



Castle Hill School

Progress Report
Summer Term 2022

*This report has been compiled to provide all stakeholders with a comprehensive view of **whole school data** on a termly basis. The report includes charts to evidence the data and a summary of the key points. Further analysis is available on request including analysis of individual pupil progress and assessment data from previous years, providing evidence of a clear learning journey.*

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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 follow the cycle:

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

Summer 2022 Headlines from EYFS, Castle Hill Level, Target Setting and MAPP/ PiP Analysis

EYFS: The end of year data taken from Development Matters reflects the varying needs of the pupils in EYFS. Pupil progress across all areas of Development Matters indicates steady progression. Many of the pupils have spiky profiles. Where spikes and dips are indicated this directly relates to the pupils' physical, sensory or communication needs, MAPP targets are put in place to address these issues. The Birth to 5 Matters framework will be applied to the assessment of EYFS pupils in the 2022-23 academic year.

English: In KS1, progress in all four skill areas is comparable. In KS2, progress in receptive skills, Listening and Reading is slightly higher than in Speaking and Writing. The rate of progression in KS1 is higher than KS2, which may be attributed to new students transitioning to our setting and accessing a personalised Curriculum for the first time. In KS3, progress in Speaking, Listening and Writing is comparable; there is slightly higher progress in Reading, demonstrated by more pupils working at CHL 8-9. In KS4 and KS5 progress between all four skill areas in English is comparable. In KS5, there is the greatest range in ability, compared to all other Key Stages.

Maths: In KS1, progress in Number is slightly higher than in Space, Shape, and Measure and Using and Applying. In KS2, progress in all three skill areas of Maths is comparable. In KS3, progress in Space, Shape, and Measure and Number is slightly higher than in Using and Applying. In KS4 and KS5 progress between all three skill areas in Maths is comparable. In KS5, there is the greatest range in ability in Maths, compared to all other Key Stages.

Target Setting: In English on average 70% of pupils met their end of year targets in 2022, compared to 78% in 2021, 49% in 2020 and 81% in 2019. In Maths on average 74% of pupils met their end of year targets in 2022, compared to 80% in 2021, 40% in 2020 and 90% in 2019. The decrease in the average number of pupils meeting their end of year targets in 2022, compared to 2021 could be due increased challenge in the Target Setting Process through enhanced questioning in the Pupil Progress Documents (see Appendix 1). In KS1, 100% of pupils met their end of year targets in both English and Maths, this could indicate that increased challenge is required within the target setting process for KS1. However, it is noted that as children transition into education, they can exceed initial expected rates of progress, as they increase in confidence and regulation in their new environment. In KS5, 57% of pupils achieved their end of year target for English, which is lower than the 71% for Maths. The Communication Lead and SLT will analyse individual pupil data for this cohort to determine appropriate support strategies.

MAPP/PiP: (Mapping and Assessing Pupil Progress) is used to record progress relating directly to long term EHCP outcomes. The use of PiP (Progress in Provision) targets ensure pupils progress towards the completion of MAPP targets, through small steps of progress. Termly individualised MAPP outcomes are analysed in a professional discussion with SLT as part of the ongoing assessment process. It can be seen that progress in 2021-22 is comparable to 2020-21 and significantly higher than in 2019-20, which was more greatly affected by the Covid-19 Pandemic. There is a negligible difference in progress dependent on gender, receipt of any Premium ever, or ethnicity.

Summer Assessment Report 2022 CHIP Outcomes:

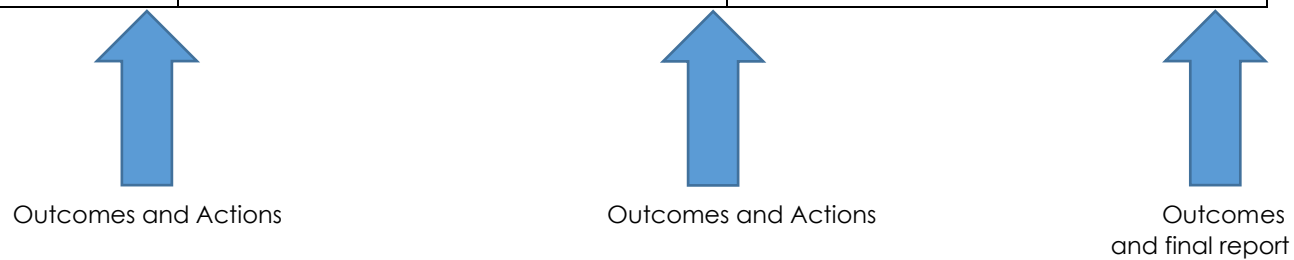
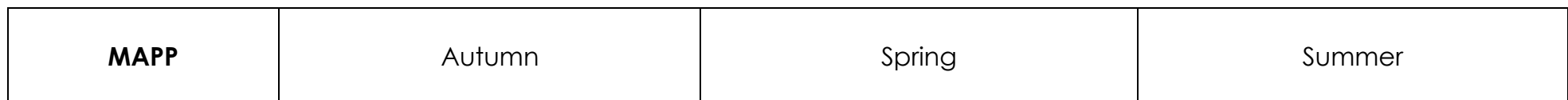
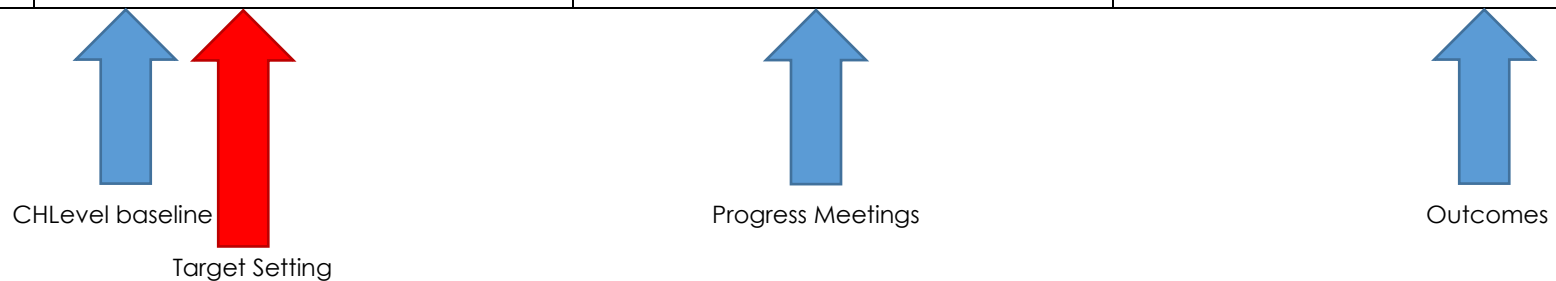
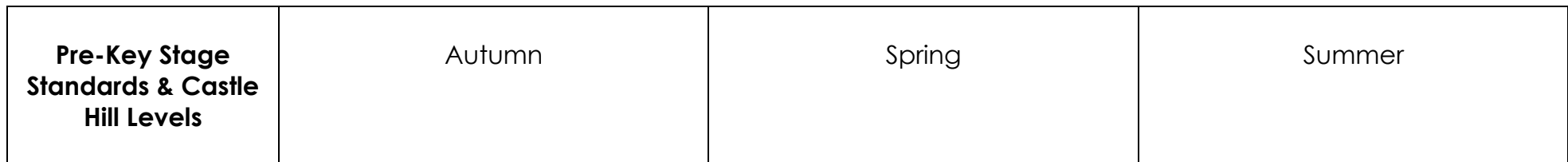
1. **Priority:** To apply headlines from the Summer 22 Assessment Report (and previous assessment reports-ongoing)

Success criteria Raising performance outcomes and improving assessment processes through:

- the development of Castle Hill Level Progression Guidance
- the analysis of anomalies in data and application of support strategies
- the application and quality assurance of Key Skill Pathways, with a focus on the Phonics Pathway

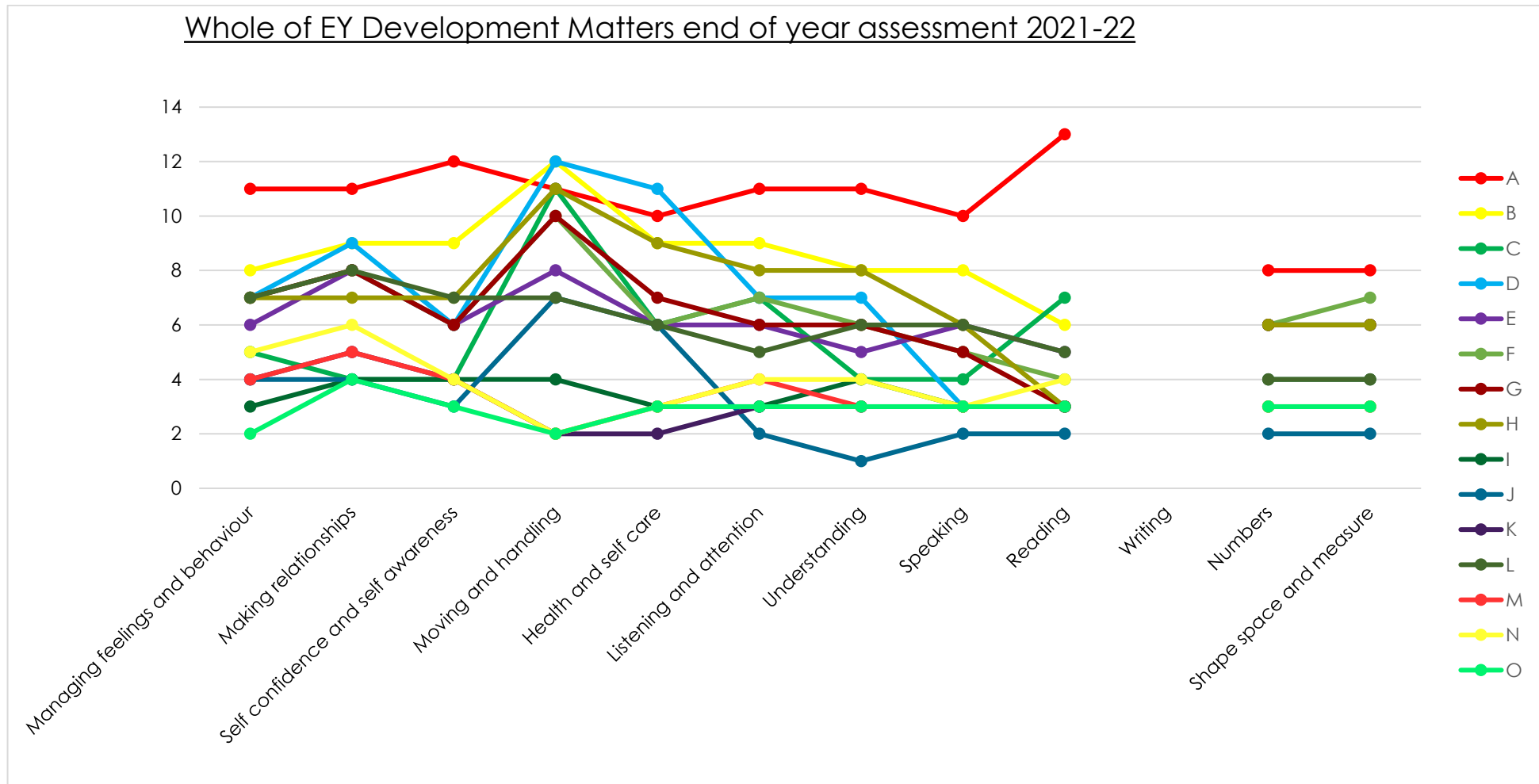
<u>Activity</u>	<u>Outcomes, progress, timeline</u>	<u>Lead Persons</u>	<u>Monitoring through</u>
<p>- The development Castle Hill Level Progression Guidance To extend the progression guidance process and apply it to the Summer 2022 Castle Hill Level attainment data. To develop progression guidance for English and Maths skill areas, refining the progression guidance data, through the inclusion of Summer 2023 data.</p> <p>- The analysis of anomalies in data and application of support strategies KS1 Target Setting data anomaly (100% achievement of English and Maths targets) and KS5 lower attainment data in English (57%) in Summer 2022 compared to Maths (71%), to be analysed and support strategies to be applied</p> <p>- Key skill Pathways application, with a focus on the Phonics Pathway Case studies will track Pathways – Curriculum Guides - MTP – PIP documents – Evidence of work to provide evidence of application</p>	<p>Production of Castle Hill Level Progression Guidance for all skill areas combined in the Summer 2022 Assessment Report</p> <p>Production of Progression Guidance for English and Maths skill areas Inclusion of Summer 2023 data in Progression Guidance to refine the accuracy</p> <p>Subject Leads in partnership with Phase Leads to analyse KS1 Target Setting data and KS5 English and Maths attainment data to identify causes for anomalies.</p> <p>Support strategies will be applied with KS1 and KS5 teachers, to bring Target Setting and attainment in line with expectations.</p> <p>Lesson observation completed in autumn, spring, and summer, focus on the application of the Phonics Pathway Tracking Evidence of Outcomes Development of Case Studies</p>	<p>PH/SB</p> <p>PH/SB in partnership with JA (English Lead) / KD (Maths Lead) / DP (Primary Lead) / AM (Post-16 Lead)</p> <p>JA, class teachers and SLT</p>	<p>KS1-KS5 Target Setting Information</p> <p>KS1-KS5 Spring on/off track information on Pupil Progress Documents</p> <p>KS1-KS5 Attainment data in the Summer 2023 Assessment Report</p> <p>KS1 and KS5 Pupil Progress Documents</p> <p>KS1 and KS5 Target Setting Information</p> <p>KS1 and KS5 Spring on/off track information on Pupil Progress Documents</p> <p>KS1 and KS5 Attainment data in the Summer 2023 Assessment Report</p> <p>Lesson observation feedback arising from the peer lesson observation process</p> <p>Case Studies</p> <p>KS1-KS5 English Attainment data in the Summer 2023 Assessment Report</p>
<p>Impact: Improved assessment processes and increased opportunities for learning</p>			

