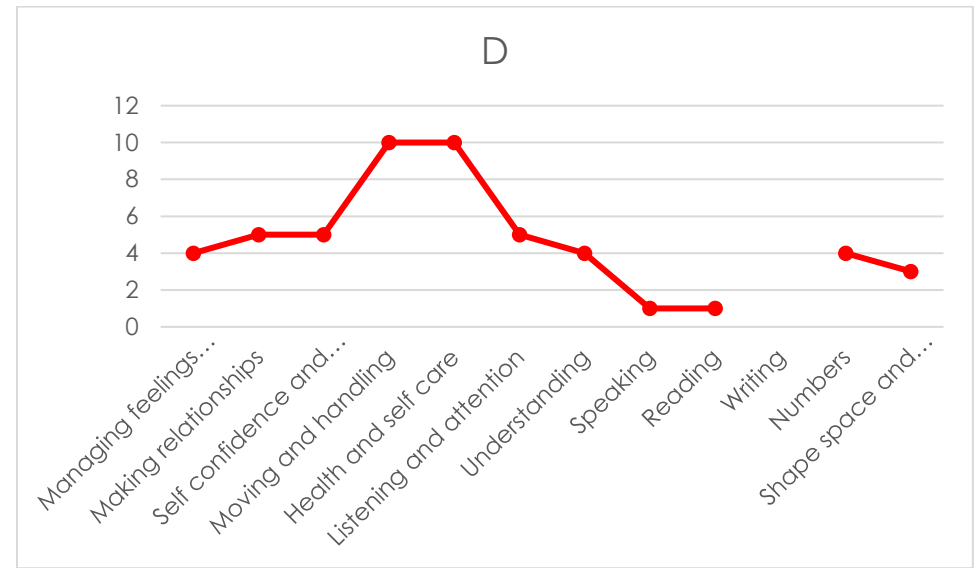
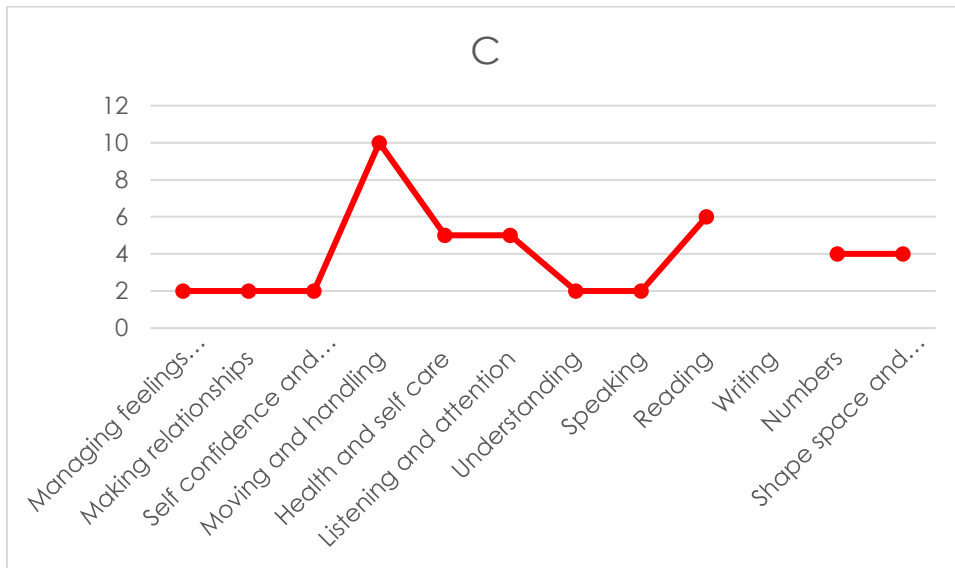
All pupils in the EYFS have been baselined using the Development Matters areas of learning. All pupils have a spikey profile and across the 15 pupils there is a range of ability. For the purpose of data analysis, the following areas are included within each graph; Personal, Social and Emotional Development, 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.

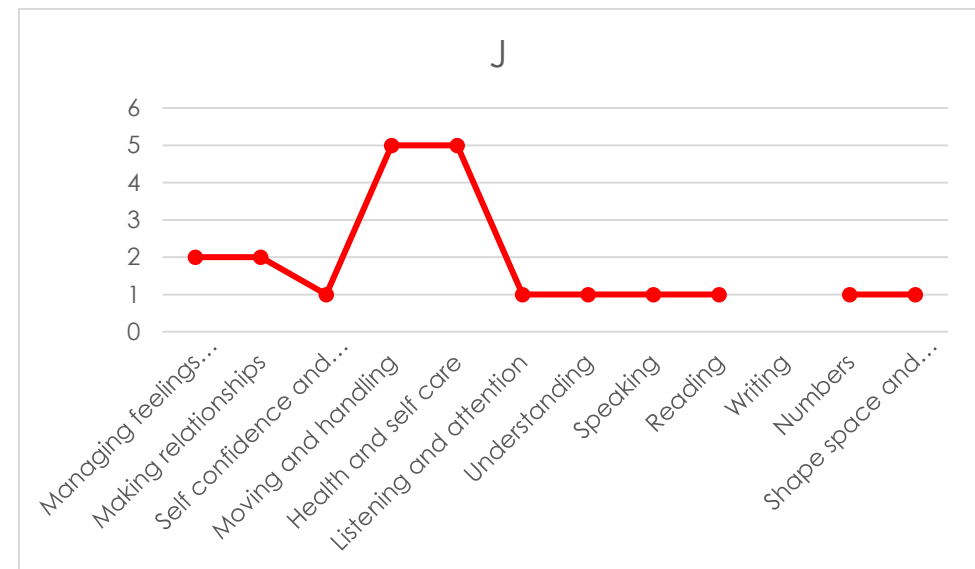
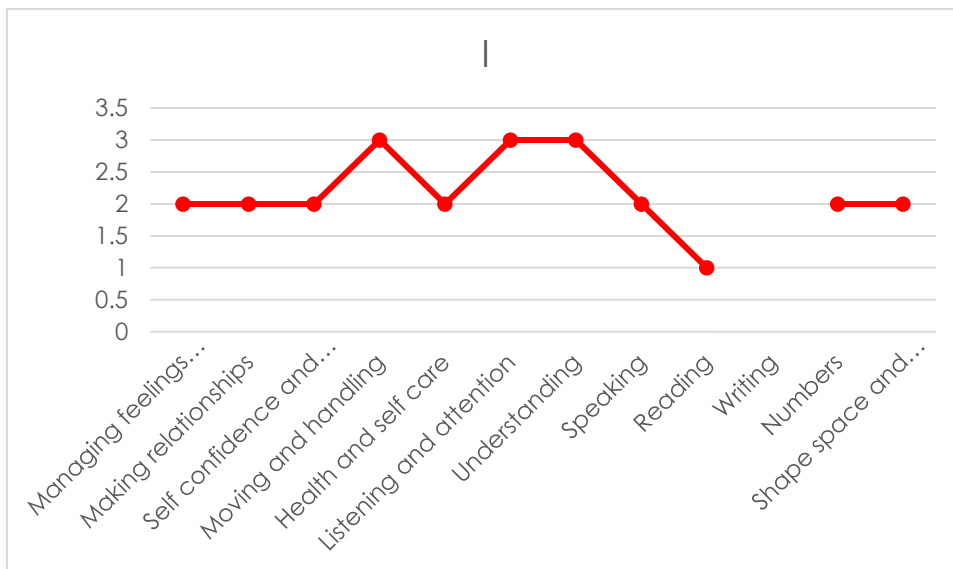
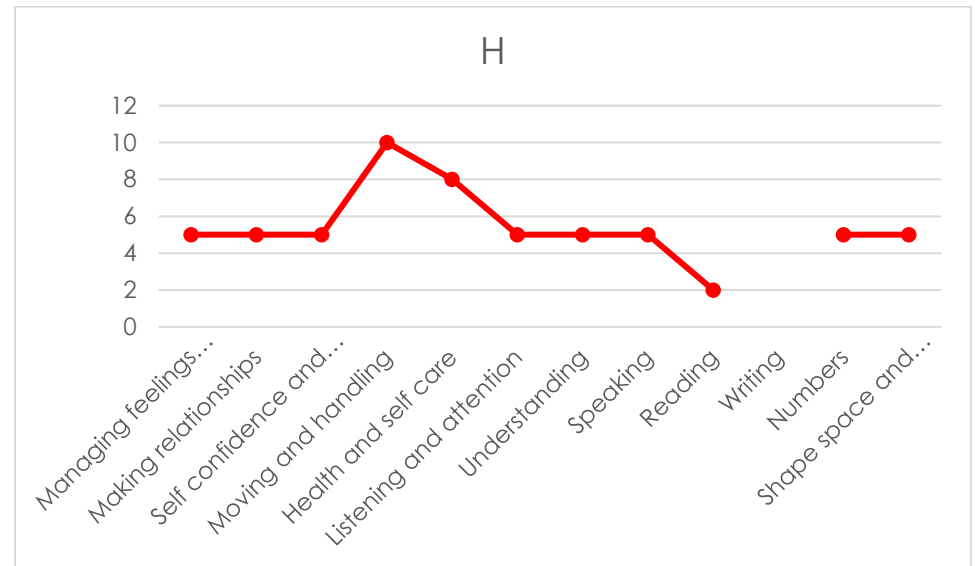
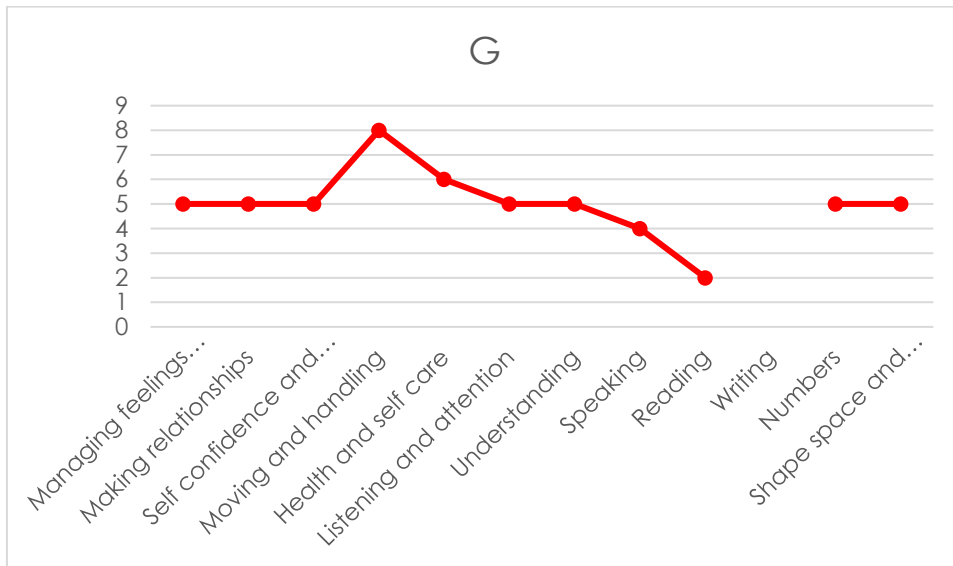
There is a general spike for most pupils around the Moving and Handling strand. This is because there is a large group of pupils with complex needs, but who are physically able.

