Castle Hill School's SEF Summary
Updated July 24-25

Castle Hill School
Innovating, Communicating, Empowering

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		-Minutes of SLT meetings
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	-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		
Sixth Form Learning pathways -Sensory -Pre-formal -Formal	Application of our **subject area mentor programme** to provide peer on peer support	-Curriculum leader files
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	

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

Summative/ Formative Assessment

Bespoke, intuitive, and accessible planning and assessment framework designed for the needs of our pupils Cyclical assessment model feeding directly into the planning process highlighted through the curriculum overview Engagement Model application	Application of **decisive and clear** assessment model Application of **child centred approach** to ensure progress Learners **thriving to achieve ambitious, defined targets** developed in **partnership** with families to empower them to become effective communicators Identification of each child's key strengths and motivations to **promote engagement, communication,** and learning Strategic, **dynamic whole-school responses** to assessment outcomes	**Summative** -OFSTED Report 2019 -EHCP reviews -Whole School Assessment reports -School reports -Qualifications **Formative** -Orange books -PTT interviews and target setting -Learning Journals -MAPP and PIP assessment -Evidence of Learning Files **Summative and formative** -Case studies -CHS level assessment - Progress case studies - Birth to 5 Matters assessment **Supporting activities** -Engagement profiling. -Achievement Continuum development -Curriculum leader files -Staff meeting minutes (curriculum feedback sessions) **Moderation** -CHS level -PIP -Pre key stage standards -Engagement model

Wellbeing

7 areas of wellbeing (students)	Outstanding attention and promotion of wellbeing resulting in:	OFSTED Report 2019
	-**improved learning** outcomes for students	Assessment report
Wellbeing Champion	-**increased wellbeing** opportunities for staff	7 areas of wellbeing assessment outcomes
	-**support and assistance** for parents, carers and families	Training record and wellbeing strategy records
Mental Health First Aiders (students and staff)		Family liaison records
	Improved attendance for both staff and students	Training opportunities
		Parental questionnaires
Family Liaison, Outreach and Support officer	Welcoming, open ethos and culture, including shared vision and **distributed leadership**	Staff questionnaires
		Staff satisfaction quotient
	Positive philosophy disseminated to the wider **community** through links and events	EHCP reports
Three-pronged approach-Student, Staff, Parental		MAPP/PiP documents
		Learning Journals
		Wellbeing working party minutes
Enhanced Employee Healthcare offer		Links audit
		Outreach/events coordinator records
Enhanced stakeholder communication systems		
Resilience mentors		

Safeguarding

Coverage DSL x 6	**Informed, comprehensive** safeguarding procedure	OFSTED Report 2019
		Supervision/safeguarding records
Safeguarding training		Single Central Record
		CPOMS
Expertise within Governance		Serious Incidents Book
		Events file
Rigorous Safeguarding checks and record keeping		Practice agreements
		Policies/procedures
		Kirklees Audit
Training, knowledge sharing and shaping to our needs		
Multi-agency consultation		
Attendance protocol and monitoring		
Family Liaison – proactive family engagement		
Online safety		

Transition

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

Professional development

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

IMPACT on learning

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

<mark>Spring – Progress towards targets and interventions required</mark>

Summer – Achievements and conclusions

This reports contents focuses on Spring 24-25

| Achievement of pupils- 24-24 [Assessment Reports | Castle Hill School](#) |
|---|
| Birth to 5 and Castle Hill Level Breakdowns
In EYFS, pupils are assessed against the Birth to 5 Matters framework, with a newly integrated sub-level system. EYFS pupils (of which there are 17in total) are on-track for 82% of their English targets and 100% of their Maths targets. Primary, Secondary and Sixth Form pupils are assessed against Castle Hill Levels. KS1 pupils (of which there are 5 in total) are on-track for 100% of their English targets and 100% for their Maths targets.KS2 pupils (of which there are 39in total) are on-track for 90% of their English targets and 93% for their Maths targets.KS3 pupils (of which there are 29in total) are on-track for 74% of their English targets and 75% for their Maths targets.KS4 pupils (of which there are 16in total) are on-track for 78% of their English targets and 75% for their Maths targets.KS5 pupils (of which there are 24in total) are on-track for 94% of their English targets and 93% for their Maths targets.
HEADLINE: Pupils across school are on-track to meet 85% of their targets in English and 88% of their targets in Maths. Progress in English and Maths is comparable and in line with results from the same point in the previous academic year (85% and 84% respectively).The expected range of progress is 75%-79%, which is achieved at this mid-point in KS3 and KS4 but not yet school-wide, demonstrating that further challenge will need to be a focus in the target setting process, notably in the remaining Key Stages and EYFS. The Subject Lead for Maths will analyse the comparatively high number of pupils that are on-track in Maths in EYFS to review challenge within target setting. |