Assessment Timeline

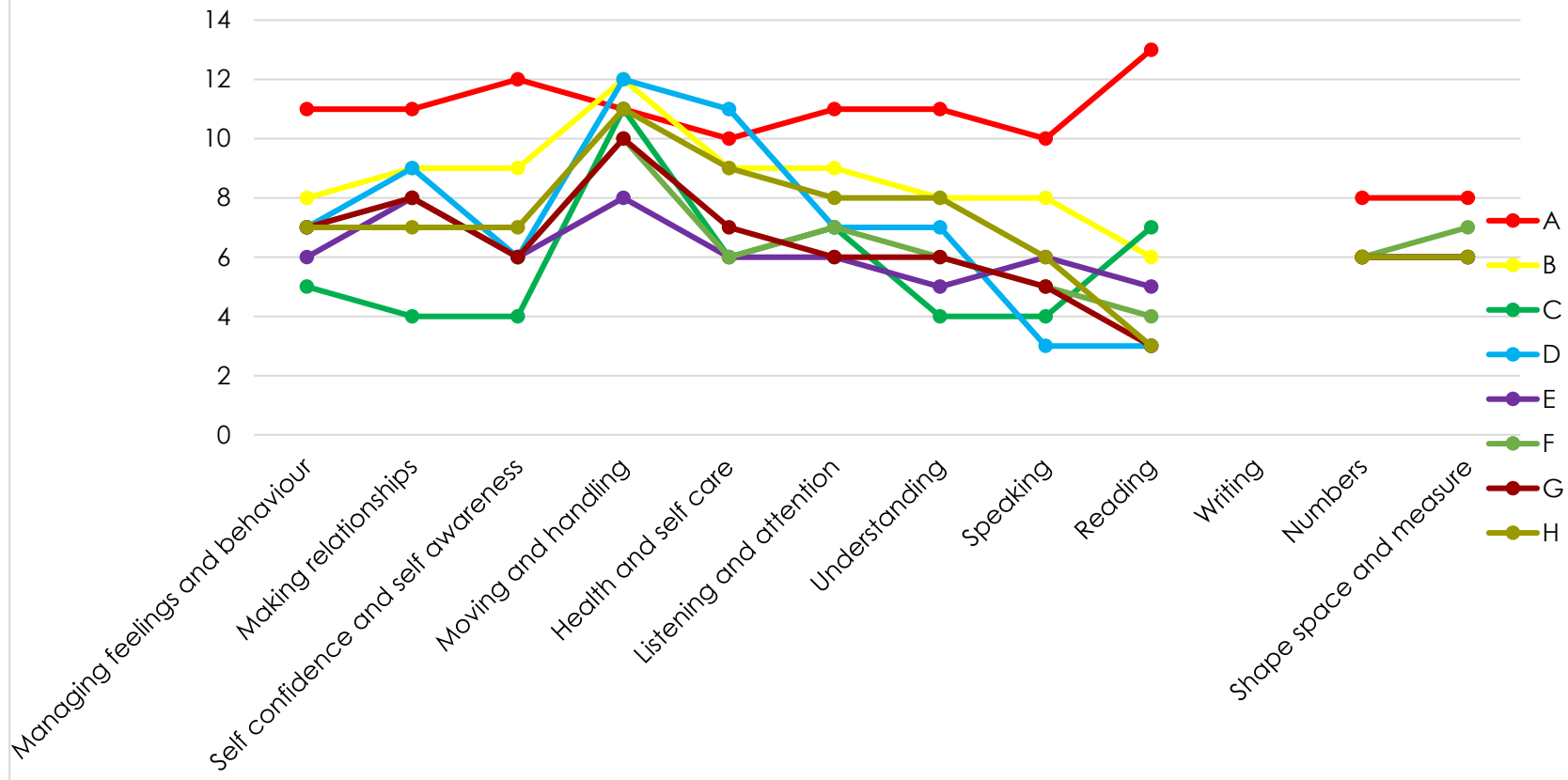


EYFS Development Matters end of year assessment 2021-2022

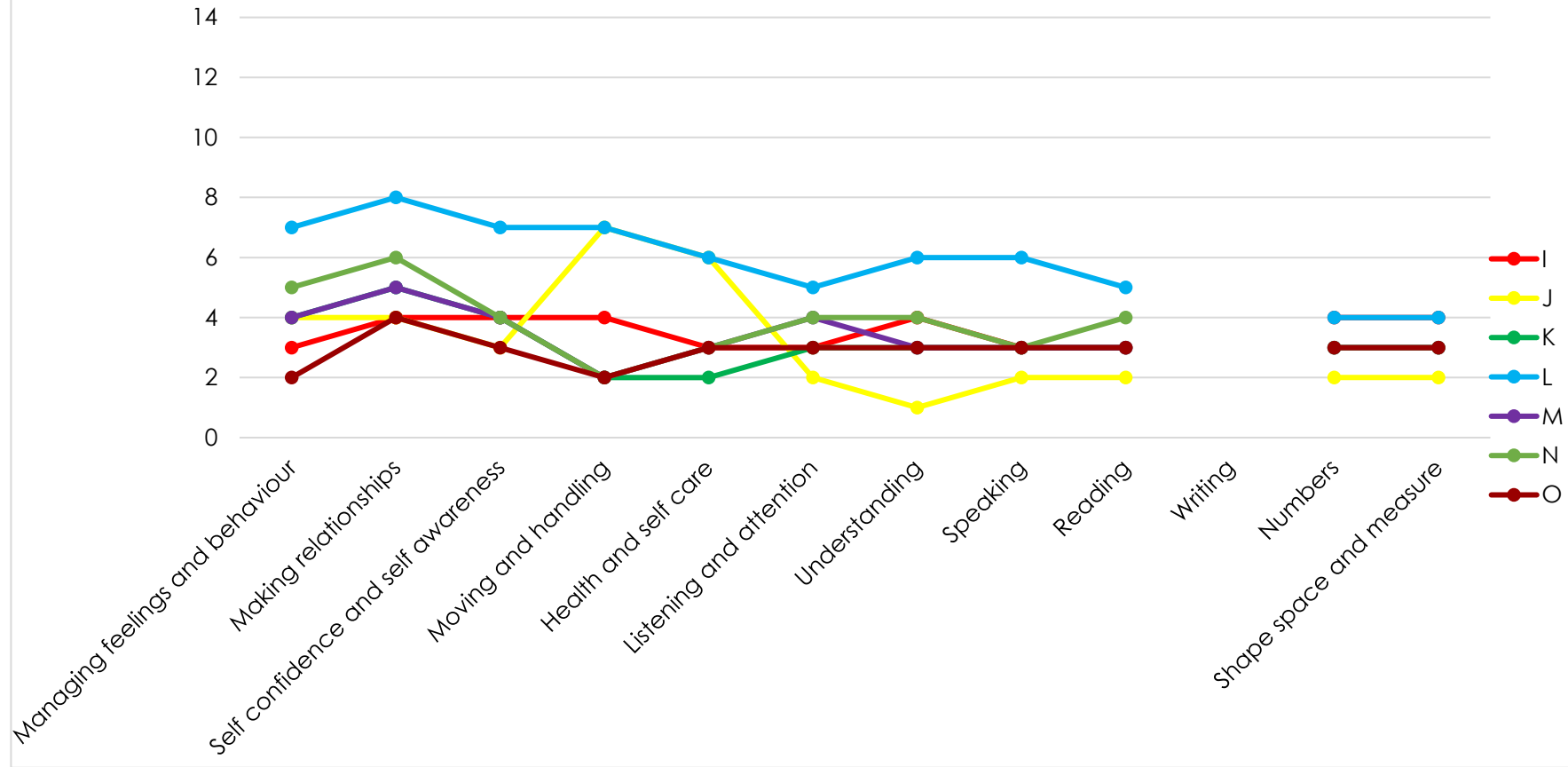
All pupils in the EYFS have been baselined using the Development Matters areas of learning. All pupils, in both Early Years classes (EY1 and EY2) have a spikey profile, as shown in the two graphs below. Across the 15 pupils there is also a range of abilities, pupils in EY1 access a Sensory Curriculum, whilst pupils in EY2 predominantly have a diagnosis of Autism therefore Communication and Interaction is their primary need. Writing levels are associated with Physical Development targets and do not start until the 16-26th month strand, whereby pupils distinguish between the different marks they make.



