

Castle Hill School's **SEF Summary** Updated March 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.

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Teaching school

Self-Assessed Judgements

Quality of Education 1 - Outstanding

Behaviour and Attitudes 1 - Outstanding

Personal Development 1 - Outstanding

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> <p>External audit through NSPCC</p> <p>ICAT 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 22-23

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 2022-23

Achievement of pupils- 22-23 <https://www.castlehillschool.org.uk/assessment-reports>

Summer 2023 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 Reading and Writing is slightly higher than in Speaking and Listening, however, 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 skills areas. In KS3, 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 higher at the start of the year than the other skill areas. In KS4, progress in expressive language skills, Speaking and Writing is slightly higher than in receptive language skills, Listening and Reading. In KS5, progress in Speaking, Listening and Writing is comparable. There is slightly lower progress in Reading, similar to KS3, it should be noted that the baselines for pupils in Reading were higher at the start of the year than the other skill areas.

Maths: In KS1, progress is slightly higher in Using and Applying and Number, than Space, Shape, and Measure. In KS2, progress is slightly higher in Space, Shape, and Measure and Using and Applying, than in Number. In KS3, progress in Using and Applying is slightly higher than in Space, Shape and Measure, and Number. In KS4, progress is slightly higher in Space, Shape and Measure than Using and Applying and Number. In KS5, progress in Space, Shape, and Measure and Using and Applying is slightly higher than in Number.

All pupils have made either progress within range or progress beyond range in English and Maths. There has been no regression by any pupils. **Target Setting:** In English on average 79% of pupils met their end of year targets in 2023, compared with 70% in 2022, 78% in 2021, 49% in 2020 and 81% in 2019. In Maths on average of 71% of pupils met their end of year targets in Maths, compared to 74% in 2022, 80% in 2021, 40% in 2020 and 90% in 2019. **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 has remained consistent over the past three academic years. 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.

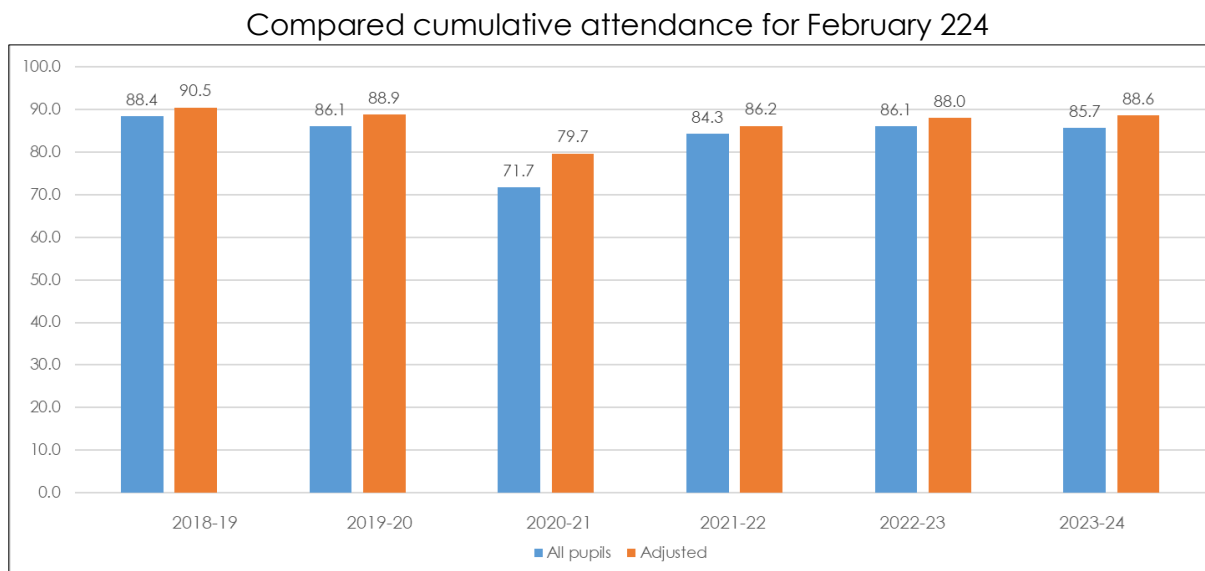
Quality of teaching

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.

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Pupil attendance <https://www.castlehillschool.org.uk/attendance-reporting>



Analysis against similar period for the last academic years:

The graph above shows the cumulative attendance for the last six Februarys. 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.

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

Staff attendance:

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%

Sept 4th to Feb 9th 24 was 91.06%

Impact: Staff attendance for the beginning of the academic year has dropped from last year's total. We continue to apply our Attendance Management Policy and our staff wellbeing offer to encourage greater attendance. We expect the percentage to improve as we move to the Summer term.

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