

Castle Hill School's **SEF Summary**

Updated June 23/24



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:

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Quality of Education 1 - Outstanding

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Leadership and Management 1 - Outstanding

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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	

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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

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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 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>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>

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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>

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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>

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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 Spring 2023-24

Achievement of pupils- 23-24 [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.

In EYFS, pupils (16 in total) are on-track for 72% of their English targets and 81% of their Maths targets. The Birth to 5 Framework identifies greater steps of development between the ranges creating challenge for pupils with complex learning and physical needs to independently initiate exploration above range 1. Opportunities to demonstrate progress with support will be provided through a sub-level system within the range for the next academic year.

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 95% of their English targets and 100% for their Maths targets.

KS2 pupils (of which there are 40 in total) are on-track for 89% of their English targets and 89% for their Maths targets.

KS3 pupils (of which there are 28 in total) are on-track for 88% of their English targets and 83% for their Maths targets.

KS4 pupils (of which there are 19 in total) are on-track for 76% of their English targets and 84% for their Maths targets.

KS5 pupils (of which there are 19 in total) are on-track for 91% of their English targets and 89% for their Maths targets.

HEADLINE: Pupils across school are on-track to meet 85% of their targets in English and 86% of their Maths targets. Progress in English and Maths is comparable.

In the previous academic year 83% of all pupils were on track in English in spring, compared to 93% in 2021-2022. In the previous academic year 84% of pupils were on track in Maths in spring, compared to 92% in 2021-2022. The induction of the Progression Guidance Graph (see Appendix 2) may have assisted in increasing challenge within the target setting process for 2022-2023 and has continued through to this year.

The data at this mid-point for this academic year shows that pupil progress towards targets is slightly higher than expected, when compared to the summer 2023 results, in which 79% of pupils met their end of year targets in English and 71% of pupils met their end of year targets in Maths. This outcome could be due to the input of Subject Lead interventions this academic year. It should be noted that this is however comparable to the expectations at the same point in the last academic year.

KS1 is a small cohort of only 5 pupils, as Year 1 and 2 pupils are assessed using Birth to 5 Matters within EYFS. This makes comparisons less meaningful. The challenge within KS1 Maths targets will be discussed in Pupil Progress meetings with SLT in April 2023 and reviewed by the Subject Lead for Maths.

For those pupils who are not on track, interventions are applied by the Class Lead, Subject Lead, Pupil Premium Champion or Therapist, as appropriate (see individual Pupil Progress Documents, available upon request), to support progress towards targets.

MAPP Breakdowns

Pupil specific: Termly individualised MAPP outcomes are analysed in professional discussion, as part of the ongoing assessment process. This ensures the SLT and teachers have a clear understanding as to the learning pathway for each pupil (outcomes are available on request).

HEADLINE: There is a negligible difference in attendance in Spring 2024, compared to the three previous years (the gap is only 0.22 at its greatest).

The gender split in the data shows that both groups share near identical MAPP curves, although girls are achieving a negligible amount more than the boys (the gap when at its greatest is only 0.13 points). **HEADLINE: There is a negligible difference in attainment across gender.**

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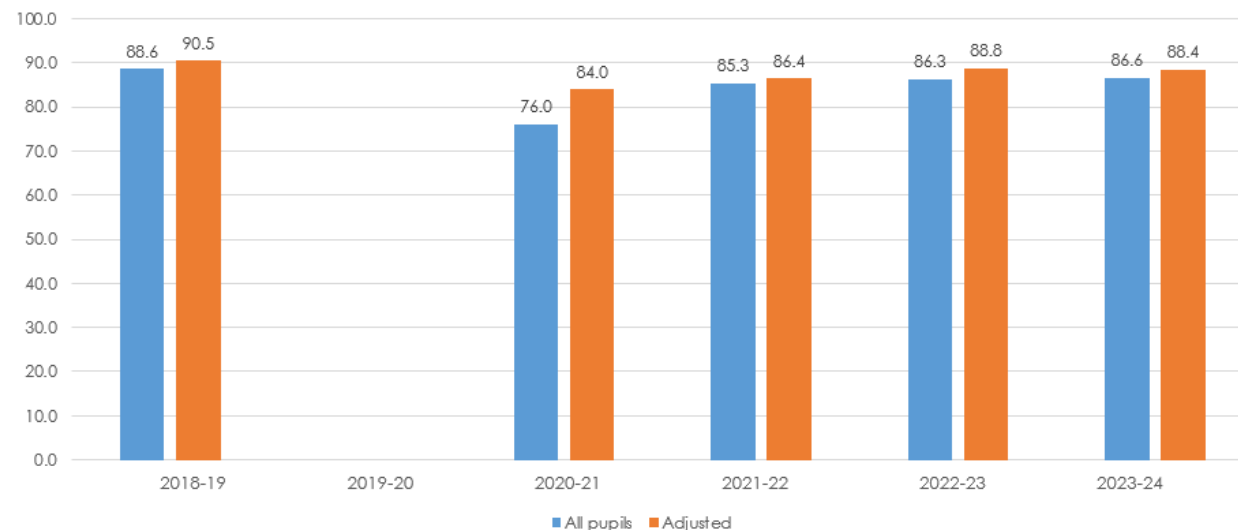
Pupils who have been in receipt of any premium and those who have not, share near identical MAPP curves (the gap when at its greatest is only 0.04 points). This shows that the pupil-centred curriculum and approach to targets and assessment, work alongside premium interventions to enhance progression towards their targets. **HEADLINE: There is a near to no difference in attainment dependent upon receipt of any Premium.**

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](#)

Compared cumulative attendance for May 2024



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:

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The graph above shows the cumulative attendance for the last six Mays (during the academic year 2019-20 the school was closed to some pupils due to the COVID-19 pandemic). It can be seen that attendance is very similar to last year, and has returned to a comparable level to pre-pandemic years.

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

Staff attendance:

Staff attendance for academic year:

2016-17 was 91.51%

2017-18 was 92.75%

2018- 19 was 94.75%

2nd September 2019 – 20th March was 96.60%

Unreliable data during the pandemic

20-21 was 89.22%

21-22 was 91.52%

22-23 was 92.61%

23-24- Sept 4th to April 30th 2024 was 90.94% which is lower than the same period last year (91.87%).

Impact: We continue to apply a wide variety of wellbeing approaches to support staff and our Employee Health Care offer continues to receive referrals from counselling to physiotherapy input. Long term absence within the teaching and support staff cohort have contributed to the percentage rise.