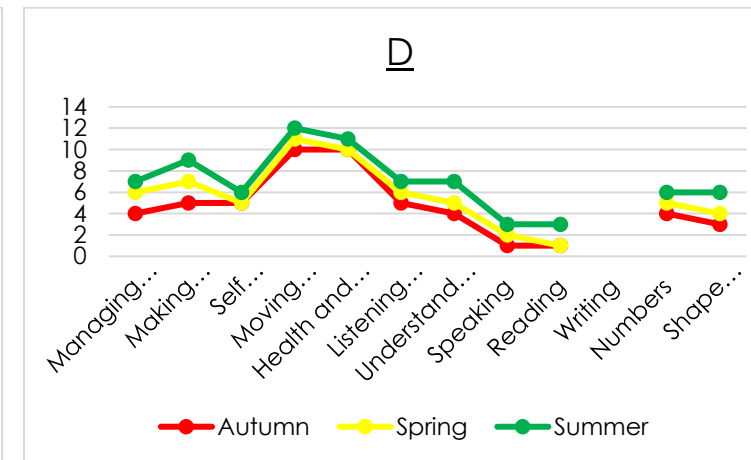
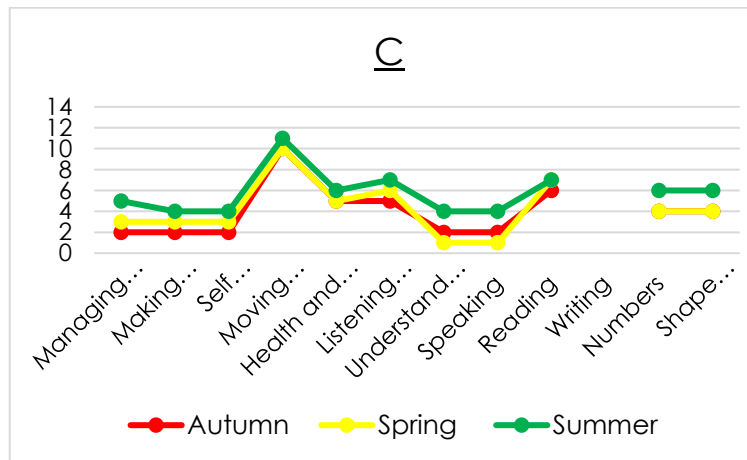
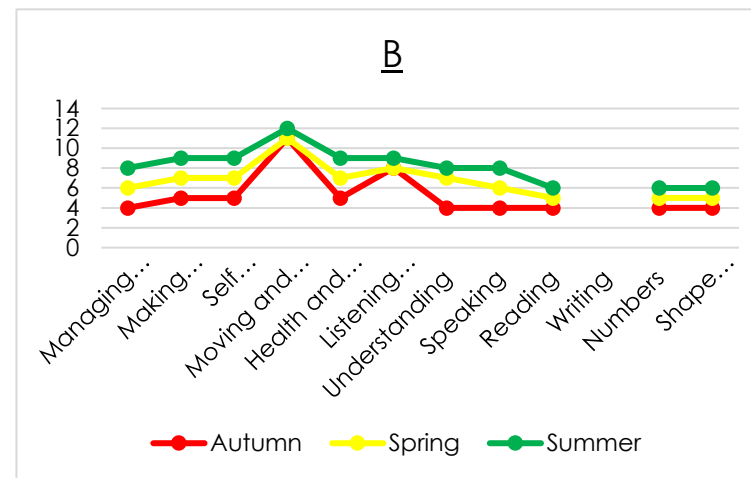
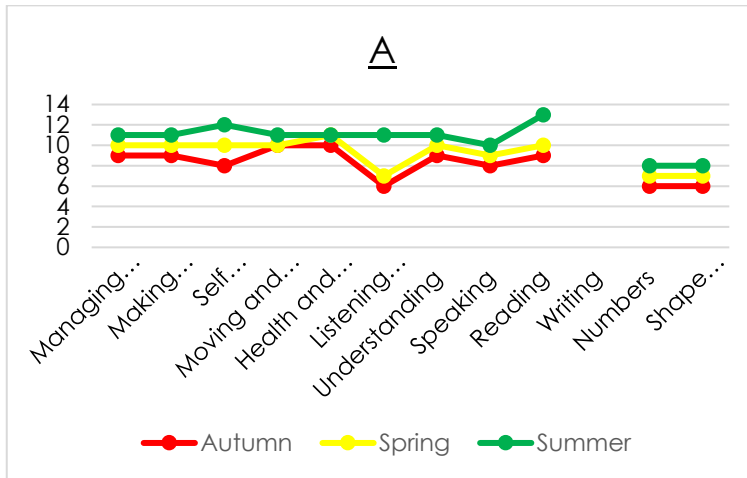
EY2 Development Matters End of Year Assessment 2021-22

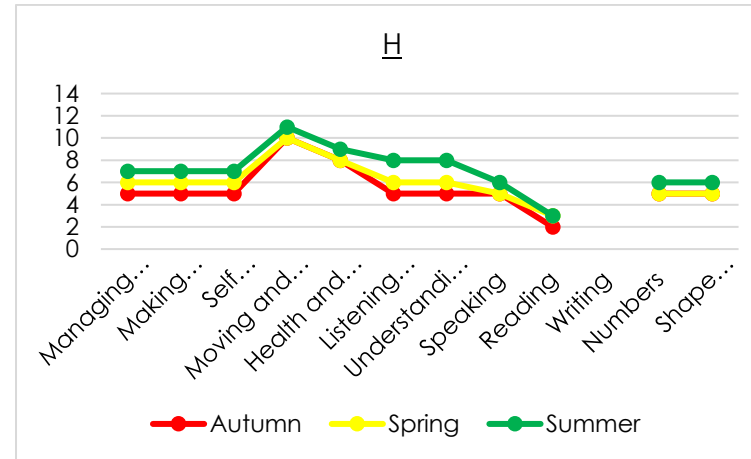
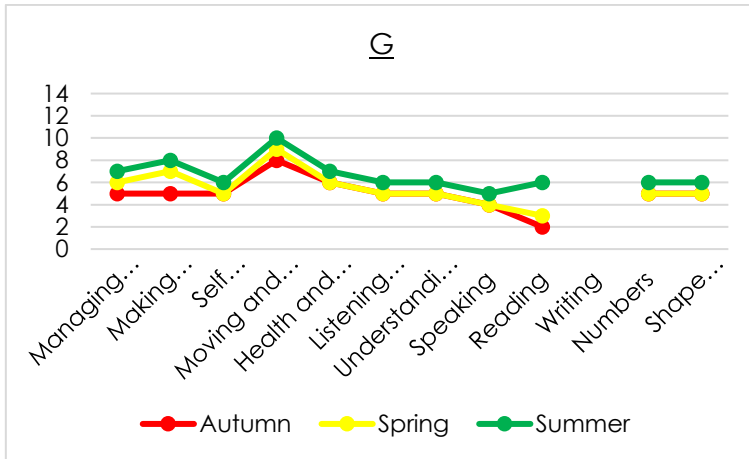
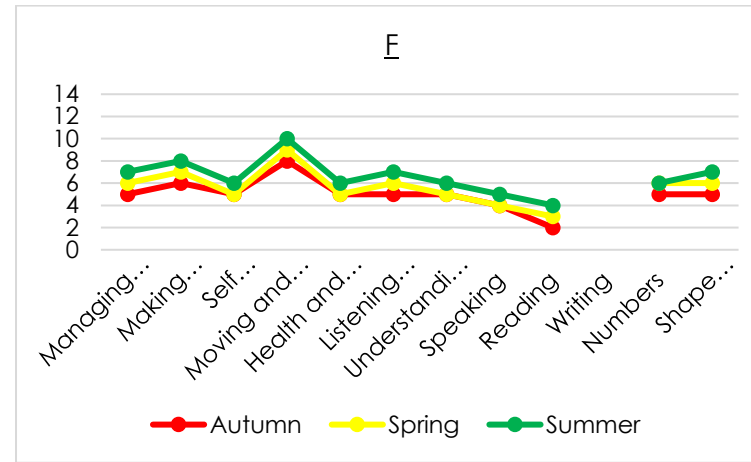
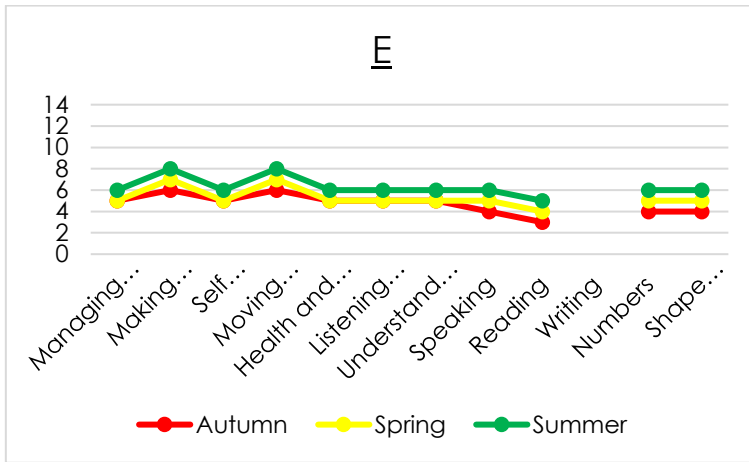


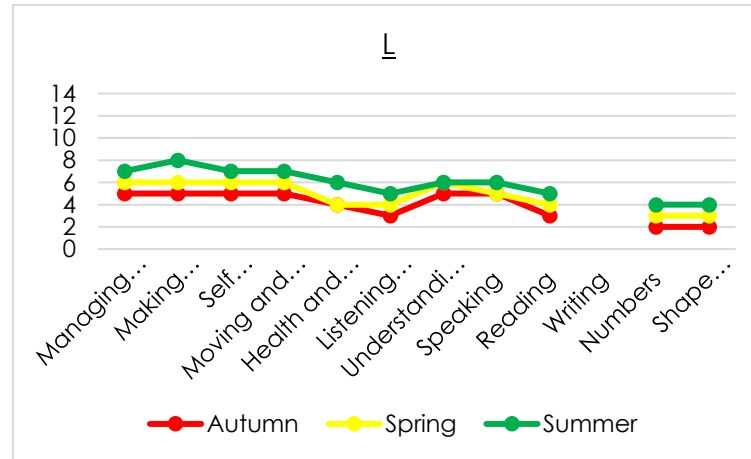
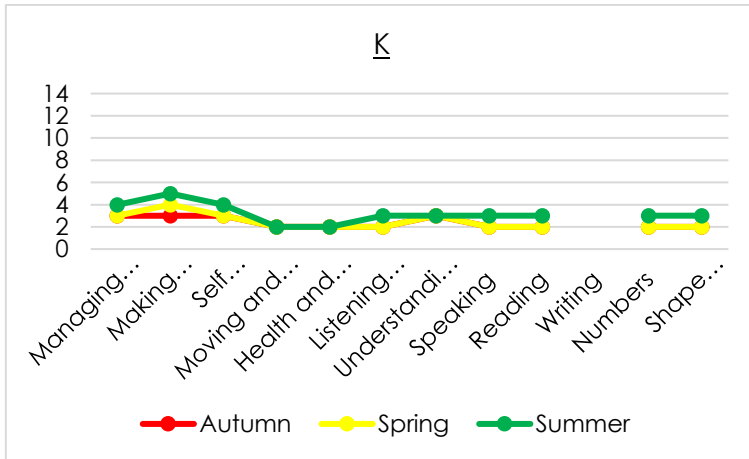
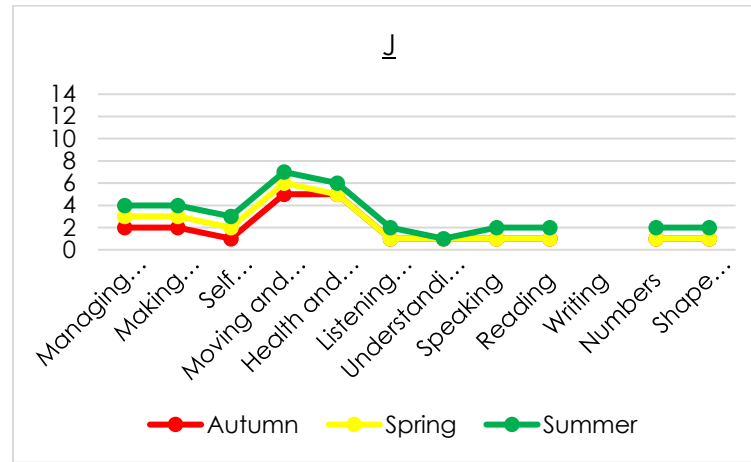
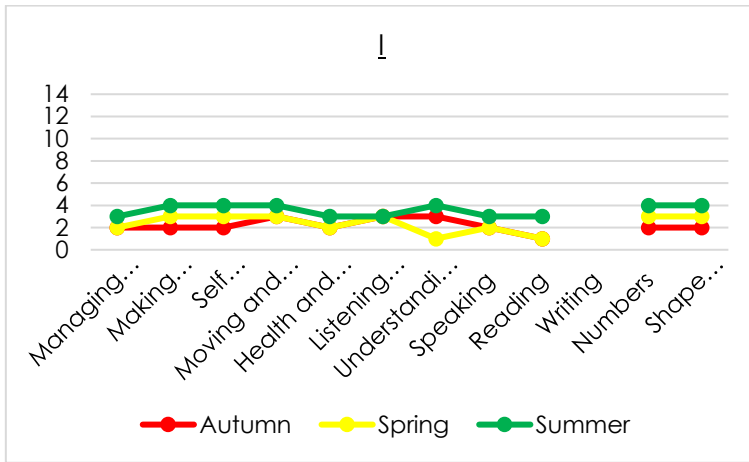
EY1 Development Matters End of Year Assessment 2021-22