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

Compared Cumulative Attendance up to May
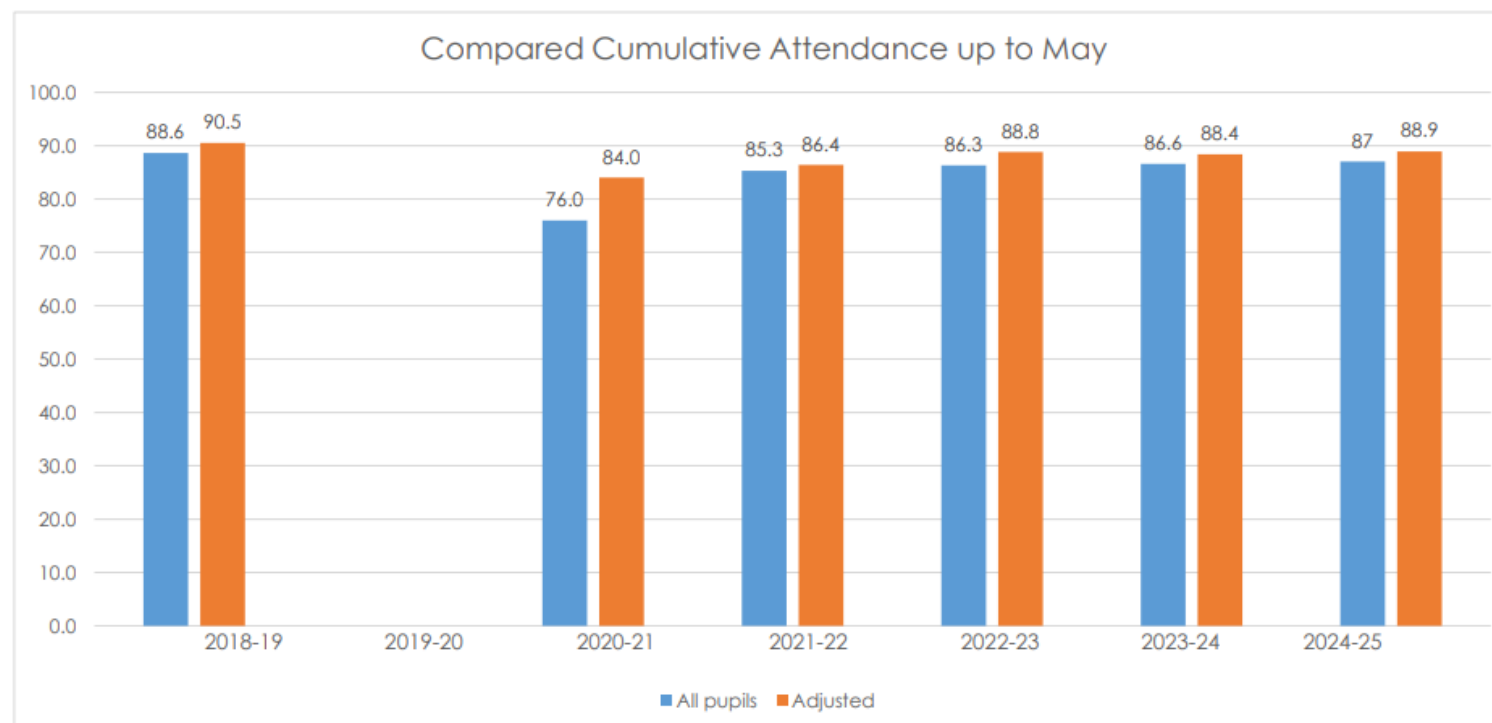
Adjusted refers to those pupils who are off school for significant periods of time (70% in a given period) due to reasons relating to their health condition(s). Medical appointments and general health absences are included.

Analysis against similar period for the last academic years:
The graph above shows the cumulative attendance for the last seven Mays. It can be seen that attendance has returned to a comparable level to pre-pandemic years. The low attendance in the year 2019-20 and 2020-21 was due to the pandemic and an increased range of factors upon attendance.

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