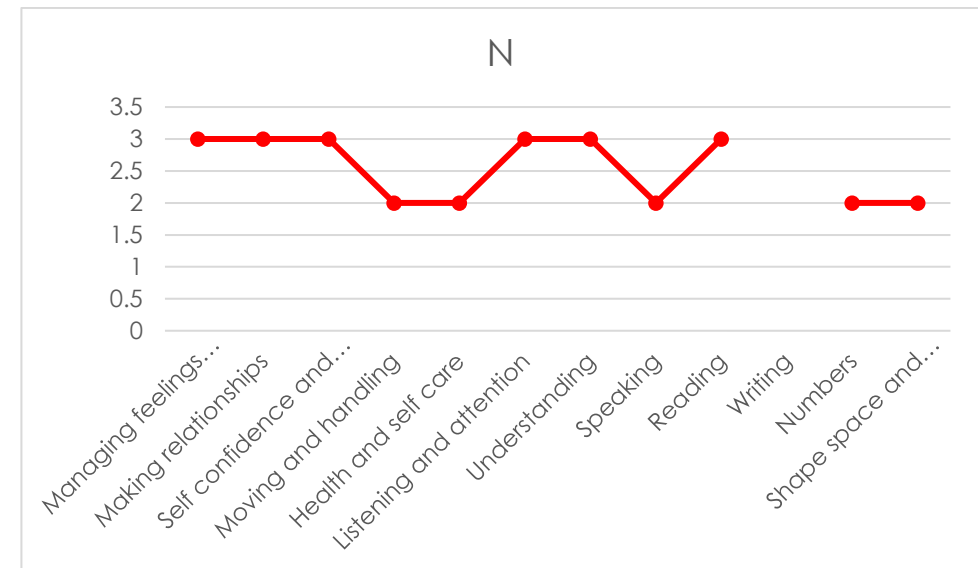
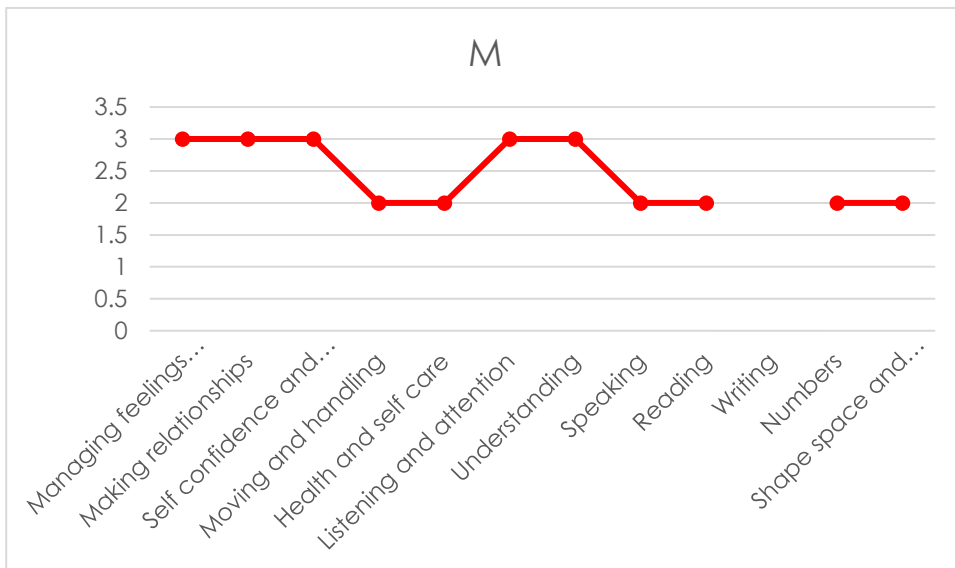
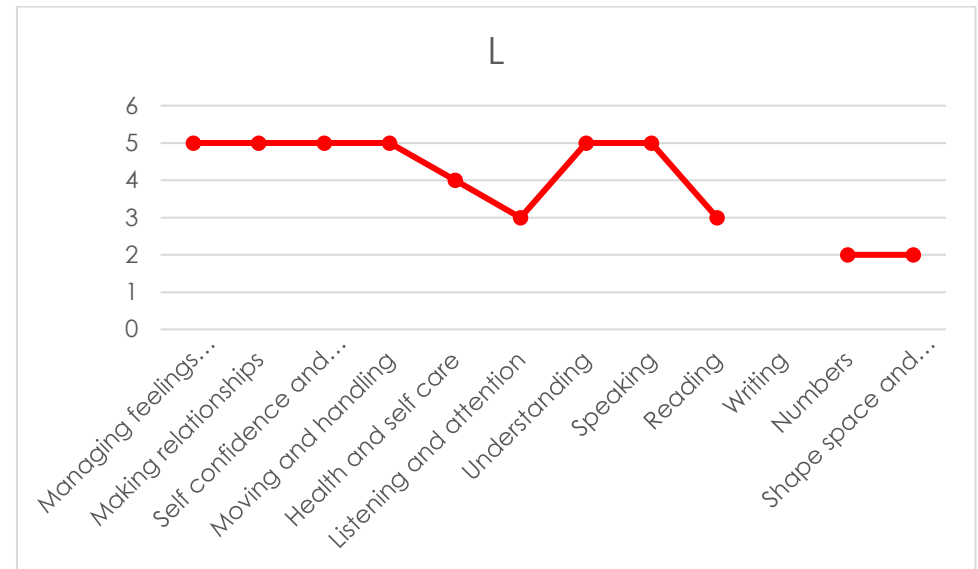
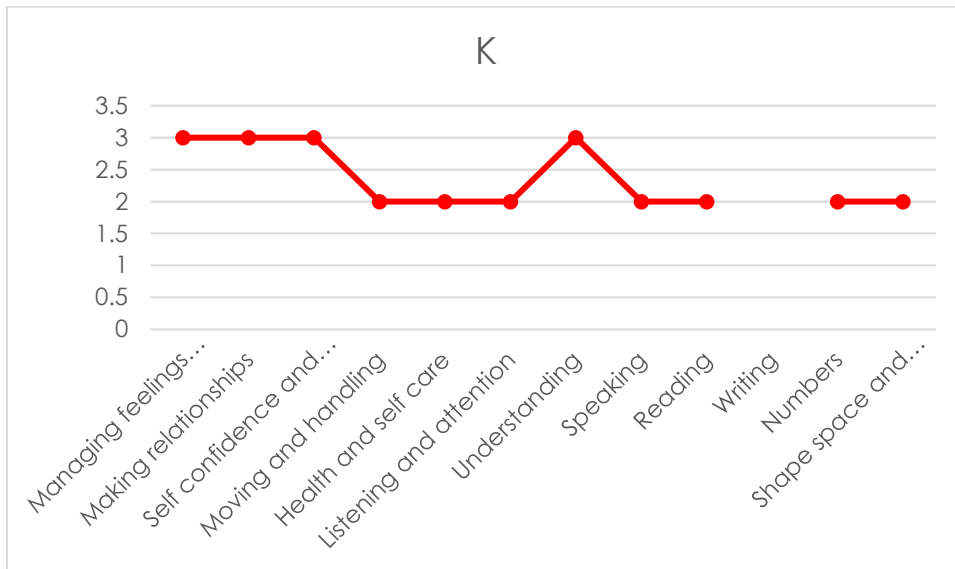
Assessment for the Writing strand begins at 22 – 36 months, Development Matters Guidance states that 'Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. Early mark making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning.' **This explains the gap in the graph data when pupils are not yet working within the 22 – 36 months range.**