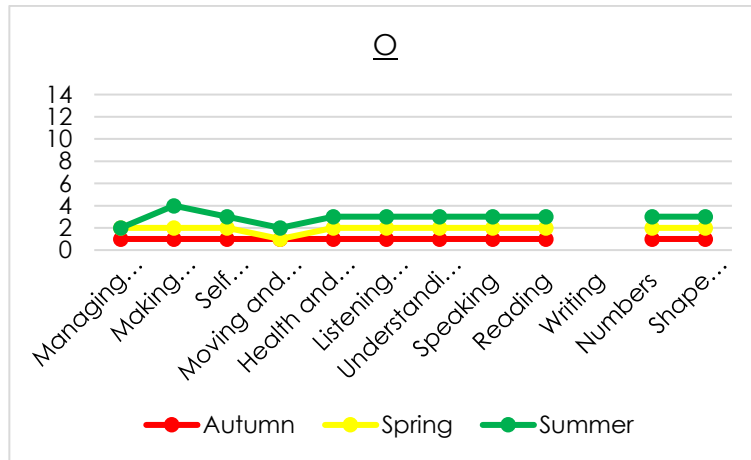
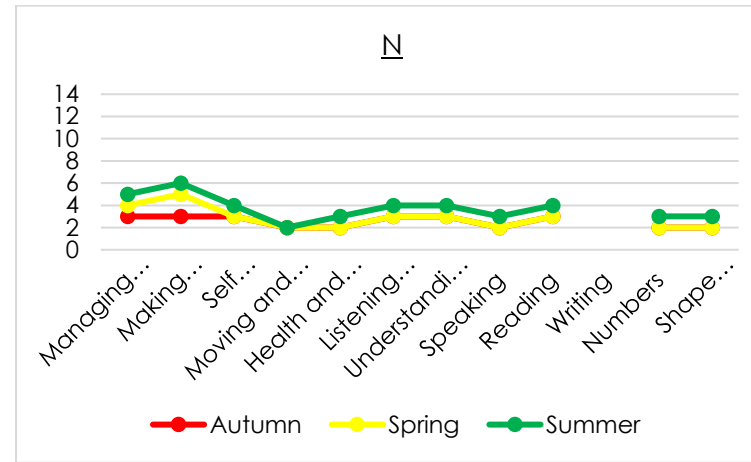
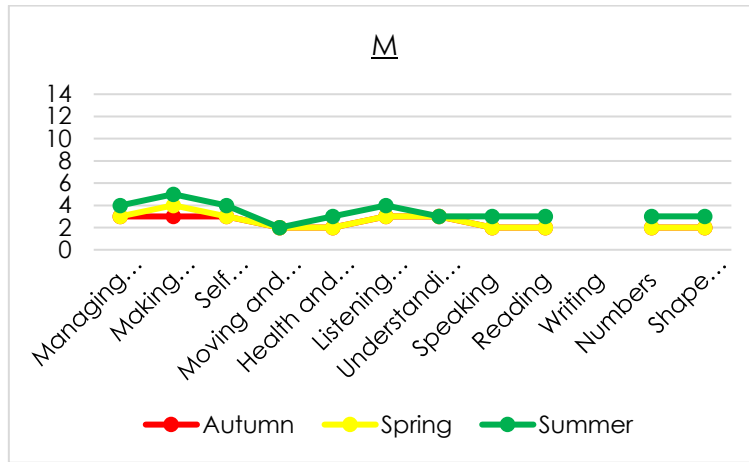


The following graphs show in detail the individual pupil profiles. Some of the developmental steps in specific areas are more challenging than others to achieve. It should be noted there are significant drops in levels that cannot be explained through sensory/communication needs of the individual pupils, where this is the case MAPP targets are in place to support further development.









Outcomes:

HEADLINE: The end of year data taken from Development Matters reflects the varying needs of the pupils in EYFS; EY1 pupils predominantly access a Sensory Curriculum, whereas EY2 pupils predominantly have a diagnosis of Autism, their primary need being communication and interaction skills. Where spikes and dips are indicated this directly relates to the pupils' physical, sensory or communication needs, however MAPP targets are put in place to address these issues. Progress is then measured through the PiPs (Progress in Provision) documents. Individual outcomes and graduated responses are identified and applied through termly meeting with SLT (records available upon request).

Development Matters is focused on progression in language and physical skills. For our EYFS pupils this can present as a barrier to demonstrating progress, as some of the developmental steps in specific areas are more challenging than others to achieve. The release of Birth to 5 Matters (2021), new non-statutory curriculum guidance for the revised statutory early years foundation stage framework provides a foundation for assessment and progression with greater opportunities for achievement, as children move through ranges of development. **HEADLINE: The Birth to 5 Matters framework will be applied to the assessment of EYFS pupils in the 2022-23 academic year.**

Castle Hill Level Progress 2021-2022

The data on the subsequent pages details each pupil's Castle Hill Level achievement at the beginning of the autumn term and at the end of the summer term (**autumn summer**). This indicates the general progress of each Key Stage over the academic year. Further analysis and information on interventions can be found in the individual Progress Towards Targets documents. As a point of reference, please see the Castle Hill Level to P Level Conversion Chart below.

Castle Hill Level	P Level
CHL1i – 2ii	P1i - P2ii (the very early developmental levels)
CHL 3i – 3ii	P3i - P3ii (the early developmental levels)
CHL 4 - 5	P4 - P5
CHL 6 - 7	P6 - P7
CHL 8 +	P8+

KS1-KS2 English Castle Hill Level Progress 2021-2022

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 2	3 2	2 3	1 1		2 1	3 3	2 3	1 1		2 1	3 2	2 3	1 2		2 1	4 3	1 3	1 1	
2 (8)	2 2	3 2	2 3	1 1		2 1	3 3	2 3	1 1		2 1	3 2	2 3	1 2		2 1	4 3	1 3	1 1	
KS2 (35 34)	5 4	19 18	7 6	3 5	1 1	5 3	20 18	4 7	3 1	3 5	8 5	17 17	5 6	3 2	2 4	5 3	19 16	7 9	4 6	
3 (7)	2 1	3 4	1 1	1 1		1	4 5	1 1		1 1	2 1	3 4	1 1		1 1	1 1	4 4	1 1	1 1	
4 (7)	1 1	3 3	2 1	1 2		1	3 4	1 1	2		1 1	3 3	2 1	1 1	1		4 3	2 2	1 2	
5 (11 10)		8 6	2 2	1 1	1 1	1 1	8 5	2	1 1	1 1	3 1	6 5	2 2	2 1	1 1	2 2	6 6	2 2	1 2	
6 (10)	2 2	5 5	2 2	1 1		2 2	5 4	2 3		1 1	2 2	5 5	2 2		1 1	2 2	5 3	2 4	1 1	

It is important to note that these tables demonstrate large steps of progress only, such as when a pupil moves from one range of levels to another, for example, CHL 5-6 to CHL 7-8. The tables do not demonstrate each level move, for example, CHL 5 to CHL 6 nor each sub-level move, for example, CHL 5c to CHL 5a. For progress through the sub-levels refer to individual Progress Towards Targets documents, MAPP, and PiP documents. All pupils have made either progress within range or progress beyond range. There has been no regression by any pupils.

Key

Red	= Negative change	Black text = Autumn 2021
Amber	= Progress within range	Red text = Summer 2022
Green	= Positive change beyond range	

Outcomes:

* There are ten Year 1 pupils 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.

HEADLINE: In KS1, progress in all four skill areas in English is comparable.

HEADLINE: In KS2, progress receptive language skills, Listening and Reading is slightly higher than in Speaking and Writing.

HEADLINE: The rate of progression in KS1 is higher than KS2, which may be attributed to new students transitioning to our setting and accessing a personalised curriculum for the first time.

KS3-KS4 English Castle Hill Level Progress 2021-2022

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 29)	5 5	6 4	14 13	5 5	2	6 5	5 4	12 11	5 6	2 3	7 6	7 5	9 9	3 4	4 5	6 5	7 6	11 10	5 7	1 1
7 (8 7)	3 3	2 1	2 2	1 1		3 3	2 1	2 2		1 1	4 3	3 2	1 1		1 1	4 3	1 1	2 2	1 1	
8 (10)	1 1	2 1	6 6	1 2		2 1	1 1	5 6	2 2		2 2	1 1	5 4	1 2	1 1	1 1	2 2	6 4	1 3	
9 (12)	1 1	2 2	6 5	3 2	2	1 1	2 2	5 3	3 4	1 2	1 1	3 2	4 4	2 2	2 3	1 1	4 3	3 4	3 3	1 1
KS4 (13)		7 6	3 4	2 2	1 1		6 5	4 5	2 2	1 1		8 7	2 2	2 3	1 1		7 5	3 5	2 2	1 1
10 (6)		4 3	1 1	1 1	1		4 3	1 1	1 1	1		4 4	1 1	1 1	1		3 2	1 2	1 1	1 1
11 (7)		3 3	3 3	1 1			2 2	4 4	1 1			4 3	2 2	1 2			4 3	2 3	1 1	

Outcomes:

There is a decrease in the number of year 7 pupils, as one pupil transferred to a different school in her local area.

HEADLINE: In KS3, progress in Speaking, Listening and Writing is comparable. There is slightly higher progress in Reading, demonstrated by more pupils working at CHL 8-9.

HEADLINE In KS4, progress between all four skill areas in English is comparable. KS4 is a small cohort of only 13 pupils making comparisons less meaningful.

KS5 English Castle Hill Level Progress 2021-2022

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 10-11	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 8	5 4	6 6	1 2	1 1	8 7	5 4	5 6	1 2	2 1	1 1	8 8	5 4	5 6	2 2	1 1	8 8	6 5	4 5	2 2	1 1
12 (5)	1 1	2 2	2 2			1 1	2 2	2 1	1 1			1 1	2 2	1 1	1 1		1 1	2 2	2 2		
13 (7)	2 2	3 2	2 3			2 1	3 2	2 4				2 2	3 2	2 3			2 2	4 3	1 2		
14 (8)	4 4		2 1	1 2	1 1	4 4		1 1	1 1	2 1	1 1	4 4		2 2	1 1	1 1	4 4		1 1	2 2	1 1
15 (1)	1 1					1 1						1 1					1 1				

Outcomes:

HEADLINE: In KS5, there is the greatest range in ability in English, compared to all other Key Stages.

HEADLINE: In KS5, progress in all four skill areas in English is comparable. There is one pupil working at CHL 10-11 in Listening and none in the other skill areas.

KS1-KS2 Maths Castle Hill Level Progress 2021-2022

	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 1	3 4	3 2	1		2 1	3 4	2 2	1 1		2 1	3 4	3 1	2	
2 (8)	2 1	3 4	3 2	1		2 1	3 4	2 2	1 1		2 1	3 4	3 1	2	
KS2 (35 34)	6 5	16 15	7 8	3 2	3 4	6 5	18 17	5 6	3 2	3 4	6 5	17 15	6 8	2 2	4 4
3 (7)	2 1	3 4	1 1		1 1	2 1	3 4	1 1		1 1	2 1	3 4	1 1		1 1
4 (7)	1 1	3 3	1 1	1 1	1 1	1 1	3 3	1 1	1 1	1 1	1 1	3 3	1 1	1 1	1 1
5 (11 10)	1 1	7 5	1 2	2 1	1	1 1	8 6	1	2 1	1	1 1	7 5	1 2	1 1	1 1
6 (10)	2 2	3 3	4 4		1 1	2 2	4 4	3 3		1 1	2 2	4 3	3 4		1 1

Outcomes:

* There are ten Year 1 pupils 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.

