

# Castle Hill School's **SEF Summary** Updated November 24-25



Our SEF summary gives the reader a general overview of the school. Please refer to our full SEF for more information

## **Philosophy**

As an outstanding school, we continue to strive for improvement through a process of continued self-reflection and challenge. We are proud to see ourselves as a restless school striving for perfection in order to provide all of our pupils with the best learning opportunities possible.

## **Contents:**

Strengths

Learning outcomes

Quality of teaching

Attendance

Teaching school

## **Self-Assessed Judgements**

**Quality of Education** 1 - Outstanding

**Behaviour and Attitudes** 1 - Outstanding

**Personal Development** 1 - Outstanding

**Leadership and Management** 1 - Outstanding

School's Strengths		
Curriculum, Assessment, Wellbeing, Safeguarding, Transition and Professional Development		
Intention Implementation	Impact	Evidence
<b>Curriculum</b>		
Curriculum Guides	<b>Quality, enriched and appropriate</b> learning experience	-OFSTED Report 2019 -Assessment reports
Curriculum overview		
Curriculum audit		
Curriculum teams and subject leaders within the teams -Literacy -Numeracy -PSHE (including SMSC, Careers, and Gatsby Benchmarks to assist future destinations) -Knowledge and Understanding of the World -Physical Development -Creativity -Sensory	<b>Outstanding</b> curriculum coverage.  <b>Smart</b> subject specific student progress  <b>Comprehensive</b> curriculum understanding and application  Application of <b>precise and accurate</b> next steps in learning for basic skills  Appropriately <b>targeted</b> reading/writing strategies  <b>Intervention strategies</b> targeted to need  Subject area <b>student tracking</b> towards success  Application of Subject area <b>Mastery</b> statements for smart subject development  Application of <b>precise and accurate</b> student-centred skill development for future destinations	-Minutes of SLT meetings -Planning -Learning Journals -PIP progress documents -MAPP progress -EHCP progress -Evidence of work files -Orange books -Qualifications -Quality Standard Marks -Training records -CPD records -SIP Report -Observation focus to ensure the application of the curriculum -Subject area action plans -Intervention records -Mastery impact evidence -Subject area student tracking -Subject area intervention records
Learning pathways	Application of our <b>subject area mentor programme</b> to provide peer on peer support	-Curriculum leader files
Sixth Form Learning pathways -Sensory -Pre-formal -Formal		
Planning framework	<b>Robust</b> planning providing outcomes for learning, and providing a <b>strong and clear</b> element of continuity and progression	-Planning -Planning assessment process
Enrichment sessions	<b>Strong and broad</b> learning experience	

<p>Staff meeting agendas including: -Lesson studies/Action research -Moderation -Learning environment improvement Subject area development, feedback and peer mentoring -Peer review process</p>	<p><b>Outstanding</b> knowledge base  <b>Embedded</b> culture of enquiry  <b>Refining and enriching</b> practice  <b>Mentoring for success</b></p>	<p>-EHCP Review outcomes -Successful placements -Lesson studies -Reading intervention -Training day records -Subject area action plans -Staff meeting minutes -Lesson study -Case studies</p>
<p>Communication audit Baseline assessment Communication teacher/ICT manager input Communication enrichment Collaborative multi agency working.  Maths hub collaboration  Quality Standards Awards</p>	<p><b>Gold standard</b> Total Communication outcomes      <b>Gold standard</b> Numeracy outcomes   <b>Gold standard</b> Cross curricular learning</p>	<p>-Communication audit outcomes -Communication teacher assessment -SALT outcomes -Outreach assessment      -Maths subject area development plan  -Subject area development plans</p>

Summative/ Formative Assessment		
<p>Bespoke, intuitive, and accessible planning and assessment framework designed for the needs of our pupils</p> <p>Cyclical assessment model feeding directly into the planning process highlighted through the curriculum overview</p> <p>Engagement Model application</p>	<p>Application of <b>decisive and clear</b> assessment model</p> <p>Application of <b>child centred approach</b> to ensure progress</p> <p>Learners <b>thriving to achieve ambitious, defined targets</b> developed in <b>partnership</b> with families to empower them to become effective communicators</p> <p>Identification of each child's key strengths and motivations to <b>promote engagement, communication</b>, and learning</p> <p>Strategic, <b>dynamic whole-school responses</b> to assessment outcomes</p>	<p><b>Summative</b></p> <ul style="list-style-type: none"> <li>-OFSTED Report 2019</li> <li>-EHCP reviews</li> <li>-Whole School Assessment reports</li> <li>-School reports</li> <li>-Qualifications</li> </ul> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>-Orange books</li> <li>-PTT interviews and target setting</li> <li>-Learning Journals</li> <li>-MAPP and PIP assessment</li> <li>-Evidence of Learning Files</li> </ul> <p><b>Summative and formative</b></p> <ul style="list-style-type: none"> <li>-Case studies</li> <li>-CHS level assessment</li> <li>- Progress case studies</li> <li>- Birth to 5 Matters assessment</li> </ul> <p><b>Supporting activities</b></p> <ul style="list-style-type: none"> <li>-Engagement profiling.</li> <li>-Achievement Continuum development</li> <li>-Curriculum leader files</li> <li>-Staff meeting minutes (curriculum feedback sessions)</li> </ul> <p><b>Moderation</b></p> <ul style="list-style-type: none"> <li>-CHS level</li> <li>-PIP</li> <li>-Pre key stage standards</li> <li>-Engagement model</li> </ul>

