

Castle Hill School's **SEF Summary** 2019/20



Castle Hill School

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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Schools Strengths		
Curriculum, Assessment, Wellbeing, Safeguarding, Transition and Professional Development		
Tools/Strategies	Impact	Evidence
Curriculum		
Curriculum Guides	Quality, enriched and appropriate learning experience	-Assessment reports
Curriculum overview		-Planning
Curriculum audit		-Learning Journals
Curriculum teams -Literacy -Numeracy -SMSC -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	-PIP progress documents -MAPP progress -EHCP progress -Evidence of work files -Orange books -Qualifications -Curriculum leader monitoring files -Planning Planning assessment process
Learning pathways		
Planning framework	Robust planning providing outcomes for learning, and providing a strong and clear element of continuity and progression	
Enrichment sessions	Strong and broad learning experience	
Staff meeting agendas including: Lesson studies Moderation Learning environment improvement Literature, it's use in the classroom.....	Outstanding knowledge base Embedded culture of enquiry Refining and enriching practice	-Staff meeting minutes -Lesson study -case studies

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<p>Communication audit Baseline assessment Communication teacher/ICT manager input Communication groups twice weekly Collaborative multi agency working.</p>	<p>Gold standard Total Communication outcomes</p>	<p>-Communication audit outcomes -Communication teacher assessment -SALT outcomes</p>
<p>Summative/ Formative Assessment</p>		
<p>Planning and assessment Framework Curriculum overview</p>	<p>Application of decisive and clear assessment model</p>	<p>-EHCP reviews -MAPP and PIP assessment -Orange books -Assessment reports -Learning Journals -Engagement profiling and model -P level assessment and target setting. -Achievement Continuum -Development Matters -School reports -Evidence of Learning Files - Progress case studies -Qualifications Moderation -P level -PIP -Pre key stage standards -Engagement model</p>
<p>Wellbeing</p>		
<p>7 areas of wellbeing (students) Wellbeing Champion Family Liaison, Outreach and Support officer Three pronged approach- Student, Staff ,Parental</p>	<p>Outstanding attention and promotion of wellbeing resulting in: -improved learning outcomes for students -increased wellbeing opportunities for staff -support and assistance for parents, carers and families</p>	<p>Assessment report 7 areas of wellbeing assessment outcomes Training record and wellbeing strategy records Family liaison records</p>

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Safeguarding		
DSL x 6 Safeguarding checks Training Attendance protocol and monitoring Family Liaison Audit Online safety	Informed, comprehensive safeguarding procedure	Supervision/safeguarding records SSR Practice agreements Policies/procedures
Transition		
Curriculum overview p17 Independence philosophy and practice Work related learning Pathway Links coordinator Close working with Post19 provision Pupil tracking Gatsby career standards	Strong, clear, ordered and supportive transition processes within Castle Hill and out into the community	Transition fortnight Cross curricular enrichment sessions Pre-placement visit records Links coordinator records Leavers Forum records Leavers Fair records Leavers coffee afternoons 'Beyond Castle Hill' data
Professional development		
CPD for all staff Yearly targets All support staff have a learning facilitator All new staff assigned a mentor All teachers part of a triad responsible for identifying and developing an area of need	Supportive, robust and responsive professional development	Teaching staff CPD Support staff Self-Evaluation Dairies Mentor records Lesson study records and outcomes

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IMPACT on learning for 2019-20

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

Achievement of pupils- Autumn 2019-20 <https://www.castlehillschool.org.uk/assessment-reports>

Early Years (EYFS Development Matters)

The baseline data taken from Development Matters indicates that the majority of pupils are working between the Birth – 11 months and 16 - 26 months range. Where spikes and dips are indicated in most cases this relates to the pupils physical, sensory or communication needs (p.12-14). In order to keep in line with the whole school reporting systems Early Years will be focusing on analysing the core skills. **HEADLINE: Individual outcomes and graduated responses are identified and applied through pupil progress meetings** (records available upon request). Data is obtained for all aspects of EYFS and used to report the end of Foundation Stage progress. **HEADLINE: Development Matters gives a good indication of strengths and areas for development. Further analysis of each pupil's needs and progress is achieved through the MAPP and PIP process, which is directly linked to EHCP targets.**