HEADLINE: In KS1, progress in number is slightly higher than in Space, Shape, and Measure and Using and Applying.

HEADLINE: In KS2, progress in all three skill areas of Maths is comparable.

KS3-KS4 Maths Castle Hill Level Progress 2021-2022

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

Outcomes:

There is a decrease in the number of year 7 pupils, as one pupil passed away in Spring term.

HEADLINE: In KS3, progress in Space, Shape, and Measure and Number is slightly higher than in Using and Applying.

HEADLINE: In KS4, progress between all three skill areas in Maths is comparable. KS4 is a small cohort of only 13 pupils making comparisons less meaningful.

KS5 Maths Castle Hill Level Progress 2021-2022

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 10-11	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 8	5 4	5 6	2 2	1		8 8	5 4	5 6	2 2	1	8 8	5 4	5 6	2 2	1
12 (5)	1 1	2 2	1 1	1 1			1 1	2 2	1 1	1 1		1 1	2 2	1 1	1 1	
13 (7)	2 2	3 2	2 3				2 2	3 2	2 3			2 2	3 2	2 3		
14 (8)	4 4		2 2	1 1	1	1	4 4		2 2	1 1	1 1	4 4		2 2	1 1	1 1
15 (1)	1 1						1 1					1 1				

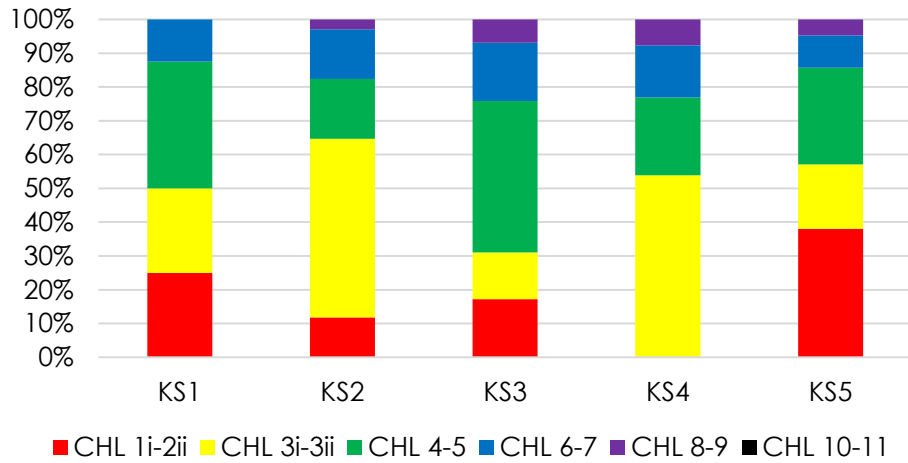
Outcomes:

HEADLINE: In KS5, there is the greatest range in ability in Maths, compared to all other Key Stages.

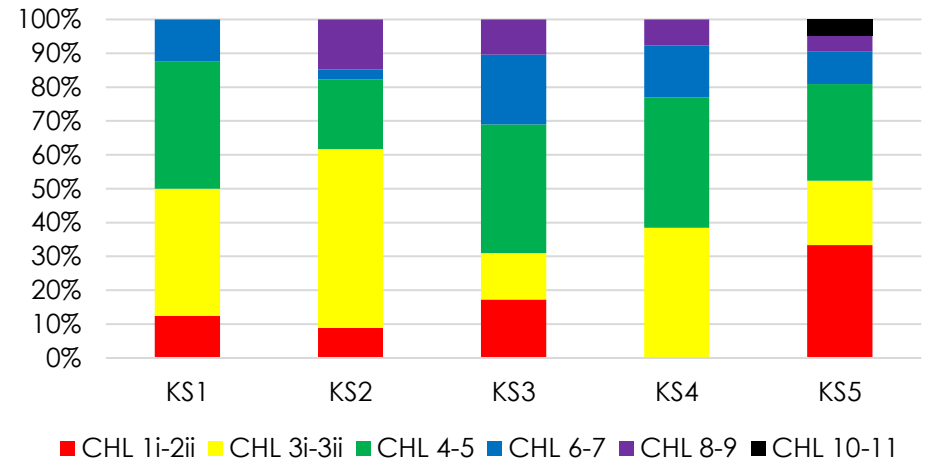
HEADLINE: In KS5, progress in all three skill areas in Maths is comparable. There is one pupil working at CHL 10-11 in Space, Shape, and Measure and none in the other Key Stages.

Castle Hill Level Attainment Overview Summer 2022

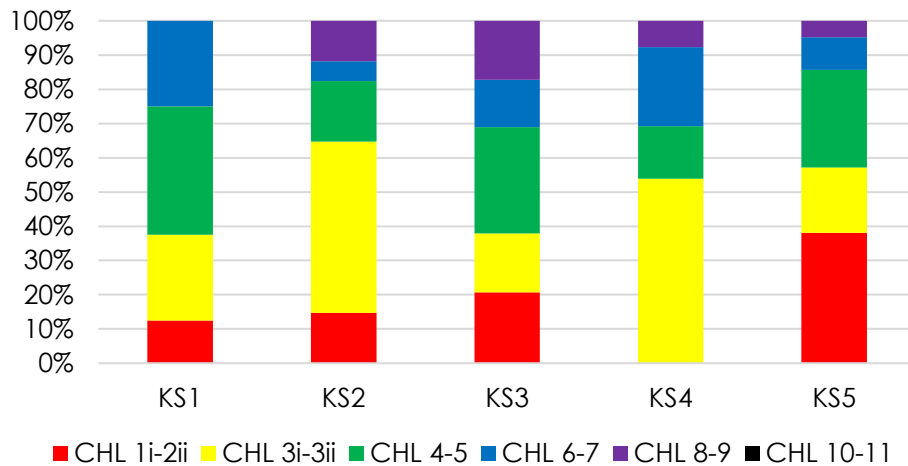
Speaking



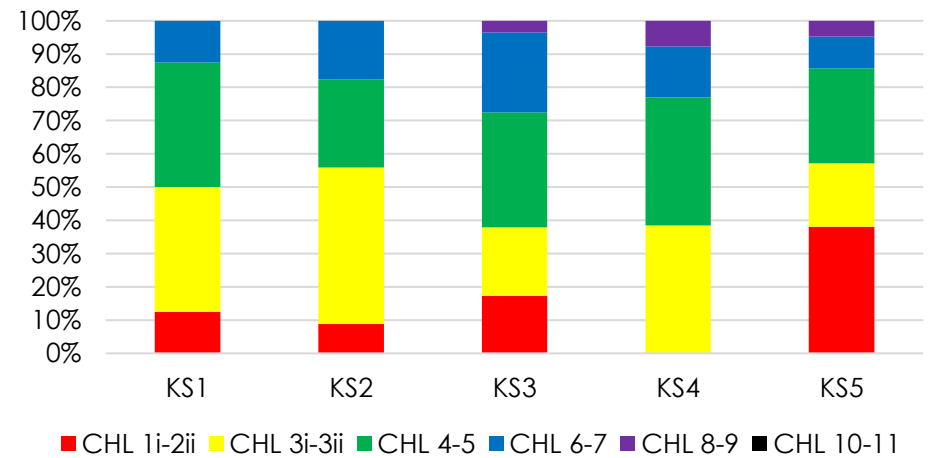
Listening



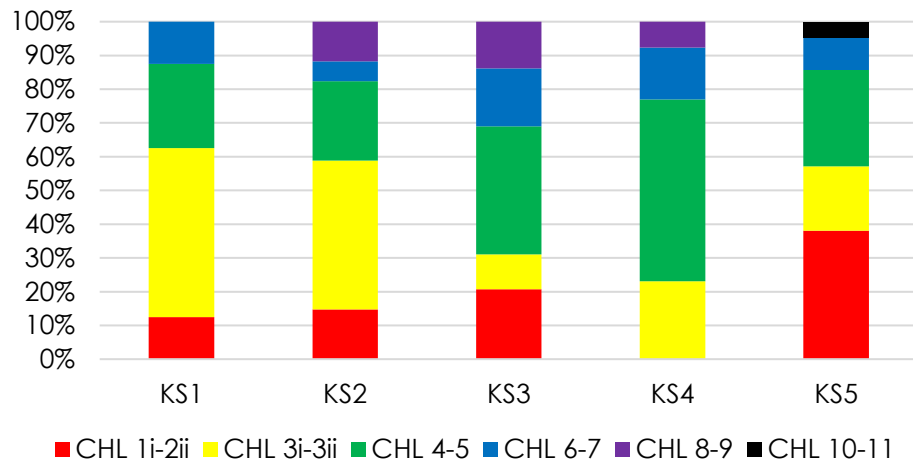
Reading



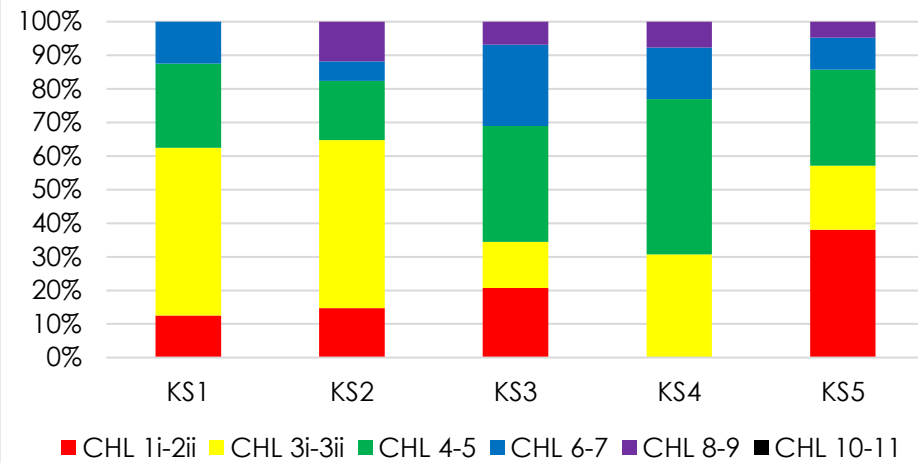
Writing



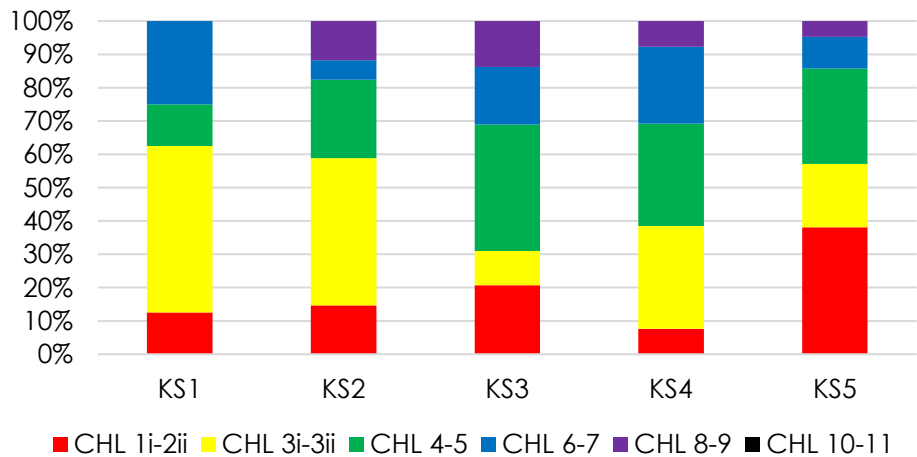
Space, Shape, and Measure (SSM)