Wellbeing		
<p>7 areas of wellbeing (students)</p> <p>Wellbeing Champion</p> <p>Mental Health First Aiders (students and staff)</p> <p>Family Liaison, Outreach and Support officer</p> <p>Three-pronged approach- Student, Staff, Parental</p> <p>Enhanced Employee Healthcare offer</p> <p>Enhanced stakeholder communication systems</p> <p>Resilience mentors</p>	<p>Outstanding attention and promotion of wellbeing resulting in:</p> <ul style="list-style-type: none"> <li>-<b>improved learning</b> outcomes for students</li> <li>-<b>increased wellbeing</b> opportunities for staff</li> <li>-<b>support and assistance</b> for parents, carers and families</li> </ul> <p><b>Improved attendance</b> for both staff and students</p> <p>Welcoming, open ethos and culture, including shared vision and <b>distributed leadership</b></p> <p>Positive philosophy disseminated to the wider <b>community</b> through links and events</p>	<p>OFSTED Report 2019</p> <p>Assessment report</p> <p>7 areas of wellbeing assessment outcomes</p> <p>Training record and wellbeing strategy records</p> <p>Family liaison records</p> <p>Training opportunities</p> <p>Parental questionnaires</p> <p>Staff questionnaires</p> <p>Staff satisfaction quotient</p> <p>EHCP reports</p> <p>MAPP/PIP documents</p> <p>Learning Journals</p> <p>Wellbeing working party minutes</p> <p>Links audit</p> <p>Outreach/events coordinator records</p>
Safeguarding		
<p>Coverage DSL x 5</p> <p>Safeguarding training</p> <p>Expertise within Governance</p> <p>Rigorous Safeguarding checks and record keeping</p> <p>Training, knowledge sharing and shaping to our needs</p> <p>Multi-agency consultation</p> <p>Attendance protocol and monitoring</p> <p>Family Liaison – proactive family engagement</p> <p>Online safety</p>	<p><b>Informed, comprehensive</b> safeguarding procedure</p>	<p>OFSTED Report 2019</p> <p>Supervision/safeguarding records</p> <p>Single Central Record</p> <p>CPOMS</p> <p>Serious Incidents Book</p> <p>Events file</p> <p>Practice agreements</p> <p>Policies/procedures</p> <p>Kirklees Audit</p>

Transition		
<p>Sixth Form curriculum pathways designed to prepare students for adult life (Sensory, Pre-formal, Formal)</p> <p>Independence philosophy and practice</p> <p>Work related learning Pathway</p> <p>Links coordinator</p> <p>Preparation for annual transition</p> <p>Collaborative working with families</p> <p>Student centred needs-based approach</p> <p>Close working with Post19 provision</p> <p>From Year 9, close collaborative working with careers advisory service and social care adult pathway team</p> <p>Transition targets part of the EHCP review</p> <p>Destination tracking post-Castle Hill School</p> <p>Bespoke application of Gatsby career standards</p>	<p><b>Strong</b>, calm, ordered and <b>supportive</b> transition processes within Castle Hill and out into the community</p> <p>Effective, <b>appropriate destinations</b> for student need</p> <p><b>Wellbeing</b>, communication, and self-regulatory needs for students addressed by effective <b>transition scaffolding</b></p> <p>Generalisation of <b>skills driven</b> by personalised assessment process</p> <p>Wellbeing for <b>families</b> secure through transition scaffolding</p>	<p>Transition fortnight</p> <p>Cross curricular enrichment sessions</p> <p>Pre-placement visit records</p> <p>Evidence of Learning files (transition section)</p> <p>Learning Journals (Sixth Form)</p> <p>Formal Qualifications</p> <p>Links coordinator records</p> <p>Leavers Forum records</p> <p>Leavers Fair records</p> <p>Leavers coffee afternoons</p> <p>'Beyond Castle Hill' data</p> <p>EHCP/MAPP/PIP documents</p> <p>Orange books</p> <p>Home/School diaries</p>