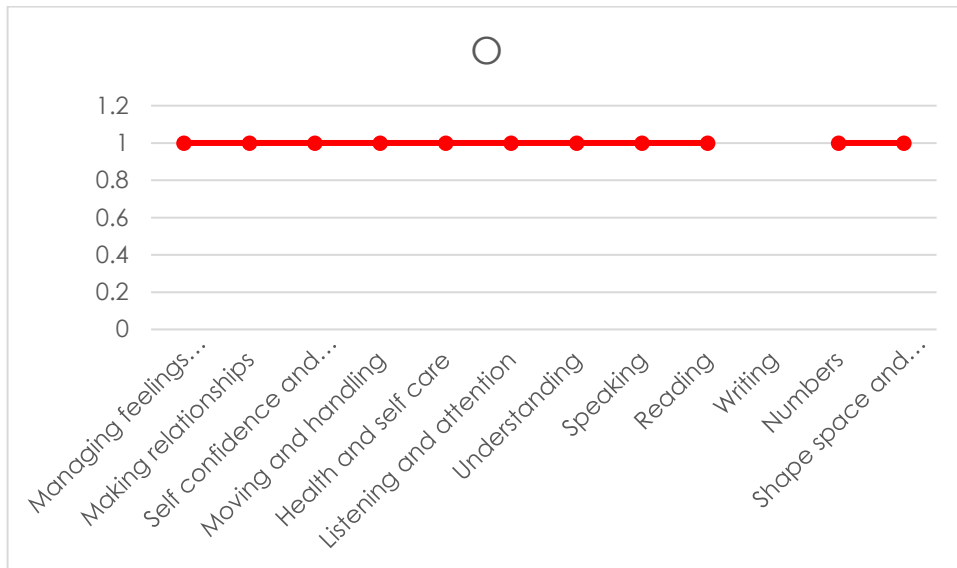
The following graphs show in detail the individual pupils' profiles:











Outcomes: The baseline data taken from Development Matters shows that the Early Years cohort are working between the Birth – 11 months and 22 - 36 months range. The number of Early Years students 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.

Development Matters is focussed around 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. An EYFS discussion group has been set up through the Pennine Teaching and Learning Development Centre to moderate judgements and discuss assessment systems that are in place.

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 2021

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 (8*)	2	3	2	1		2	3	2	1		2	3	2	1		2	4	1	1	
2 (8)	2	3	2	1		2	3	2	1		2	3	2	1		2	4	1	1	
KS2 (35)	5	18	8	3	1	5	20	4	3	3	8	16	6	3	2	5	19	7	4	
3 (7)	2	3	1	1		1	4	1		1	2	3	1		1	1	4	1	1	
4 (7)	1	3	2	1		1	3	1	2		1	3	2	1			4	2	1	
5 (11)		8	2		1	1	8		1	1	3	6		2		2	6	2	1	
6 (10)	2	4	3	1		2	5	2		1	2	4	3		1	2	5	2	1	

Outcomes: * There are ten Year 1 pupils and one Y2 pupil who are assessed using Development Matters, rather than Castle Hill Levels, as they are in EYFS, therefore, they are not included in the KS1 Castle Hill Level data. KS1 is a small cohort of 8 pupils, which needs to be taken into consideration when making comparisons.

The majority of pupils in KS1 are working at the early developmental levels, between CHL1i and CHL3ii. A smaller number are working at CHL4 and above. The data is comparable to last year's population.

Similarly, in KS2, the majority of pupils are working at the early developmental levels, between CHL1i and CHL3ii. However, the proportion of pupils who are working at the very early developmental levels, between CHL1i and CHL2ii is lower at KS2, compared to KS1, which is evidence of the development of skills as pupils progress through the early Key Stages.

Progress between the four skill areas in English is comparable, as it was the previous academic year.

KS3-KS4 Castle Hill Level English Baseline Overview Autumn 2021

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 (30)	5	6	14	5		6	5	12	5	2	7	7	9	3	4	6	7	11	5	1
7 (8)	3	2	2	1		3	2	2		1	4	3		1		4	1	2	1	
8 (10)	1	2	6	1		2	1	5	2		2	1	5	1	1	1	2	6	1	
9 (12)	1	2	6	3		1	2	5	3	1	1	3	4	2	2	1	4	3	3	1
KS4 (13)		7	3	2	1		6	4	2	1		8	2	2	1		7	3	2	1
10 (6)		4		1	1		4		1	1		4		1	1		3	1	1	1
11 (7)		3	3	1			2	4	1			4	2	1			4	2	1	

Outcomes: In KS3, more pupils are working at CHL4+, than below. In KS3 there are only five pupils who working at the very early developmental levels between CHL1i and CHL3ii in all four skills areas and none in KS4. KS4 has a relatively small cohort of 13 pupils, which makes comparisons less meaningful. Y9 is the most able year group in KS3.

In KS3 more pupils are achieving CHL8+ in Reading than the other skill areas, last academic year, progress was comparable. In KS4 progress between the four skill areas in English is comparable, as it was the previous academic year.

Sixth Form Castle Hill Level English Baseline Overview Autumn 2021

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 (21)	8	5	6	1	1	8	5	5	1	2	8	5	5	2	1	8	6	4	2	1
12 (5)	1	2	2			1	2	2			1	2	1	1		1	2	2		
13 (7)	2	3	2			2	3	2			2	3	2			2	4	1		
14 (8)	4		2	1	1	4		1	1	2	4		2	1	1	4		1	2	1
15 (1)	1					1					1					1				

Outcomes: The overall profile of Sixth Form has changed; this year the PMLD/MSI cohort makes up approximately 60% of pupils, whereas last year, it was 40%. This is due to higher ability pupils who have graduated in Summer 2021, the PMLD/MSI pupils that have transitioned from Secondary to Sixth Form and the two PMLD pupils that have joined Castle Hill School in Y13.

The majority of Sixth Form pupils are working at the early developmental levels, between CHL1i and CHL3ii, which is a contrast to last academic year, in which the majority of Sixth Form pupils were working at CHL4+. There is also the greatest range of ability in Sixth Form, compared to the other Key Stages, with an ability range from CHL1iib to CHL9a. Y14 is the most able year group in KS5.

Progress between the four skill areas in English is comparable, as it was the previous academic year.

KS1-KS2 Castle Hill Level Maths Baseline Overview Autumn 2021

	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 (8*)	2	3	3			2	3	2	1		2	3	3		
2 (8)	2	3	3			2	3	2	1		2	3	3		
KS2 (35)	6	15	8	3	3	6	17	6	3	3	6	17	6	2	4
3 (7)	2	3	1		1	2	3	1		1	2	3	1		1
4 (7)	1	3	1	1	1	1	3	1	1	1	1	3	1	1	1
5 (11)	1	7	1	2		1	8		2		1	7	1	1	1
6 (10)	2	2	5		1	2	3	4		1	2	4	3		1

Outcomes: * There are ten Year 1 pupils and one Y2 pupil who are assessed using Development Matters, rather than Castle Hill Levels, as they are in EYFS, therefore, they are not included in the KS1 Castle Hill Level data. KS1 is a small cohort of 8 pupils, which needs to be taken into consideration when making comparisons.