Using and Applying (U&A)



Number (Nu)



Attainment Overview Analysis

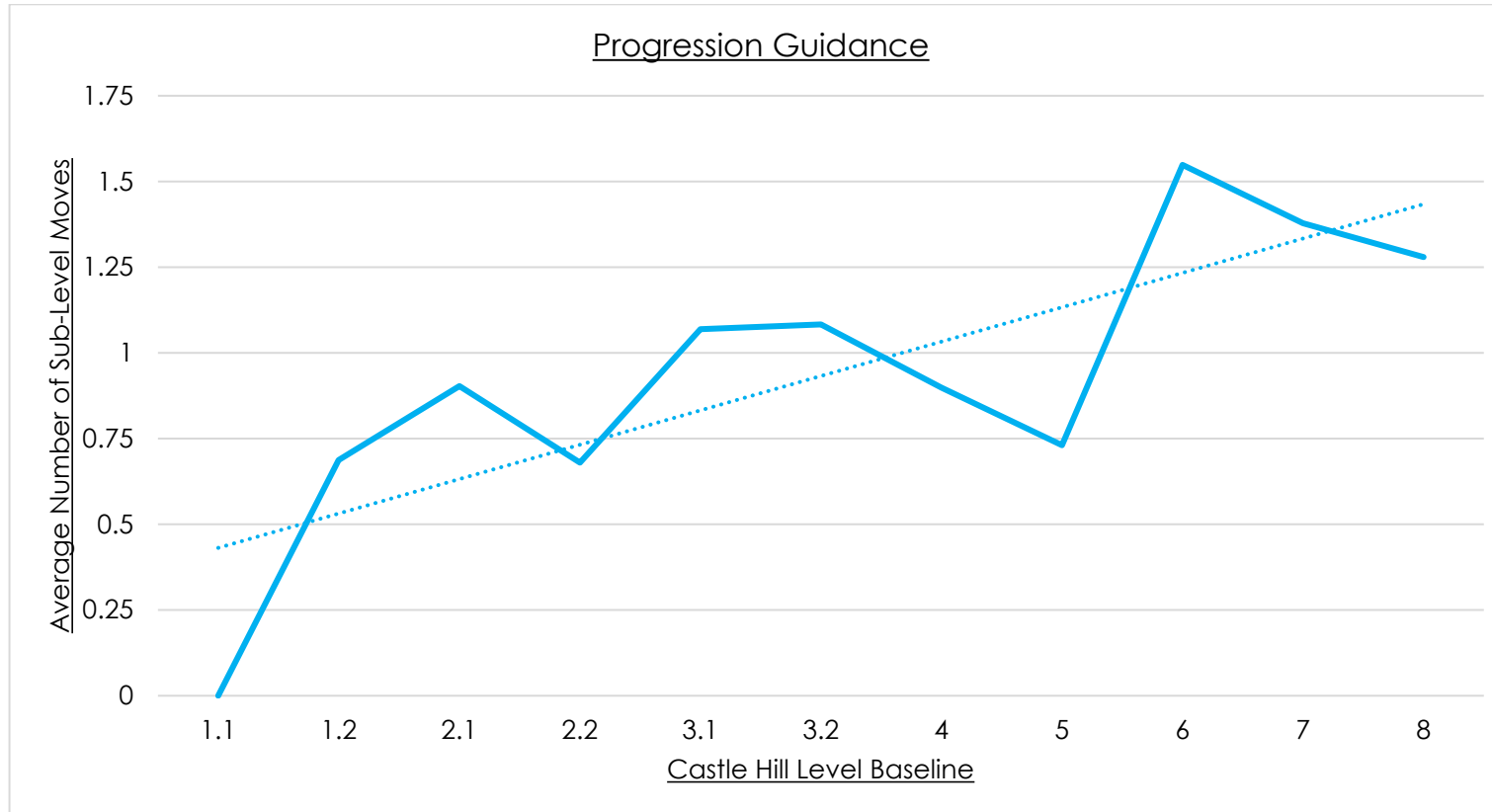
As pupils move through KS1-KS3, the number of pupils working at CHL 6+ increases, this demonstrates the cumulative acquisition of skills made through school. The exception to this trend is Reading and Number, for which students generally have a higher baseline at KS1.

The small cohorts of KS1 and KS4 (8 and 13 pupils respectively) make comparisons less meaningful.

In KS5, there is the greatest range of ability, which reflects the diverse needs of this cohort (see Appendix 3 for further details).

The ability range within school fluctuates as students move through the Key Stages, which reflects the ever-changing profile of cohorts.

Progression Guidance



This year, the CHL baselines for all pupils for all skill areas in both English and Maths were analysed to determine the average number of sub-level moves. It can be seen from the trend line (dashed line) that the higher the Castle Hill Level baseline, the higher the average number of sub-level moves over the course of the academic year.

The graph above can act as progression guidance to inform but 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.

Targets Met Summer 2022

In response to the Rochford Review and the resulting recommendations regarding the use of P levels and Progression Guidance, Castle Hill School's target setting process was reviewed. 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 as a point of reference for teachers during this transition period.

As a result, end of year and end of Key Stage targets for Primary, Secondary and Sixth Form pupils are set using Castle Hill Levels. The target setting process takes into consideration starting points and professional knowledge of the pupil to set appropriate challenging targets. For all pupils, target setting is completed in October, and it is quality ensured through a professional and structured meeting with a member of the Senior Leadership Team to ensure challenging and aspirational targets.

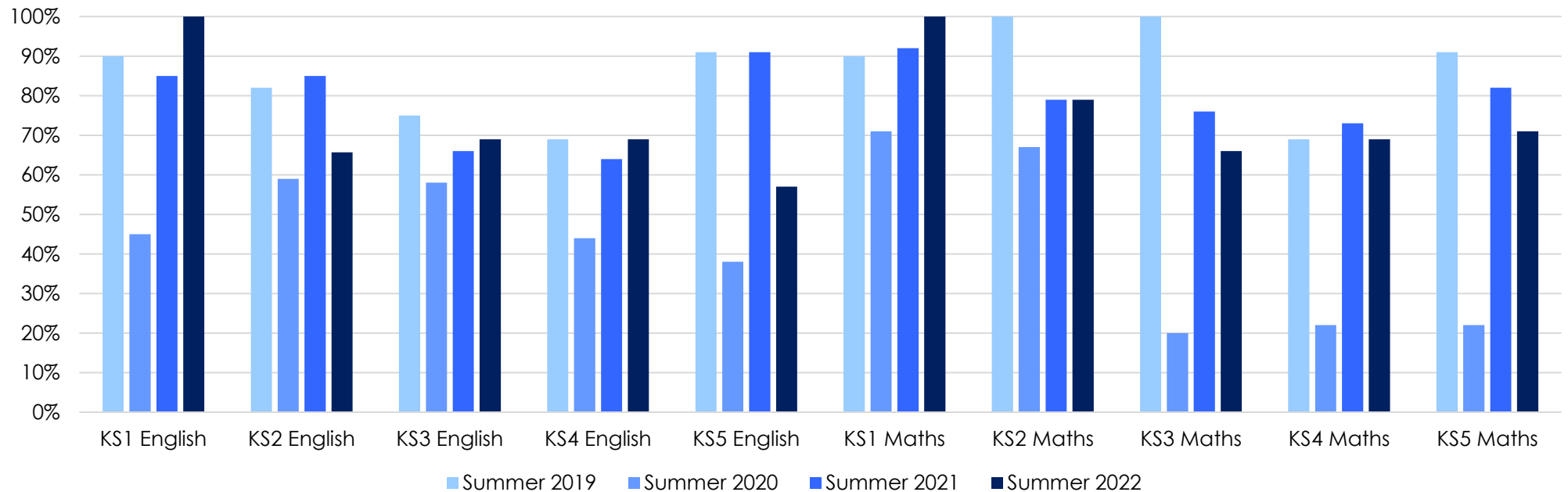
During the EHCP review process, end of Key Stage, long-term targets are set for each pupil, in conjunction with families and other professionals. From these targets medium-term MAPP targets are developed, which form part of the assessment process. From the MAPP targets, short, smart, PiP (Progress in 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.

Targets Met 4-Year Comparison



Outcomes:

HEADLINE: In English on average 70% of pupils met their end of year targets in 2022, compared to 78% in 2021, 49% in 2020 and 81% in 2019. In Maths on average 74% of pupils met their end of year targets in 2022, compared to 80% in 2021, 40% in 2020 and 90% in 2019. The decrease in the average number of pupils meeting their end of year targets in 2022, compared to 2021 could be due to the Target Setting Process being made more challenging through enhanced questioning built into the Pupil Progress Documents (see Appendix 1).

HEADLINE: In KS1, 100% of pupils met their end of year targets in both English and Maths, this is evidence that increased challenge is required within the target setting process for KS1. However, it is noted that as children transition into education, they can exceed initial expected rates of progress from the baseline, as they increase in confidence and regulation in their new environment. In KS5, 57% of pupils achieved their end of year target for English, which is lower than the 71% for Maths. The Communication Lead and SLT will analyse the individual pupil data for this cohort to determine what support strategies are required.

MAPP – Outcomes 2021-22

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 half-terminly 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

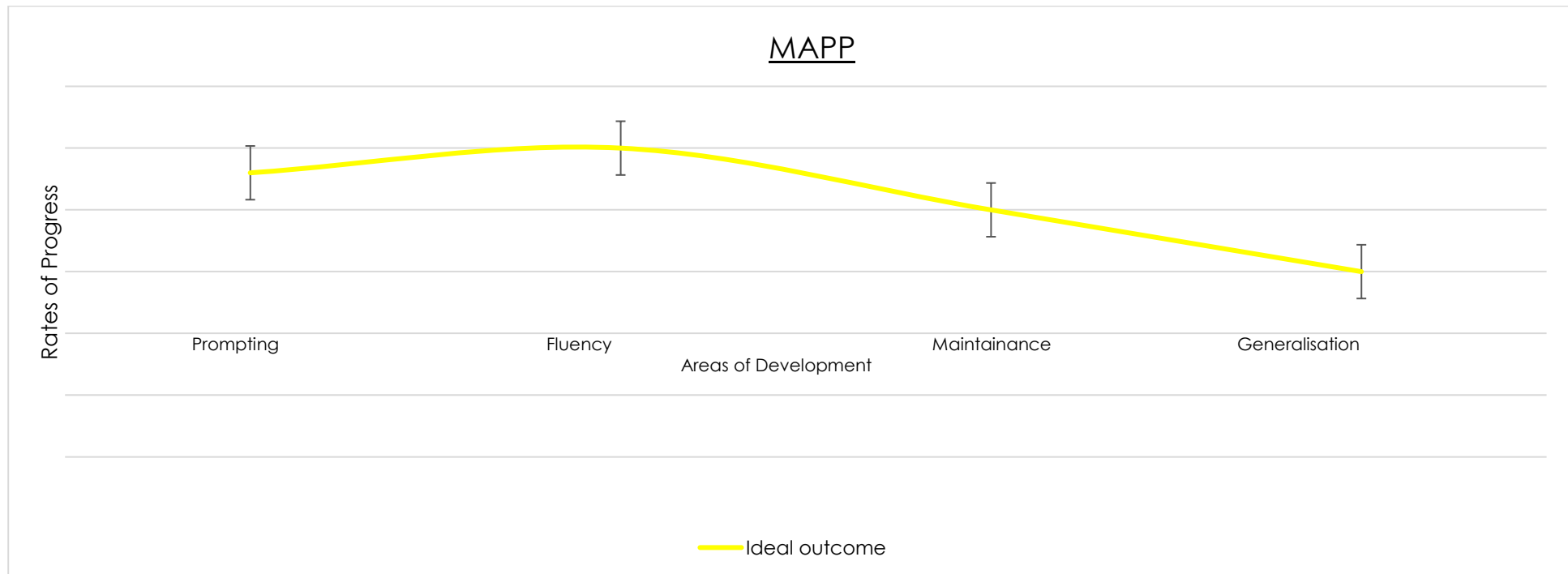
from approximate Fluency to accurate									
Learners reach a level of mastery combining speed and accuracy.									
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.		The learner's performance is increasingly purposeful and coordinated,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

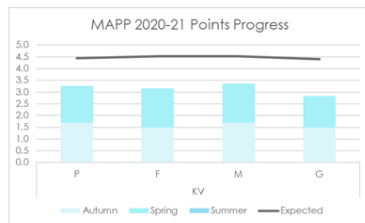
Part of the termly MAPP assessment process is to create an average MAPP score for each class. This allows us to compare progress against an expected hierarchy of achievement. Classes at Castle Hill School are generally set according to ability and need. Classes where the general pupil profile is moderate 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.