Professional development		
<p>Promotion of CPD for all staff through celebration board</p> <p>Ongoing audit</p> <p>Yearly targets</p> <p>All teachers part of a triad responsible for identifying and developing an area of need</p> <p>Peer observations</p> <p>Career opportunities and increased career pathway offer</p> <p>All new staff assigned a mentor</p> <p>Targets linked to standards (Teachers and ETAs)</p> <p>Collaborative distributed leadership across all levels</p> <p>In-house expertise facilitating focused training</p> <p>Cross-school collaboration on targets</p> <p>Professional development through engagement with working parties</p> <p>CPD library</p> <p>ITT offer with special needs focus</p> <p>Input into Kirklees and Calderdale and Kirklees TS Hub SEND offer</p>	<p><b>Supportive, robust and responsive</b> professional development</p> <p><b>Raised profile</b> of CPD for all</p> <p>Staff feel <b>valued, empowered</b>, and given agency to contribute to whole school initiatives</p> <p>Self-empowerment and ownership of <b>reflective learning</b> process</p> <p><b>Growth</b> of expertise and knowledge within school and for the wider community</p> <p><b>Culture of enquiry</b></p> <p>Positive impact on external communities and stakeholders. Learning is shared from a <b>wider knowledge base</b></p>	<p>Teaching staff CPD</p> <p>Support staff Self-Evaluation Dairies</p> <p>Lesson study records and outcomes</p> <p>Audit outcomes</p> <p>CPD celebration board</p> <p>CPD case studies</p> <p>Ongoing training records</p> <p>Certification</p> <p>CPD library</p> <p>New specialist teaching cohort</p> <p>Improved pedagogy in the main stream community</p>

## IMPACT on learning for 23-24

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

**This reports contents focuses on Summer 2023-24**

### Achievement of pupils- 23-24 [Assessment Reports | Castle Hill School](#)

#### Summer 2024 Headlines from EYFS, Castle Hill Level, Target Setting and MAPP/PIP Analysis

**EYFS:** The end of year data taken from Birth to 5 Matters reflects the varying needs of the pupils in EYFS. Pupil progress across all areas of Birth to 5 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.

**English:** In KS1, progress in all four skill areas in English is comparable. The small cohort of five pupils needs to be taken into consideration when making comparisons. In KS2, progress in Listening is slightly higher than in the other skill areas in English. In KS3, progress in all four skill areas in English is comparable. In KS4, progress in Reading and Writing is slightly higher than in Speaking and listening. In KS5, progress in Speaking, Listening and Writing is comparable. There is slightly lower progress in Reading, however, it should be noted that the baselines for pupils in Reading were slightly higher at the start of the year than the other skill areas, with six pupils already working at CHL 6 and above in autumn 2023.

**Maths:** In KS1, KS2 and KS3 progress in all three skill areas in Maths is comparable. In KS4, progress is slightly higher in Space, Shape and Measure and Using and Applying, than Number. However, it should be noted that the baselines for pupils in Number were slightly higher at the start of the year than the other skill areas, with two pupils already working at CHL 8-9 and above in autumn 2023. In KS5, progress in Space, Shape, and Measure and Using and Applying is slightly higher than in Number.

All pupils, aside from one pupil who has a degenerative health condition and one pupil who has complex and progressing Epilepsy, have made either progress within target set range or progress beyond target set range.

**Target Setting:** In English on average 85% of pupils met their end of year targets in 2024, compared with 79% in 2023, 70% in 2022, 78% in 2021, 49% in 2020 and 81% in 2019. In Maths on average 84% of pupils met their end of year targets in 2024, compared with 71% in 2023, 74% in 2022, 80% in 2021, 40% in 2020 and 90% in 2019. The expected range of progress is 75%-79% which demonstrates that further challenge will need to be a focus in the target setting process. The application of Progression Guidance will be an essential part of this process.