The majority of pupils in KS1 are working at the early developmental levels, between CHL1i and CHL3ii. A smaller number are working at CHL4 and above. The data is comparable to last year's population.

Similarly, in KS2, the majority of pupils are working at the early developmental levels, between CHL1i and CHL3ii. However, the proportion of pupils who are working at the very early developmental levels, between CHL1i and CHL2ii, is lower at KS2, compared to KS1, which is evidence of the development of skills as pupils progress through the early Key Stages.

Progress between the three skill areas in Maths is comparable, as it was the previous academic year.

KS3-KS4 Castle Hill Level Maths Baseline Overview Autumn 2021

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 (30)	7	4	11	6	2	7	6	9	6	2	7	6	8	6	3
7 (8)	4	1	2		1	4	3		1		4	3			1
8 (10)	2	1	4	3		2	1	4	3		2		5	2	1
9 (12)	1	2	5	3	1	1	2	5	2	2	1	3	3	4	1
KS4 (13)	1	3	6	2	1	1	4	5	2	1	1	5	3	3	1
10 (6)		2	2	1	1		3	1	1	1		3	1	1	1
11 (7)	1	1	4	1		1	1	4	1		1	2	2	2	

Outcomes: In KS3, more pupils are working at CHL4+, than below. In KS3 there are seven pupils who working at the very early developmental levels between CHL1i and CHL3ii in all three skills areas and only one in KS4. KS4 has a relatively small cohort of 13 pupils, which makes comparisons less meaningful. Y9 is the most able year group in KS3.

Progress between the three skill areas in Maths is comparable, whereas in the previous academic year achievement was slightly higher in Number, compared to SSM and U&A, with three pupils achieving CHL8+ in Number and none in SSM and U&A.

Sixth Form Castle Hill Level Maths Baseline Overview Autumn 2021

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 (21)	8	5	5	2	1	8	5	5	2	1	8	5	5	1	2
12 (5)	1	2	1	1		1	2	1	1		1	2	1	1	
13 (7)	2	3	2			2	3	2			2	3	2		
14 (8)	4		2	1	1	4		2	1	1	4		2		2
15 (1)	1					1					1				

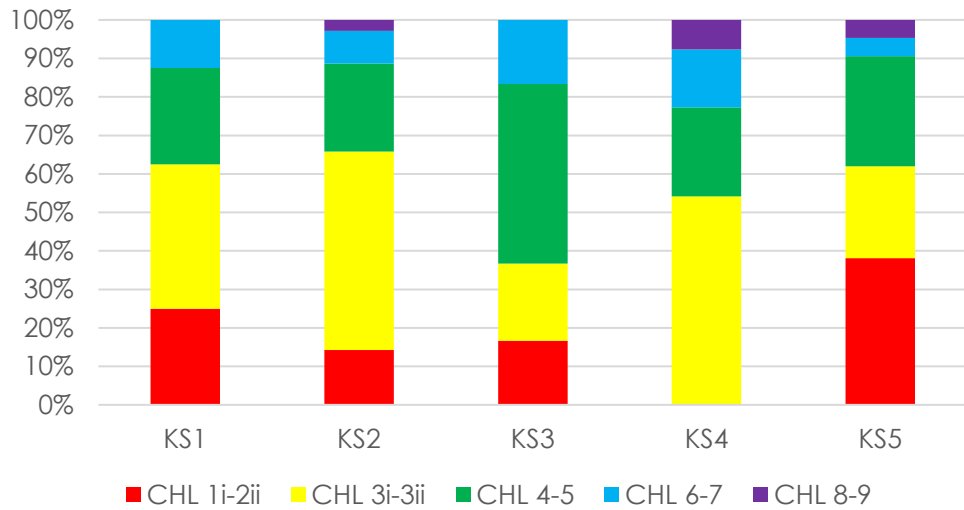
Outcomes: As mentioned previously, the overall profile of Sixth Form has changed; this year the PMLD/MSI cohort makes up approximately 60% of pupils, whereas last year, it was 40%. This is due to higher ability pupils who have graduated in Summer 2021, the PMLD/MSI pupils that have transitioned from Secondary to Sixth Form and the two PMLD pupils that have joined Castle Hill School in Y13.

The majority of Sixth Form pupils are working at the early developmental levels, between CHL1i and CHL3ii, which is a contrast to last academic year, in which the majority of Sixth Form pupils were working at CHL4 and above. There is also the greatest range of ability in Sixth Form, compared to the other Key Stages, with an ability range from CHL1iib to CHL9a. Y14 is the most able year group in KS5.

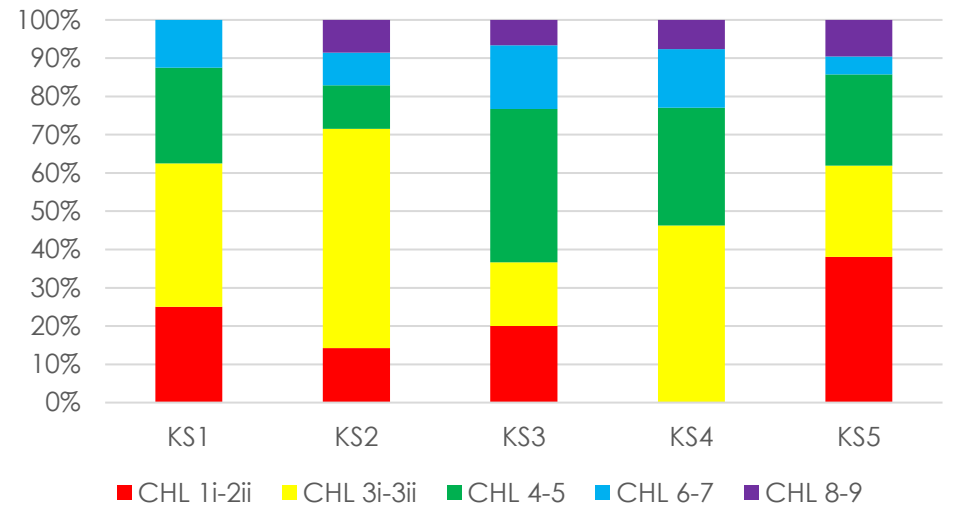
Progress between the three skill areas in Maths is comparable, as it was the previous academic year.