The discussion is around each pupil's Progress Towards Targets document (PTT documents). This includes their cumulative MAPP progress graph and progress towards end of year Castle Hill Levels, alongside dialogue of actions, interventions, and recommendations. An example PTT document is presented below.

Pupil	Class	Year	Key Stage
Pupil X	Primary	4	2

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	Pupil X has had a settled	Pupil X will continue to access a	
Spring	transition with his new class. This has been heavily supported by the familiar learning environment, staff and peers. He is developing his understanding of key routines and can now identify symbols for daily routines, such as hello and snack. Pupil X can be insular at times and will often prefer to explore independently. He is currently working at the engagement level and enjoys physical activities such as schema exploration and dance. Area for development: Fluency Pupil X will often actively choose not to participate in focused learning activities and can require adult support to engage.	personalised curriculum bespoke to his learning targets. This will be led by his engagement profile and MAPP targets.	
Spring	Pupil X has made consistent progress this term, more opportunities to split the class by ability has allowed for better focused learning. He has enjoyed exploring the resonance board, along with more messy play activities and posting during hello. He will sit at the table for longer periods and will join more	Continued use of the Engagement Model and case study work to expand the motivating activities Pupil X will engage with.	

	structured activities with adult support. A consistent approach is important for Pupil X, allowing for him to predict what will happen next.		
Summer			

Current progress towards end of Key Stage targets

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

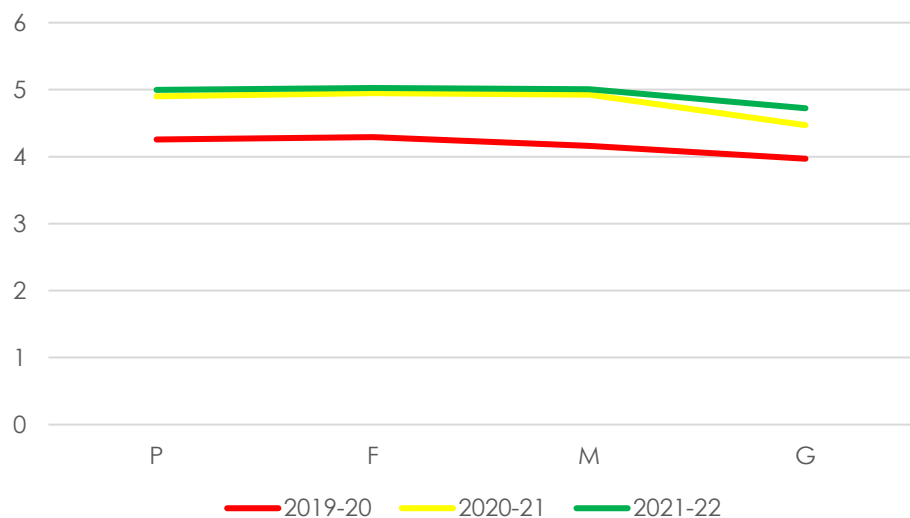
Subject	Current attainment	End of year target	End of Key Stage target	On track Autumn	On track Spring	On track Summer	Notes
Reading	3.1c	3.1b	4c				Pupil X does engage in a variety of activities, but only those that he is motivated by. Therefore, his target in writing for example is lower, as he is not as confident or motivated by these activities.
Writing	3.1b	3.1a	3.2a				
Speaking	3.2b	3.2a	4b				
Listening	3.1b	3.1a	4b				
Number	3.1a	3.2c	4c				
Shape, Space & Measure	3.2c	3.2b	4b				
Using & Applying	3.2c	3.2b	4b				

	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	Pupil X is on track to meet his targets. Pupil X prefers to be in control of his own learning and will make it clear if he does not wish to participate in activities. It is important for Pupil X to have regular intervals to regulate, then short bursts of focused learning with engaging activities such as messy play and inset jigsaws.
Spring	Pupil X continues to be on track to meet his targets. Short bursts of engagement are becoming more regular as he accesses a wider variety of motivating activities. The use of the Engagement Model has really supported this.
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	Pupil X accesses Music Therapy as part of his PP entitlement. However, following reflection, he will begin to access targeted intervention with a focus on Communication and Interaction linked to his EHCP.
Spring	
Summer	

HEADLINE: All pupils' individual MAPP learning journeys provide some evidence of progress.

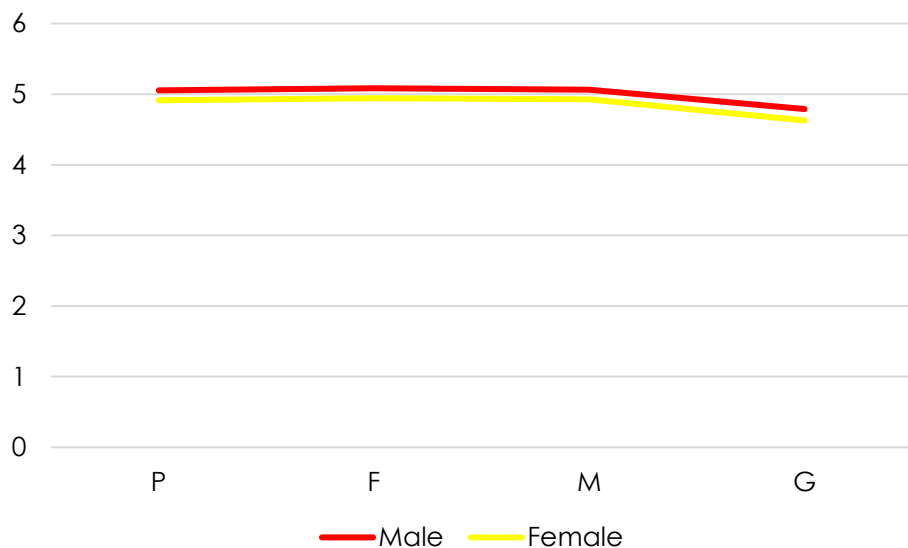
All pupils - Academic year



The graph to the left shows the yearly progress compared over three years (this comparison has been extended to three years to allow for the impact of the Covid-19 Pandemic on the 2019-20 academic year).

HEADLINE: It can be seen that progress in 2021-22 is comparable to 2020-21 and significantly higher than in 2019-20, which was more greatly affected by the Covid-19 Pandemic.

Pupils by Gender - Academic Year

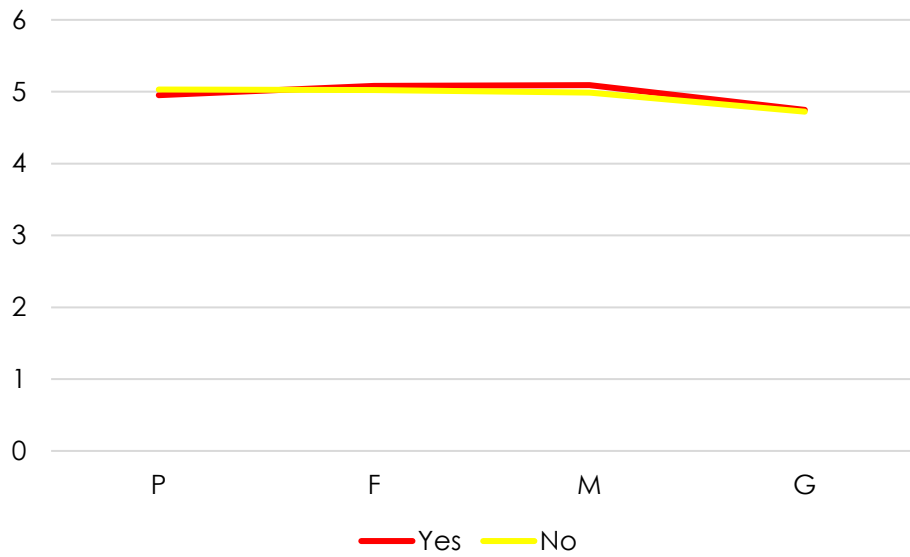


The graph to the left shows the progress by gender.

HEADLINE: It can be seen that there is a negligible difference in progress dependent on gender.

The gender split in the data shows that both groups share near identical MAPP curves, which is particularly evident in the results for the academic year. 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.

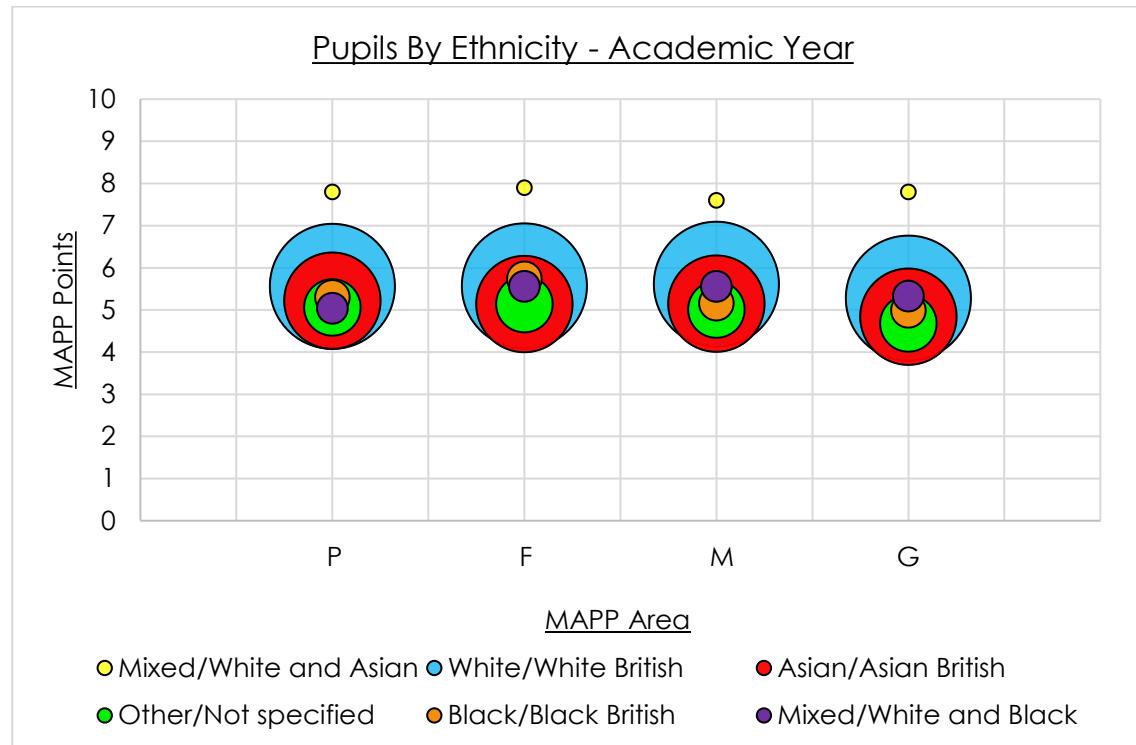
Pupils By Any Premium Ever - Academic Year



The graph to the left shows the progress by pupils who have been in receipt of any premium (Pupil Premium, PP+, LAC funding), compared against the rest of the school population.