Primary (Castle Hill Levels)

English: The Castle Hill Level baselines show that the majority of KS1 and KS2 pupils are working at CHL1-6 (the early developmental levels). See Appendix A (p.36) for a Castle Hill Level to P Level Conversion Chart. The data for KS1 is comparable to last year. However, for KS2 last year, there were more pupils working at CHL7 and above, than at CHL1-6. **HEADLINE: The increase in the number of KS2 pupils working at the early developmental levels in English reflects the changing profile of our pupil intake over time.** Pupils generally perform better in Speaking, Listening and Reading, than Writing, which reflects the developmental order of skill acquisition (see further information on p.12).

Maths: The Castle Hill Level baselines show that the majority of KS1 and KS2 pupils are working at CHL1-6 (the early developmental levels). The data for KS1 is comparable to last year. However, for KS2 last year, there were a similar number of pupils working at CHL1-6, as there were working at CHL7 and above. **HEADLINE: The increase in the number of KS2 pupils working at the early developmental levels in Maths reflects the changing profile of our pupil intake over time.** In KS2, more pupils are achieving well in Number, than in SSM and U&A. A small number of pupils are working at CHL11 and above in Number. Last year, the achievement in Number and SSM was more comparable. **HEADLINE: The increase in achievement in Number, may demonstrate that KS2 pupils have benefitted from the implementation of the Castle Hill School Number pathway. A SSM pathway and an U&A pathway is in development, the impact of which will be evaluated.**

Secondary (Castle Hill Levels)

English: The Castle Hill Level baselines show that the majority of KS3 pupils are working at CHL7 and above, which is comparable to last year and an increase in achievement compared to KS1 and KS2. This is evidence of the cumulative acquisition of skills, as pupils move through the Key Stages. **HEADLINE: The shift in the majority of KS3 pupils working at CHL7 and above in English, compared to the majority of KS1 and KS2 pupils working at CHL1-6, is evidence of the cumulative acquisition of skills, as pupils move through the Key Stages.** KS4 has a relatively small cohort (9 pupils in total), which makes comparisons less meaningful. KS3 and KS4 pupils generally perform better in Speaking, Listening and Reading, than Writing, which reflects the developmental order of skill acquisition (see further information on p.12).

Maths: The Castle Hill Level baselines show that the majority of KS3 pupils are working at CHL7 and above, which is comparable to last year and an increase in achievement compared to KS1 and KS2. This is evidence of the cumulative acquisition of skills, as pupils move through the Key Stages. **HEADLINE: The shift in the majority of KS3 pupils working at CHL7 and above in Maths, compared to the majority of KS1 and KS2 pupils working at CHL1-6, is evidence of the**

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cumulative acquisition of skills, as pupils move through the Key Stages. KS4 has a relatively small cohort (9 pupils in total), which makes comparisons less meaningful. KS3 and KS4 pupils generally perform better in Number, than in SSM and U&A, which is evidence of the impact of the Castle Hill School Number Pathway. The data is comparable to last year.

Sixth Form (Castle Hill Levels)

HEADLINE: Sixth Form are the most able Key Stage within school, Sixth Form has the highest proportion of pupils working at CHL9 and above in both English and Maths. This is evidence of the cumulative acquisition of skills, as pupils move through the Key Stages and it is also due to more able SLD/MLD pupils joining in Y12. **HEADLINE: Sixth Form also has the widest range in pupil ability within a Key Stage. Differentiated curriculum and qualification pathways are in development, their application and effectiveness will be evaluated end of summer term 2020.** Sixth Form pupils follow one of three differentiated pathways, within which the level of formalised learning varies, depending upon pupil need and desired future destinations.