Castle Hill Level Baseline Overview Autumn 2021-2022

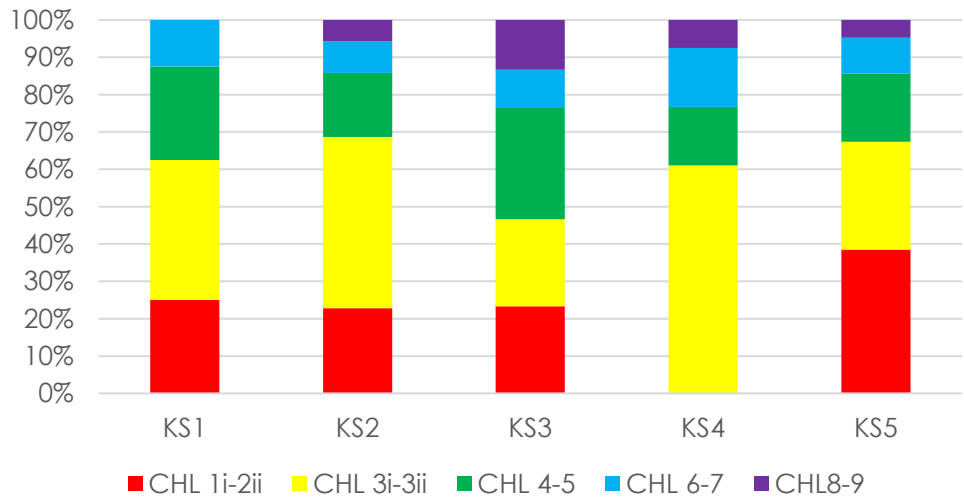
Speaking Baseline Overview



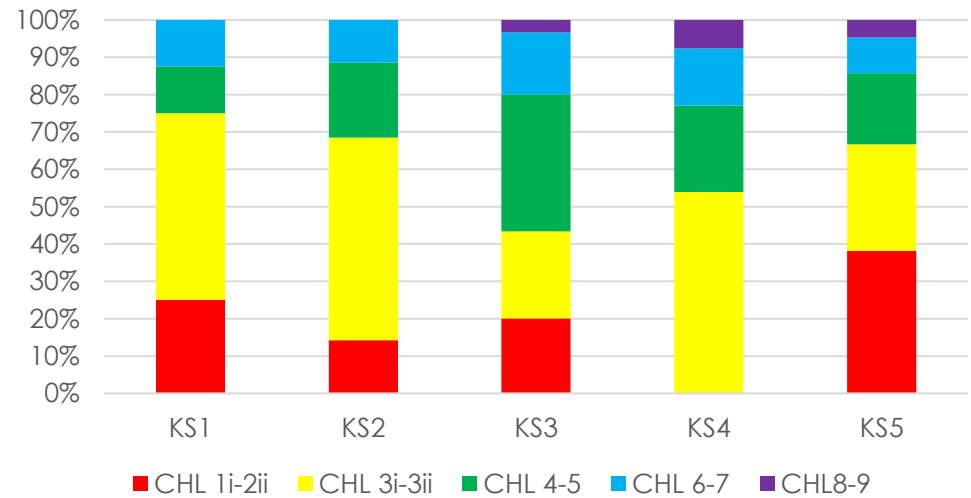
Listening Baseline Overview



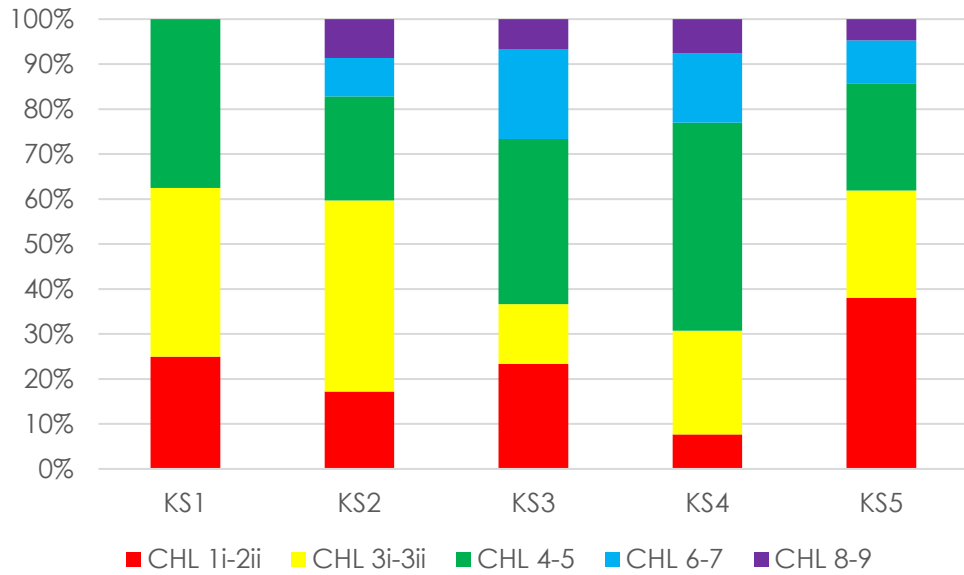
Reading Baseline Overview



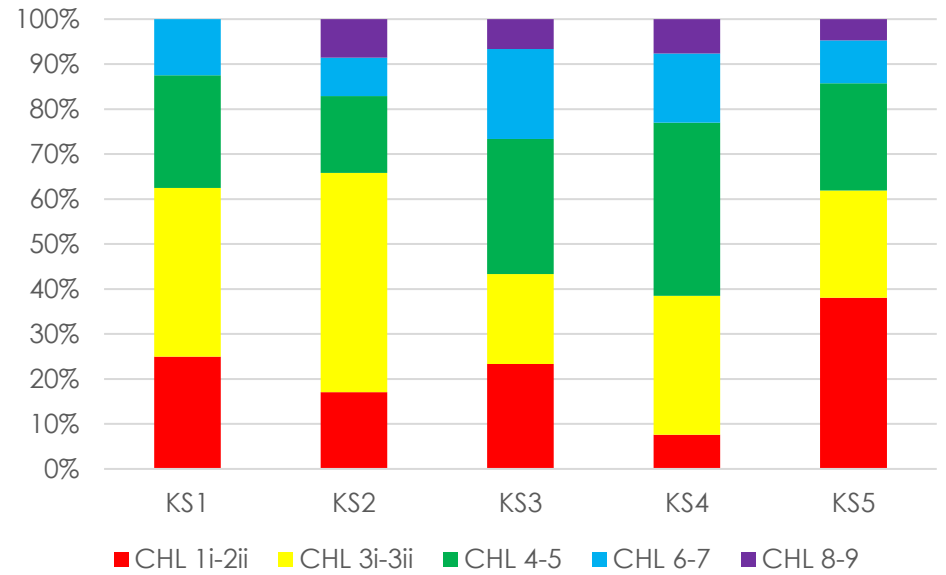
Writing Baseline Overview



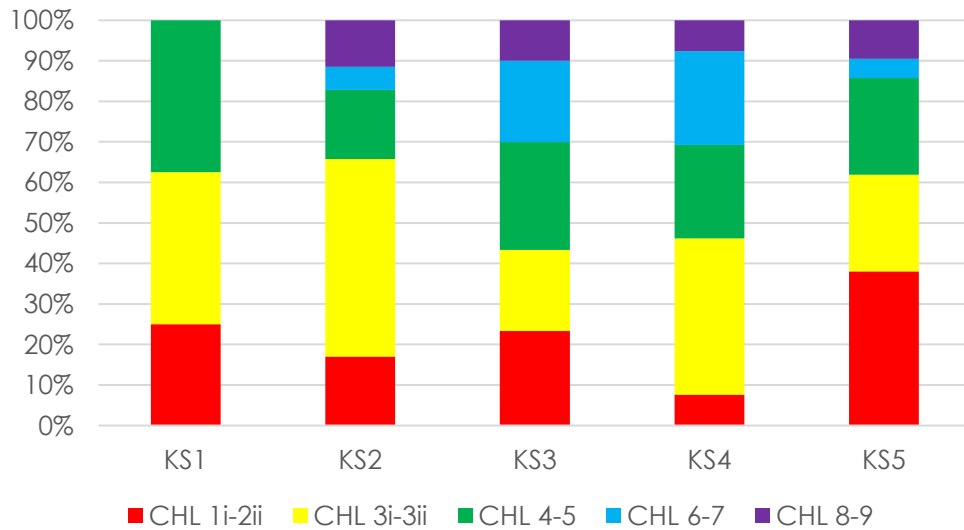
Maths SSM Baseline Overview



Maths U&A Baseline Overview



Maths Nu Baseline Overview



Target Setting

In response to the Rochford Review (October 2016) and the resulting recommendations regarding the use of P levels and Progression Guidance, Castle Hill School's target setting process was reviewed in 2017. A new assessment system of Castle Hill Levels was devised which is a developmental pathway for all pupils up to KS5, taking into consideration progression through Development Matters, Pre-Key Stage Standards, the Achievement Continuum, and Functional Skills for Entry Levels, as well as P levels. In Summer 2020, the Castle Hill Levels were brought in line with P levels to support collaborative practice and moderation with other schools.

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. **Headline: Progression guidance is created by RAG rating discrete blocks of data in the Summer Assessment Report to show progression trends. It provides a system that can be replicated year on year to show an overview of progression trends.** 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: Last academic year, the assessment cycle showed that in English on average, 78% of pupils met their end of year targets and in Maths 80% of pupils met their end of year targets.** These figures are being developed on a year-by-year basis, to form a guide in terms of expectations for target achievement.

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 the MAPP assessments and PiP documents.