HEADLINE: It can be seen that there is a negligible difference in in progress dependent upon receipt of any Premium.

This shows that the pupil-centred curriculum and approach to targets and assessment, work alongside premium interventions to enhance progression towards their targets.



The above 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 – 37 pupils). Smaller groups fit around these two; Black/Black British (5 pupils), Mixed/White and Black (4 pupils). The Other/Not specified category (13 pupils) have more pupils with complex needs, which may explain why they fall slightly lower than the other groups. The group Mixed/White and Asian consists of 1 pupil, so the result is unreliable in terms of making comparisons. All the other groups follow similar patterns of progress and are within 0.5 points of each other across all areas, showing that there is a negligible difference in attainment across ethnicity. **HEADLINE: There is a negligible difference in attainment across ethnicity.**

Accreditation Summary:

AQA Unit Award Scheme - Year 6, KS3 & KS4

51 pupils achieved accreditation for AQA units across the year.

A total of 427 units were achieved in total.

ASDAN Personal Progress - Year 11

7 pupils achieved accreditation for ASDAN Personal Progress units recognising two years of work.

ASDAN Personal Progress - Year 14

8 pupils achieved accreditation for ASDAN Personal Progress units recognising three years of work.

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:

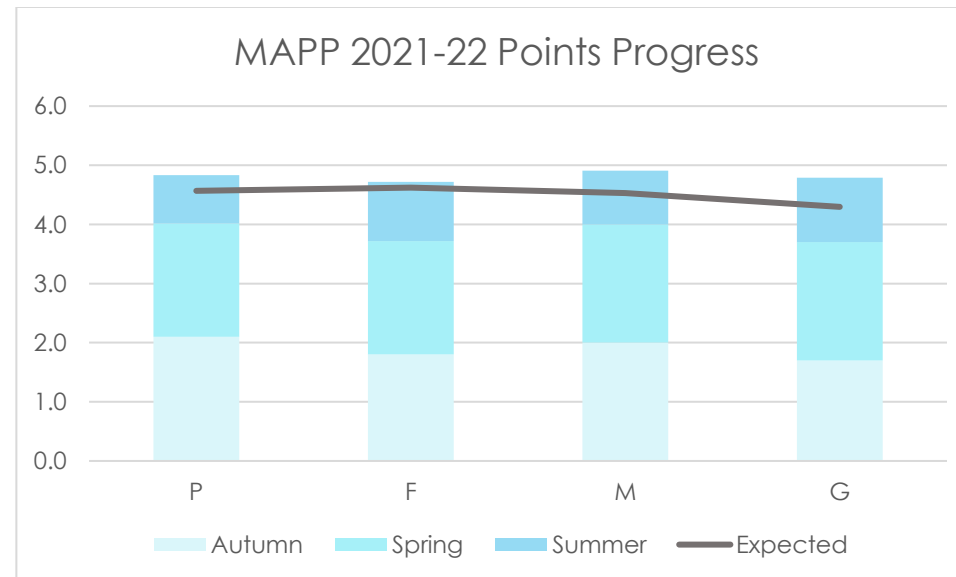
Start of the year

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	

Appendix 2 – Covid-19 Catch-up Journey

The Covid-19 Pandemic had an impact on pupil progress, most notably in the Summer term 2020, during which fewer pupils achieved their end of year targets compared to 2019 and 2021 (see image 1). Discussions with SLT in Pupil Progress Interviews highlighted common issues, such as parental capacity to deliver home-learning activities, as well as pupil-specific issues, such as health or attendance, in addition to teacher ability to accurately assess pupils, many of whom did not return to school in the Summer term 2020.

A shortfall in progress can be seen when Summer 2020 progress is compared to Summer 2019 (see image 2). It can also be seen that progress has returned to expected levels in Summer 2021, which is evidence of the effectiveness of the Covid-19 Catch-up strategy (see Covid-19 Catch-up Case Studies, available upon request).

Further evidence of Covid-19 Catch Up can be found in the Autumn 2020 Assessment Report, which shows that the Baseline data for Autumn 2020, was comparable to Autumn 2019 (pre-Pandemic) (see Image 3). Further information on Covid-19 Catch Up can be found on the school website <https://www.castlehillschool.org.uk/covid-19catchup>

Image 1

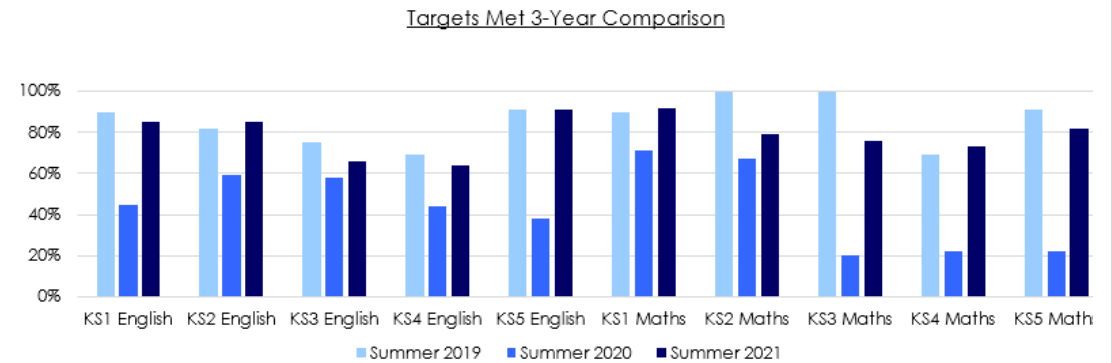


Image 2

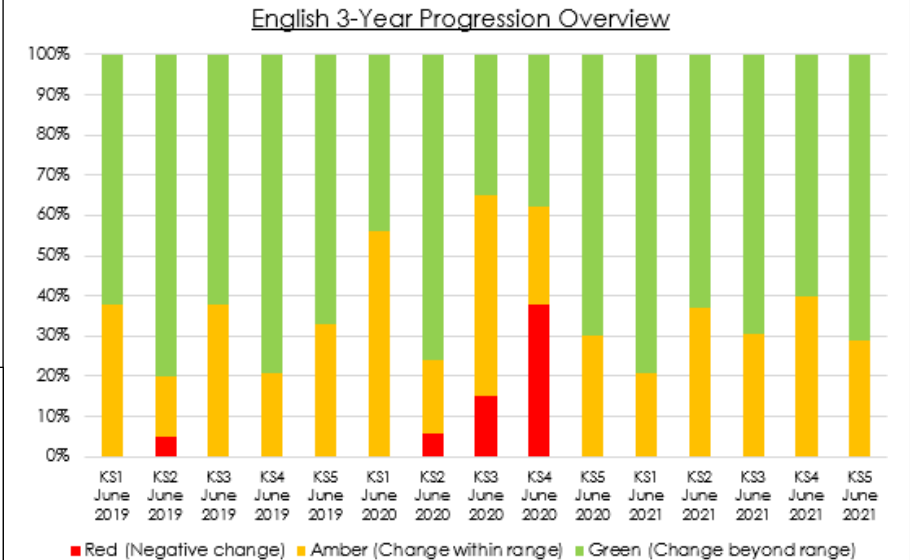
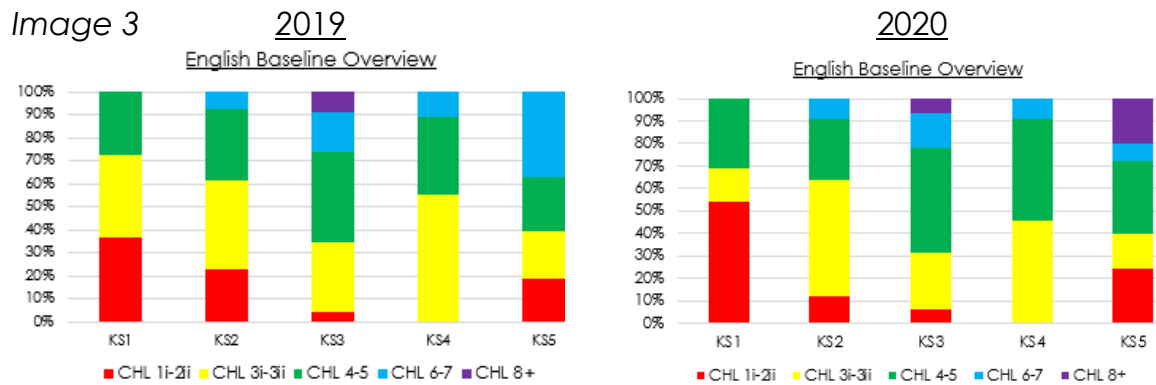
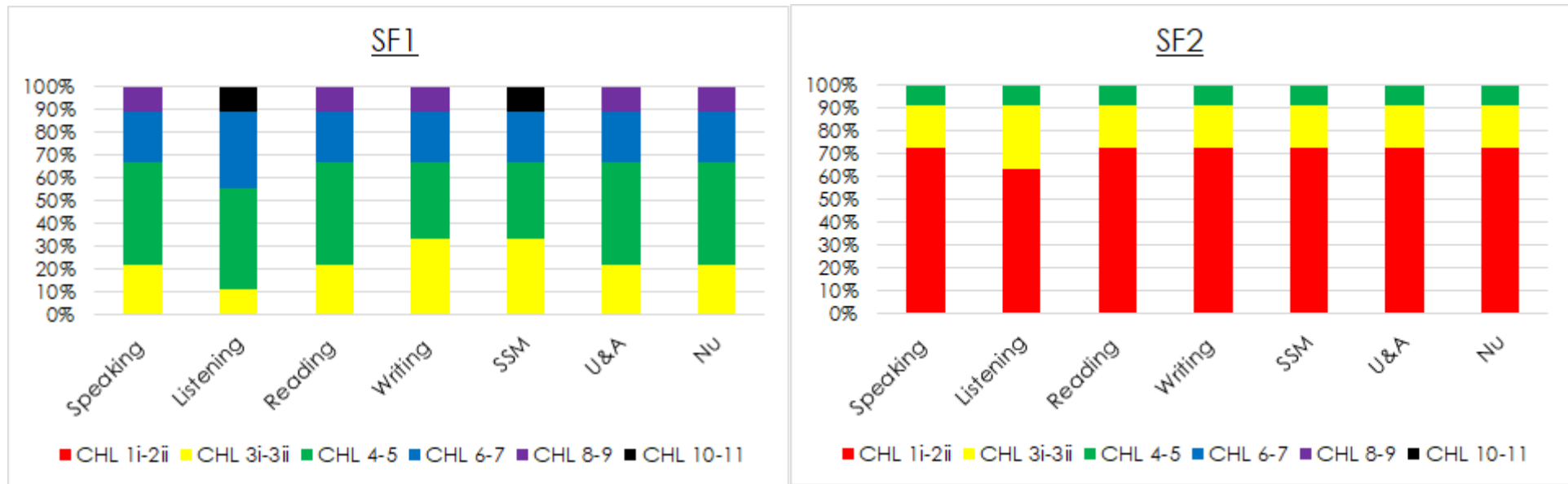


Image 3



Appendix 3 – KS5 Castle Hill Level Attainment – Range of Ability



The graphs above show the summer 2022 attainment in English skill areas and Maths skill areas for the two classes in Post-16 (SF1 and SF2). In KS5, there is the greatest range of ability, compared to all other Key Stages within school, which reflects the diverse needs of this cohort. The pupils in KS5 are grouped together according to cognitive ability, so that the Curriculum can be best tailored to meet pupil need. In KS5, there are more students working at CHL1i-2ii than any other Key Stage, which could be attributed to the higher proportion of PMLD learners; in 2021-22 67% of Post-16 pupils were identified as having Profound and Multiple Learning Difficulties as their primary need, compared to 56% across the whole of the school population, therefore there would be greater expectation of horizontal progression within KS5, compared to other Key Stages.