English: The Castle Hill Level baselines show that the majority of KS5 pupils are working at CHL7 and above. KS5 data shows that achievement in Listening is higher than in Speaking, Reading and Writing, as there are four pupils working at CHL11 and above, whereas there are none in the other skill areas. In Speaking, Reading and Writing, achievement is comparable. **HEADLINE: The Communication Lead and Sixth Form Lead will investigate the increase in achievement in Listening in comparison to Speaking.**

Maths: The Castle Hill Level baselines show that the majority of KS5 pupils are working at CHL7 and above. KS5 data shows that pupils' performance in all three skill areas is comparable.

Target Setting

In response to the Rochford Review and the resulting recommendations regarding the use of P levels and Progression Guidance, Castle Hill School's target setting process has been reviewed. **HEADLINE: A new assessment system of Castle Hill Levels has been devised which is a developmental pathway for all pupils up to KS5, taking into consideration progression through Development Matters, Pre-Key Stage Standards, the Achievement Continuum, Functional Skills for Entry Levels, as well as P levels as a point of reference for teachers during this transition period.**

As a result, end of year and end of Key Stage targets for Primary, Secondary and Sixth Form pupils are now set using Castle Hill Levels. There is no progression guidance to define good / outstanding progress. Therefore, the target setting process takes into consideration starting points and professional knowledge of the pupil to set appropriate challenging targets. For all pupils target setting is completed in November and is quality ensured through a professional and structured meeting with a member of the Senior Leadership Team to ensure challenging and aspirational targets.

Castle Hill School reports at the end of Y2 and Y6 (statutory) and Y9 and Y11 (non-statutory), using Pre-Key Stage Standards for those pupils who are engaging in subject specific learning. As the Pre-Key Stage Standards are amalgamated into Castle Hill School Levels, teachers are adept at assessing using both means. Teachers have also participated in Pre-Key Stage Standards moderation and have provided their own moderation material.

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).

Whole school: When taken as a whole school group progress has increased since the previous academic year and the MAPP curve is more in line with expectations (Prompting showing the greatest increase) (p.33). **HEADLINE: Comparators to be produced year on year to ensure that this continues.**

The progress of the SEN groups appear in a hierarchy that is in line with cognitive ability. Pupils with more moderate needs achieve the highest rate of progress, whereas those with more profound and multiple needs or multi-sensory impairment make the least due to a need for longer processing time (p.33).

Almost identical progress made by males and females (p.34).

Very little difference between pupils in receipt of any Premium to the rest of the cohort (p.34).

Little difference between pupils in relation to ethnicity (p.35).

HEADLINE: Where classes sit outside of MAPP progress expectation, PiP targets and expected turnover will be discussed as part of the moderation discussion.

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Headlines/ Actions from the Autumn term Assessment Report 2019/20:

Priority: To apply headlines from the Autumn 2019 Assessment Report			
Success Criteria: Raising performance outcomes and improving assessment processes			
Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
Learning Pathways The application and impact of key skill pathways will be monitored for through the use of case studies. Case studies will track Pathways – Curriculum Guides - MTP – PiP documents – Evidence of work to provide evidence of application. Develop an SSM and U&A pathway, to enhance progression within these areas of maths	Tracking case study evidence, summer assessment outcomes	JA/KD	Collated case studies and tracking evidence Summer 2020 assessment outcomes
	Tracking case study evidence, summer assessment outcomes	KD	Collated case studies and tracking evidence Summer 2020 assessment outcomes
Moderation The PiP target setting process will be refined through more effective PiP moderation, including discussions on expected PiP turnover. Assessment using Castle Hill Levels and Pre-Key Stage Standards will become more consistent through effective moderation.	Review in teacher meetings PiP moderation documents Planning dialogue documents	KD/PH	PiP moderation documents Planning dialogue documents Progression towards MAPP targets in spring and summer 2020
	Review in teacher meetings Moderation documents	KD/AL	Moderation documents Summer 2020 assessment outcomes
Sixth Form Monitor the application of differentiated qualification pathways to reflect wide and developing range of pupil need.	Review in teachers' meetings Curriculum guides Learning Walk Tracking evidence Summer 2020 assessment outcomes	AM	Learning walk outcomes Collated tracking evidence Summer 2020 assessment outcomes