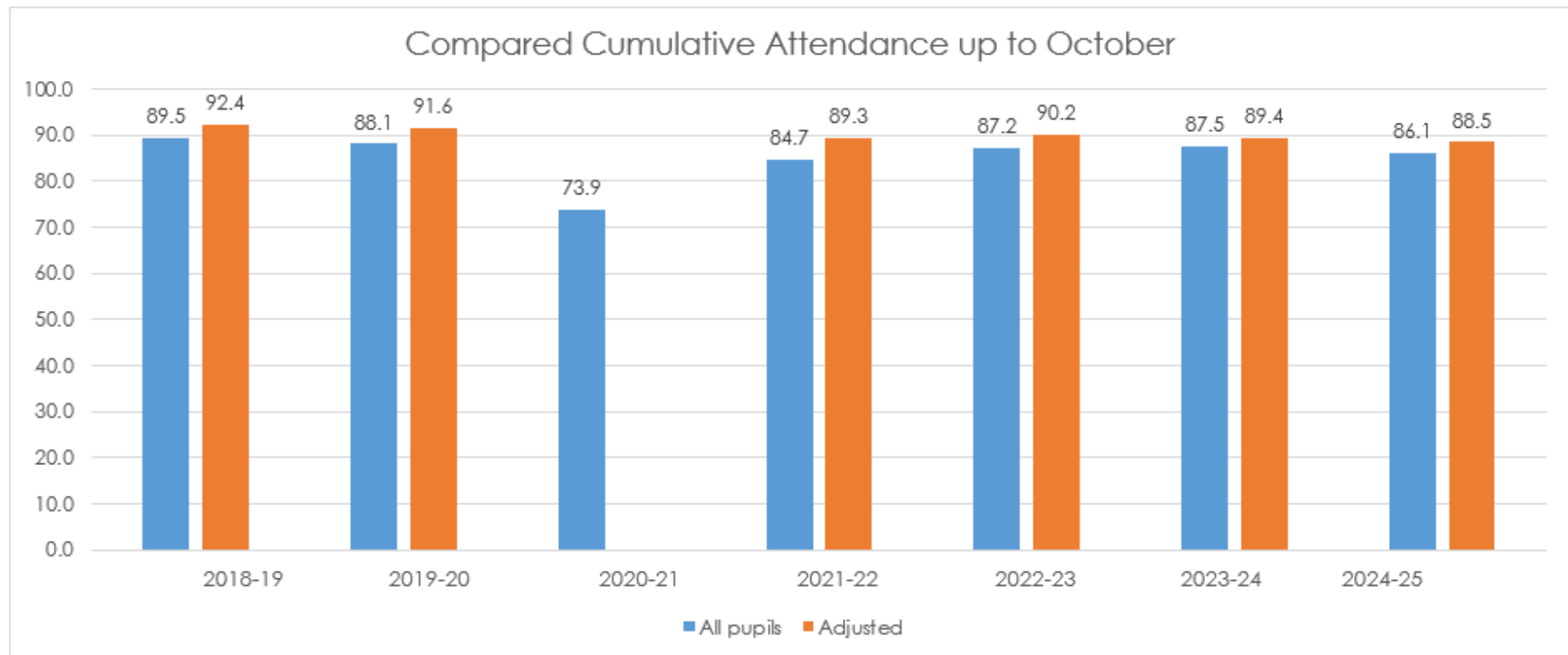
**MAPP/PIP:** (Mapping and Assessing Pupil Progress) is used to record progress relating directly to long-term EHCP outcomes. The use of PIP (Progress in Provision) targets ensure pupils progress towards the completion of MAPP targets, through small steps of progress. Termly individualised MAPP outcomes are analysed in a professional discussion with SLT as part of the ongoing assessment process. MAPP progress is slightly down from the last three years. This is caused by low marking of a couple of Secondary classes and will be addressed through Phase lead support. All pupils' individual MAPP learning journeys provide some evidence of progress. There is a negligible difference in progress dependent on gender, receipt of any Premium ever, or ethnicity.



### Quality of teaching

In accordance with Ofsted recommendations the SLT no longer give judgements on individual lesson observations. In order to ensure a high standard of quality teaching, the SLT uses a holistic method to assess the competences of each teacher. This takes into account lesson observations, engagement with performance management, and scrutiny of planning and evaluations.

### Pupil attendance [Attendance Reporting](#) | [Castle Hill School](#)



*Adjusted refers to those pupils who are off school for significant periods of time (70% in a given period) due to reasons relating to their health condition(s). Medical appointments and general health absences are included.  
Analysis against similar period for the last academic years;*

The graph above shows the cumulative attendance for the last seven Octobers. It can be seen that attendance has returned to a comparable level to pre-pandemic years. The year 2020-21 was not adjusted due to the pandemic and an increased range of factors upon attendance. Attendance is lower this month, mostly due to a considerable amount of absence due to school transport routes not running and where parents have not been able to bring their children in on these occasions.

**Headline: Attendance for October is comparable to the same period in pre-and post-pandemic years.**