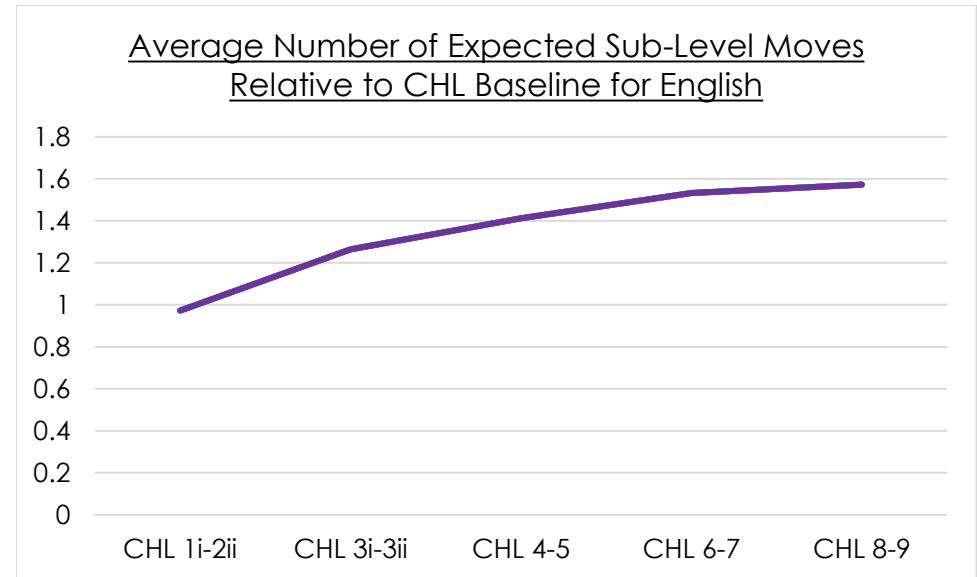
Progression and challenge towards these targets is evidenced through the recording of MAPP and PiP outcomes. For further guidance on this process please refer to the school website: Assessment, Progress and Planning page:
<https://www.castlehillschool.org.uk/school-life/assessment-planning-and-progress/>

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

Castle Hill Level End of Year Target Setting 2021-2022

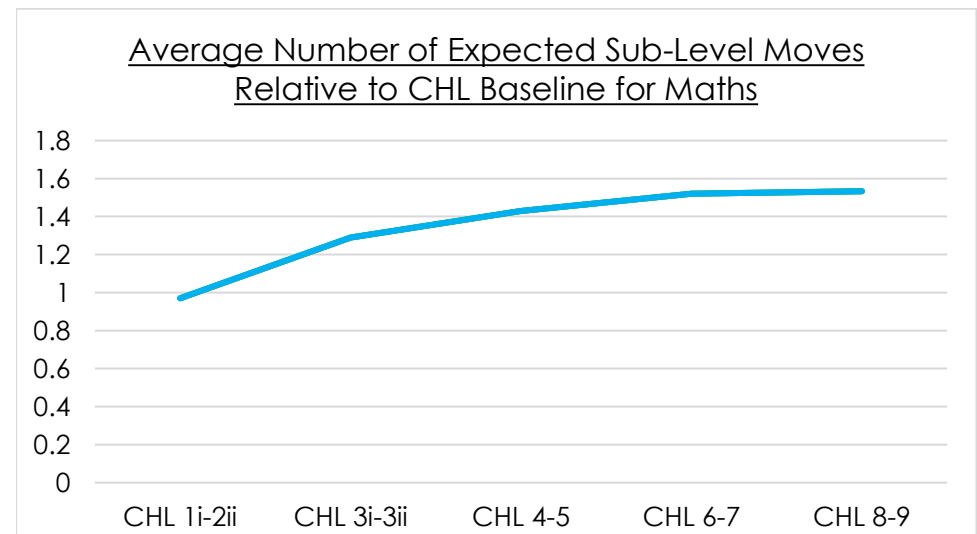
English

		CHL Baseline				
		CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9
Average Number of Expected Sub-Level Moves	Speaking	0.95	1.26	1.42	1.50	1.56
	Listening	0.95	1.20	1.37	1.57	1.58
	Reading	1.08	1.36	1.42	1.60	1.65
	Writing	0.91	1.24	1.44	1.46	1.50



Maths

		CHL Baseline				
		CHL 1i-2ii	CHL 3i-3ii	CHL 4-5	CHL 6-7	CHL 8-9
Average Number of Expected Sub-Level Moves	SSM	0.96	1.26	1.42	1.52	1.52
	U&A	1.00	1.33	1.43	1.54	1.48
	Number	0.95	1.28	1.44	1.50	1.60



Outcomes: The data shows that the higher the CHL baseline for English and Maths, the higher the number of expected sub-level moves. For the small number of students who are baselined at CHL8-9 there is still an increase in expectations, compared to those baselined at lower levels, but the increase is smaller, due to inbuilt challenge within the assessment criteria for these levels.

Target Setting Outcomes

Highlighted areas	Responses / Actions
KS1 English	KS1 is a small cohort of 8 pupils, which makes comparisons less meaningful. KS1 end of year English targets show that the majority of pupils are expected to achieve CHL1i-3ii (in the early developmental levels), for all areas of English (except Reading which is CHL4 and above), this reflects the CHL baselines for KS1. The exception of Reading in real terms reflects 1 additional individual pupil with a target at CHL4+, which caused the majority to shift.
KS1 Maths	KS1 end of year Maths targets show that the majority of pupils are expected to achieve CHL1i-3ii (in the early developmental levels), which reflects the CHL baselines for KS1.
KS2 English	End of KS2 English targets show that the majority of pupils are expected to achieve CHL1i-3ii (in the early developmental levels). However, much fewer are expected to achieve CHL1i-2ii (in the very early developmental levels), compared to KS1, which demonstrates an increase in anticipated progress and subsequent raise in targets, as pupils move through the Key Stages.
KS2 Maths	End of KS2 Maths targets show that the majority of pupils are expected to achieve CHL1i-3ii (in the early developmental levels). However, much fewer are expected to achieve CHL1i-2ii (in the very early developmental levels), compared to KS1, which demonstrates an increase in anticipated progress and subsequent raise in targets, as pupils move through the Key Stages.
KS3 English	KS3 end of year English targets show that the majority of pupils are expected to achieve CHL4 and above. This is evidence of the cumulative acquisition of skills and subsequent raise in targets, as pupils move through the Key Stages. Slightly higher targets have been set for Reading, than for the other skill areas in English, which reflects the baseline assessment.
KS3 Maths	KS3 end of year Maths targets show that the majority of pupils are expected to achieve CHL4 and above. This is evidence of the cumulative acquisition of skills and subsequent raise in targets, as pupils move through the Key Stages.
KS4 English	KS4 is a small cohort of 13 pupils, which makes comparisons less meaningful. KS4 end of year English targets show that the majority of pupils are expected to achieve CHL4 and above. This is evidence of the cumulative acquisition of skills and subsequent raise in targets, as pupils move through the Key Stages.
KS4 Maths	KS4 end of year Maths targets show that the majority of pupils are expected to achieve CHL4 and above. This is evidence of the cumulative acquisition of skills and subsequent raise in targets, as pupils move through the Key Stages.

Target Setting Outcomes

Highlighted areas	Responses / Actions
Sixth Form English	KS5 end of year English targets show that the majority of pupils are expected to achieve CHL1i-3ii (in the early developmental levels), which is a contrast to last academic year, in which the majority of Sixth Form pupils were expected to achieve CHL4 and above. This shift reflects the changing profile of the Sixth Form, in which the PMLD/MSI cohort makes up approximately 60% of pupils, whereas last year, it was 40%. In Sixth Form there is also the greatest range in terms of English targets, which reflects the large ability range within Sixth Form.
Sixth Form Maths	KS5 end of year Maths targets show that the majority of pupils are expected to achieve CHL1i-3ii (in the early developmental levels), which is a contrast to last academic year, in which the majority of Sixth Form pupils were expected to achieve CHL4 and above. This shift reflects the changing profile of the Sixth Form, in which the PMLD/MSI cohort makes up approximately 60% of pupils, whereas last year, it was 40%. In Sixth Form there is also the greatest range in terms of Maths targets, which reflects the large ability range within Sixth Form.
Summary English	Generally, higher targets are set as pupils move through the Key Stages, with the exception of Sixth Form. The average KS1 and KS2 English target is CHL1i-3ii, whereas the average KS4 and KS5 English target is CHL4 and above. Targets in all four skill areas of English are comparable, across all Key Stages, except from KS3, in which there are slightly higher targets set for Reading, which reflects the baseline assessment. Last academic year, targets in all four skills areas of English were comparable across all Key Stages.
Summary Maths	Generally, higher targets are set as pupils move through the Key Stages, with the exception of Sixth Form. The average KS1 and KS2 Maths target is CHL1i-3ii, whereas the average KS4 and KS5 Maths target is CHL4 and above. Targets in all three skill areas of Maths are comparable, across all Key Stages, whereas in the previous academic year, there were slightly higher targets set for Number, compared to SSM and U&A in KS3 and KS5.

