

Castle Hill School's **SEF Summary** Updated March 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
Curriculum		
Curriculum Guides	Quality, enriched and appropriate 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	Outstanding curriculum coverage. Smart subject specific student progress Comprehensive curriculum understanding and application Application of precise and accurate next steps in learning for basic skills Appropriately targeted reading/writing strategies Intervention strategies targeted to need Subject area student tracking towards success Application of Subject area Mastery statements for smart subject development Application of precise and accurate 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 subject area mentor programme to provide peer on peer support	-Curriculum leader files
Sixth Form Learning pathways -Sensory -Pre-formal -Formal		
Planning framework	Robust planning providing outcomes for learning, and providing a strong and clear element of continuity and progression	-Planning -Planning assessment process
Enrichment sessions	Strong and broad learning experience	

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

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"> -improved learning outcomes for students -increased wellbeing opportunities for staff -support and assistance for parents, carers and families <p>Improved attendance for both staff and students</p> <p>Welcoming, open ethos and culture, including shared vision and distributed leadership</p> <p>Positive philosophy disseminated to the wider community 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 6</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>Informed, comprehensive 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>Strong, calm, ordered and supportive transition processes within Castle Hill and out into the community</p> <p>Effective, appropriate destinations for student need</p> <p>Wellbeing, communication, and self-regulatory needs for students addressed by effective transition scaffolding</p> <p>Generalisation of skills driven by personalised assessment process</p> <p>Wellbeing for families 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>Supportive, robust and responsive professional development</p> <p>Raised profile of CPD for all</p> <p>Staff feel valued, empowered, and given agency to contribute to whole school initiatives</p> <p>Self-empowerment and ownership of reflective learning process</p> <p>Growth of expertise and knowledge within school and for the wider community</p> <p>Culture of enquiry</p> <p>Positive impact on external communities and stakeholders. Learning is shared from a wider knowledge base</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- 24-24 Assessment Reports Castle Hill School
Early Years (Birth to 5 Matters)
<p>HEADLINE: The baseline data taken from Birth to 5 Matters shows that the Early Years cohort are working between Range 1 emerging and Range 5 emerging. The number of Early Years pupils has increased this academic year, with a wide range of abilities. Where spikes and dips are indicated in most cases this relates to the pupils' physical, sensory or communication profile. Birth to 5 Matters is focussed on language based and physical skills progression. For some of our pupils this can present as a barrier to demonstrating progress. Some of the developmental steps in specific areas are more challenging than others to achieve.</p> <p>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).</p> <p>HEADLINE: Birth to 5 Matters outcomes for the Autumn term gives a good baseline indication of strengths and areas for development. Individual outcomes and graduated responses are identified and applied through pupil progress meetings (records available upon request).</p> <p>HEADLINE: Further analysis of each pupil's needs and progress from the initial Autumn baseline is achieved through the MAPP and PiP process, which is directly linked to EHCP targets.</p>
Primary (Castle Hill Levels)
<p>English:</p> <p>HEADLINE: The Castle Hill Level baselines show that the majority of KS1 pupils are working at CHL3 or below, which is comparable to last academic year.</p> <p>HEADLINE: Similarly, in KS2, the majority of pupils are working at the early developmental levels, (between CHL1 and CHL3). The proportion of pupils who are working at the very early developmental levels (between CHL1 and CHL2) is lower at KS2, than KS1, this is evidence of the accumulation of skills as pupils progress through the early Key Stages. Attainment in the four skill areas of English is comparable in KS1 and KS2, as it was the previous academic year.</p> <p>Maths:</p> <p>HEADLINE: The Castle Hill Level baselines show that the majority of KS1 pupils are working at CHL3 or below, which is comparable to last academic year.</p> <p>HEADLINE: Similarly, in KS2, the majority of pupils are working at the early developmental levels, (between CHL1 and CHL3). The proportion of pupils who are working at the very early developmental levels (between CHL1 and CHL2) is lower at KS2, than KS1, this is evidence of the accumulation of skills as pupils progress through the early Key Stages. HEADLINE: Attainment in the three skill areas of Maths is comparable, as it was the previous academic year.</p>
Secondary (Castle Hill Levels)
<p>English:</p> <p>HEADLINE: The Castle Hill Level baselines show that the majority of KS3 pupils are working at CHL3 and below, again the proportion of pupils who are working at the very early developmental levels (between CHL1 and CHL2) is lower at KS3, than KS2, this is further evidence of the accumulation of skills as pupils progress through the Key Stages. HEADLINE: The majority of KS4 pupils are working at CHL4 and above, which is in contrast to KS3 and evidence of the accumulation of skills as pupils move from KS3 to KS4. HEADLINE: There is the greatest ability range within KS4.</p>

Maths:

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

Sixth Form (Castle Hill Levels)

English:

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

Maths:

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

Target Setting and Progression Guidance

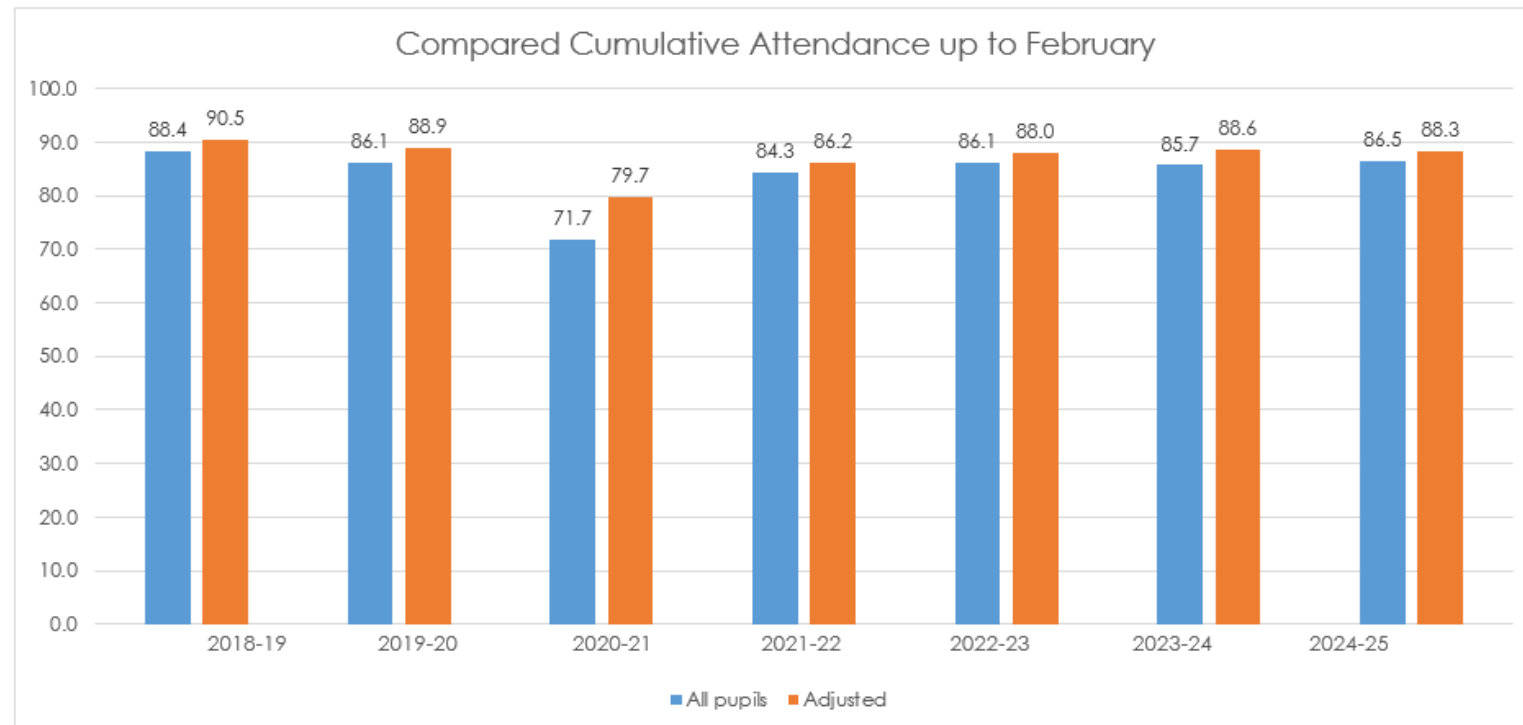
HEADLINE: **Headline: In English on average 85% of pupils met their end of year targets in 2024**, compared with 79% in 2023, 70% in 2022, 78% in 2021, 49% in 2020 and 81% in 2019. **In Maths on average 84% of pupils met their end of year targets in 2024**, compared with 71% in 2023, 74% in 2022, 80% in 2021, 40% in 2020 and 90% in 2019 (see Progress Report Summer 2024, available upon request). **The expected range of progress is 75%-79%, further challenge was, therefore, a focus in the target setting process. The application of Progression Guidance is an essential part of this process. The Progression Guidance data shows the trend that the higher the Castle Hill Level baseline, the higher the average sub-level increase over the course of the academic year. As the Target Setting Line for Autumn 2024 (see graph on p.28) is very similar to Autumn 2023 (see Progress Report Autumn 2023, available upon request), it would indicate that further challenge may need to be incorporated, which will be addressed during the Progress Towards Target meetings in spring half-term 1.**

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

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.

Compared Cumulative Attendance



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 Februarys. It can be seen that attendance has returned to a comparable level to pre-pandemic years. The low attendance in the year 2020-21 was due to the pandemic and an increased range of factors upon attendance.

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