MAPP – Autumn Term 2020 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

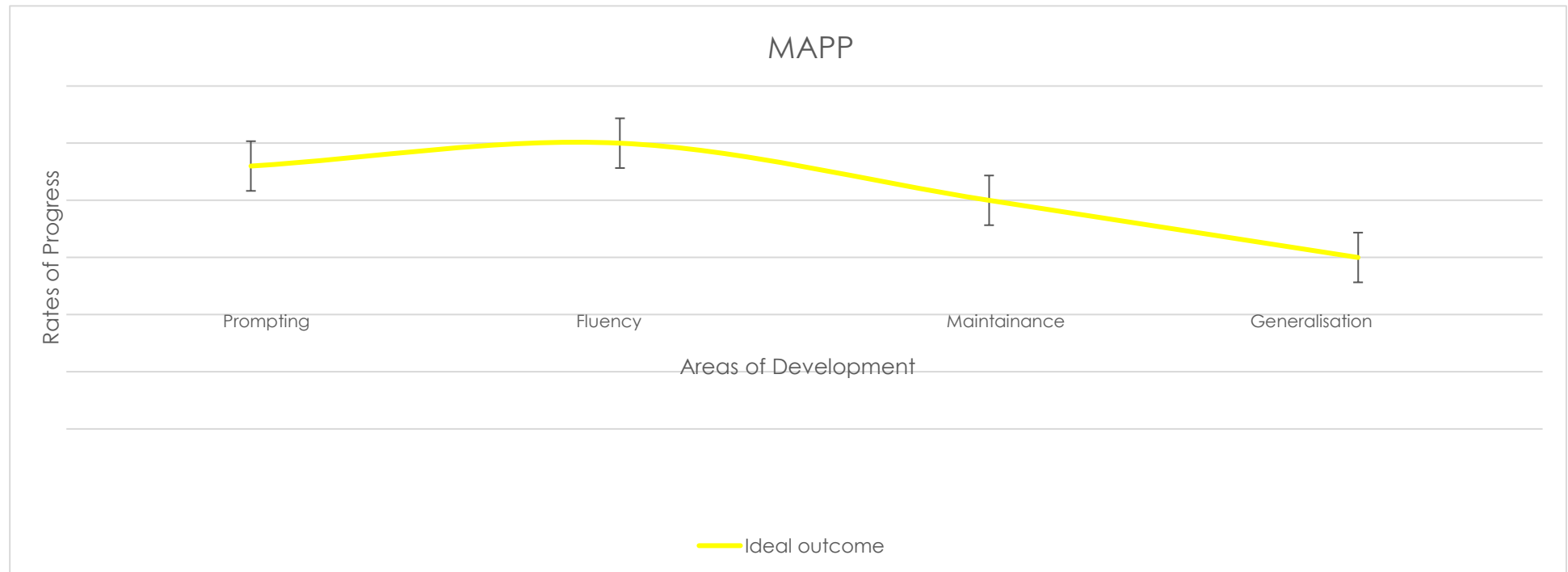
from approximate Fluency to accurate									
Learners reach a level of mastery combining speed and accuracy.									
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.		The learner's performance is increasingly purposeful and coordinated,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

Part of the termly MAPP assessment process is to create an average MAPP score for each class. This allows us to compare progress against an expected hierarchy of achievement. Classes at Castle Hill School are generally set according to ability and need. Classes where the general pupil profile is moderate or severe learning need will tend to make more progress, than classes with pupils who have more profound need or multi-sensory impairment. The SLT as a whole will evaluate this data comparison and discuss outcomes, which will then inform discussions with class teachers. Next is a table containing an overview of the discussion areas.

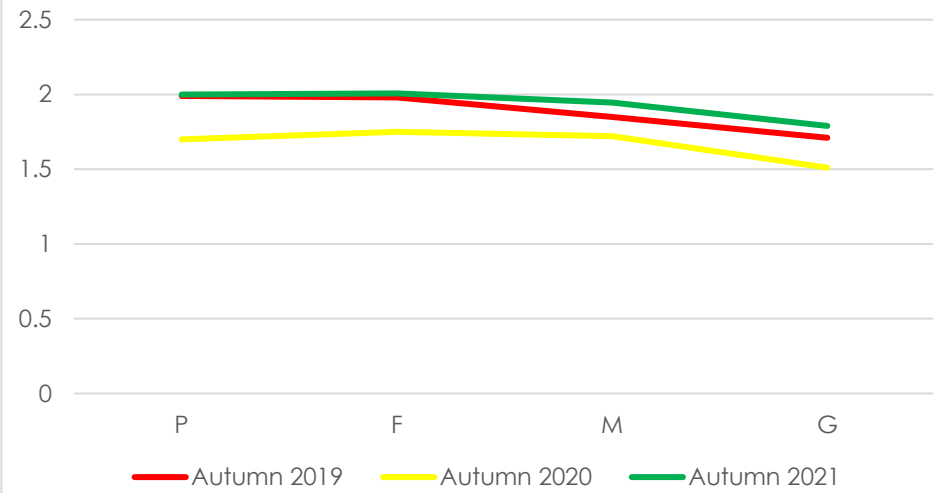
HEADLINE: Where classes sit outside of expectation, PiP targets and expected turnover will be discussed as part of the moderation discussion, continued moderation is required in setting PiP targets.

Outcomes:

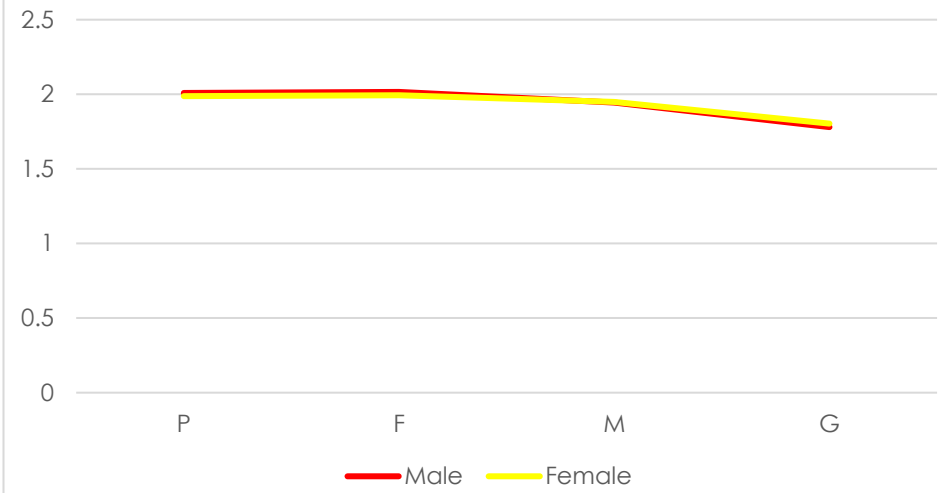
	Highlighted areas	Responses / Actions	Responsible
EYFS1	Good progress in line with expectations	Range of interventions to reflect the range of pupil ability and need	SB / TD
EYFS2	Good progress in line with expectations	Range of interventions to reflect the range of pupil ability and need	SB
P1	Good progress in line with expectations	Range of interventions to reflect the range of pupil ability and need	RJ / DH / DP
P2	Good progress in line with expectations	Range of interventions to reflect the range of pupil ability and need	IA / DP
P3	Rate of progress relatively low as a class group, in terms of the expected hierarchy of classes	SLT to support the RQT teacher, in reviewing MAPP targets and PiP documents	RS / DP
P3a	Rate of progress relatively low as a class group, in terms of the expected hierarchy of classes	SLT to reassess targets and baselines due to change in class organisation	DP
P4	Good progress in line with expectations	Range of interventions to reflect the range of pupil ability and need	RW / DP
S1	Rate of progress relatively high as a class group in terms of the expected hierarchy of classes	Discussion with class teacher ongoing	PH
S2	Rate of progress high as a class group in terms of the expected hierarchy of classes	SLT to support the teacher, in reviewing MAPP targets and PiP documents	MI / AM
S3	Rate of progress relatively high as a class group in terms of the expected hierarchy of classes	Discussion with class teacher ongoing	KD / PH
S4	Progress generally in line with expectations	Range of interventions to reflect wide range of pupil ability and need	KP / PH

T1	Good progress in line with expectations	Range of interventions to reflect the range of pupil ability and need	VL / AM
SF1	Good progress in line with expectations	Range of interventions to reflect the range of pupil ability and need	AM
SF2	Rate of progress relatively high as a class group in terms of the expected hierarchy of classes	Discussion with class teacher ongoing	DG / AM
AFA	Good progress in line with expectations, with some exceeding	Range of interventions to reflect wide range of pupil ability and need	CW / SP

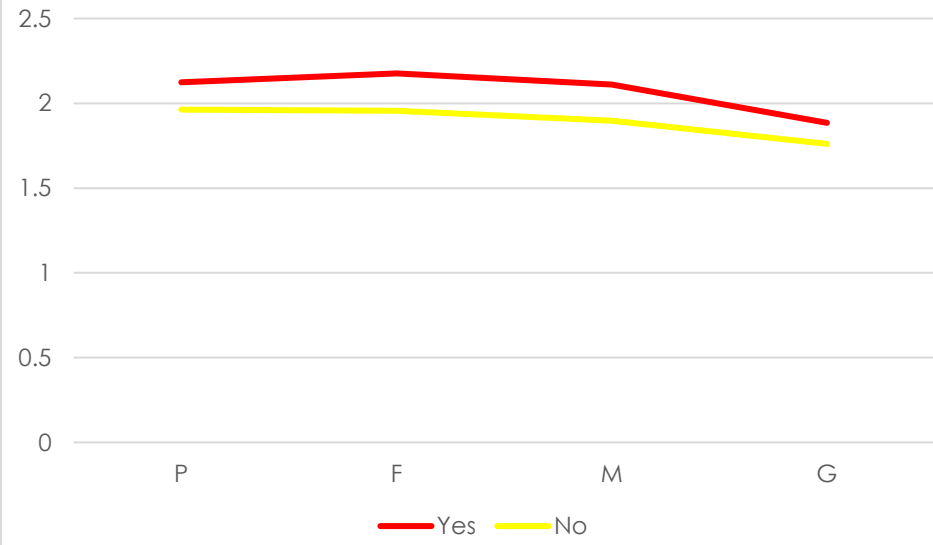
All pupils



Pupils by gender



Pupils by any premium ever



The first graph shows progress made in the Autumn 2021 term compared against the same term for the previous two academic years. The second graph shows a comparison of the amount of progress made by male and female pupils. The third compares pupils who have been in receipt of any premium (Pupil Premium, PP+. LAC funding), compared against the rest of the school population.

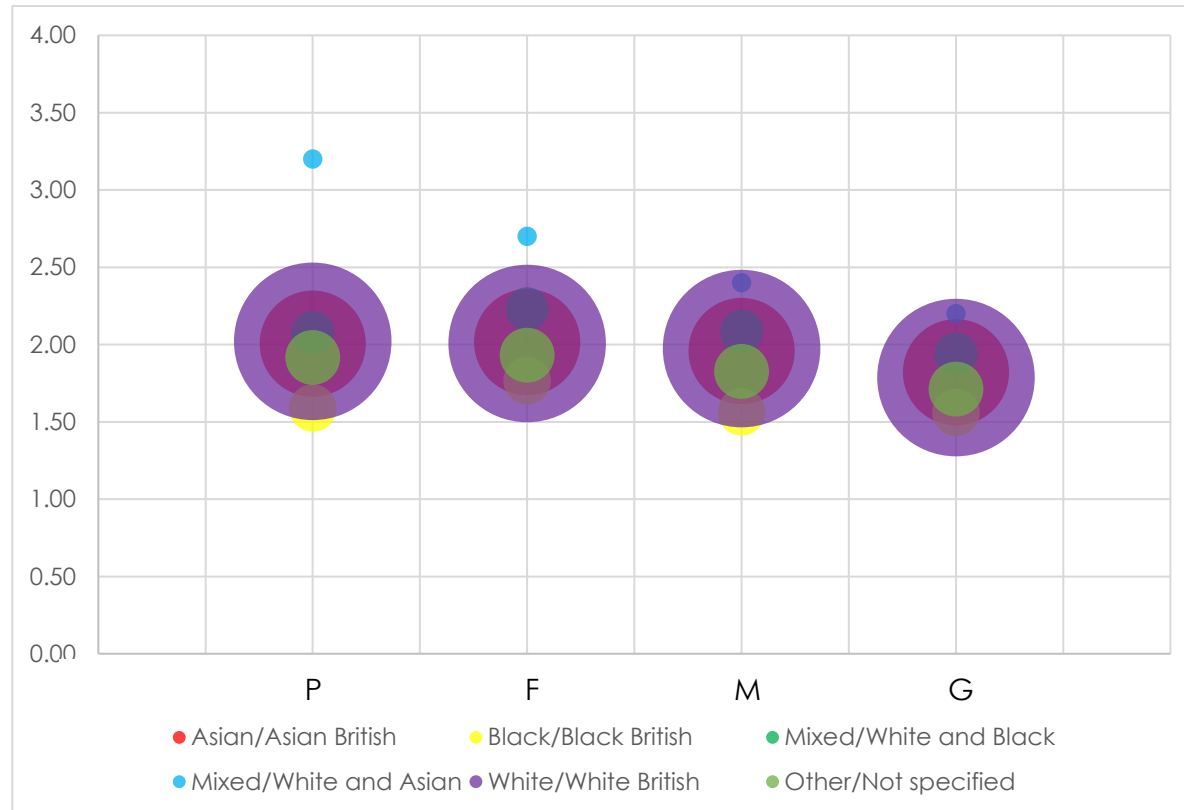
Outcomes:

The Autumn term progress is higher than that of the previous two years. It can be seen that during the pandemic, the Autumn term progress dipped last year. It can be seen that progress has recovered and slightly higher than pre-pandemic results. **Headline: Progress dipped slightly last year due to the COVID-19 pandemic and the resulting sporadic non-attendance of some pupils due to self-isolation, medical vulnerability, bubble closures and extended transitions back to school. Progress has now returned to, and slightly exceeded pre-pandemic results.**

The gender split in the data shows that both groups share remarkably near identical MAPP curves. 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 a near to no difference in attainment across gender.**

Pupils who have been in receipt of any premium, and those who have not, have negligible difference in their progress. This shows that the pupil-centred curriculum and approach to targets and assessment, work alongside premium interventions to enhance progression towards their targets. **HEADLINE: There is a negligible difference in attainment dependent upon receipt of any Premium.**

Pupils by ethnicity



The 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, especially for the two most populous (White/White British – 62 pupils, Asian/Asian British – 36 pupils, and Other/Not specified category -13 pupils). Smaller groups fit around these with Black/Black British (5 pupils) working slightly below; Mixed/White and Black (5 pupils) working at the same level; and Mixed/White and Asian working generally below. The latter strand has a single pupil within the ethnic group,

and therefore is less reliable as an average score. The other groups follow similar patterns of progress and are within 0.2 to 0.5 points of each other across all areas, showing that there is negligible difference in attainment across ethnicity.

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:

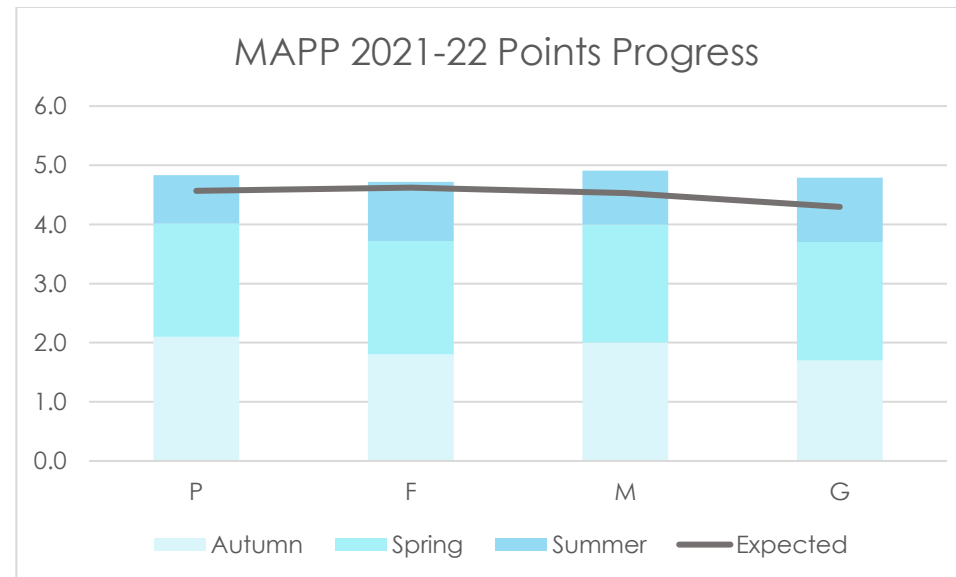
Start of the year

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
Reading							
Writing							
Speaking							

Listening							
Number							
Shape, Space & Measure							
Using & Applying							

	<p>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.</p> <p>* Complete this section with reference to the progress within the PiP document.</p>
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	