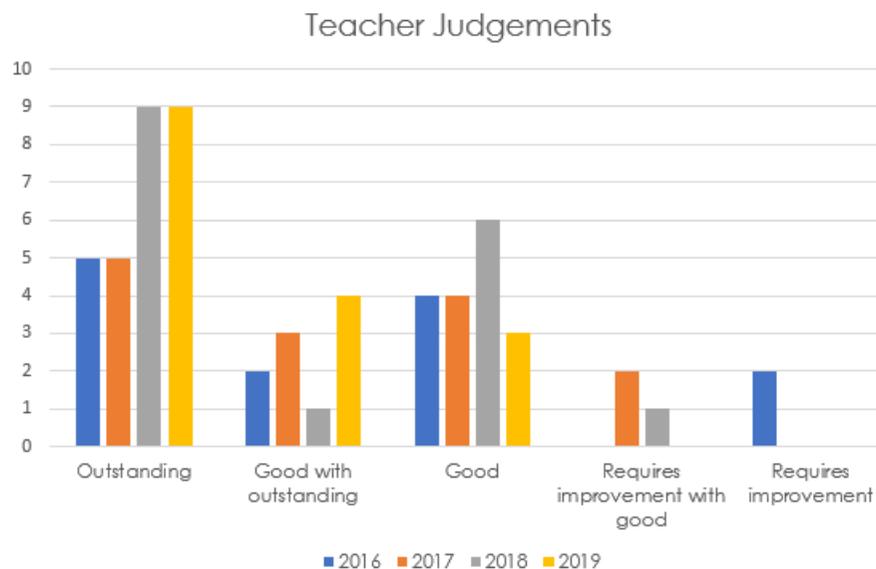
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Impact
Improved assessment processes
Increased opportunities for learning

Quality of teaching

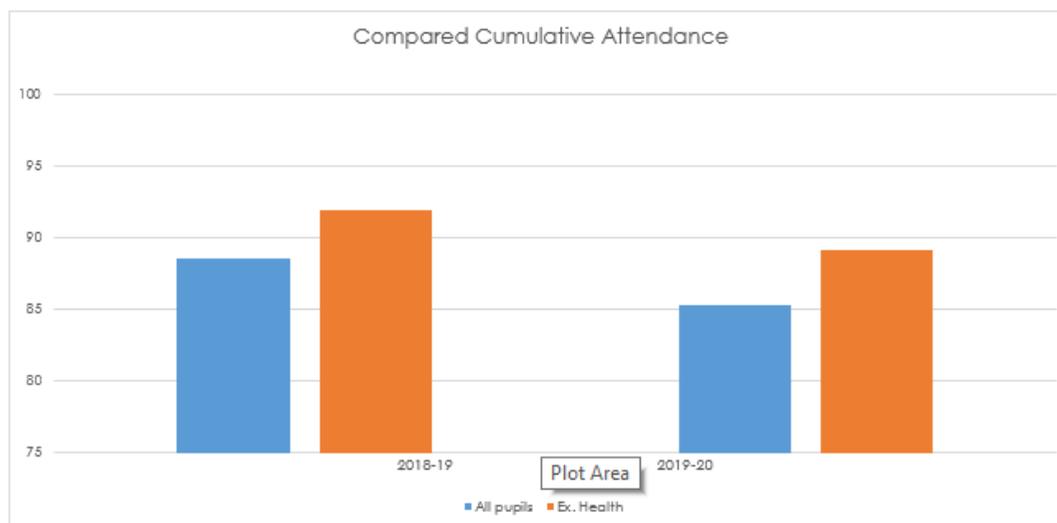
In accordance with Ofsted recommendations, as of the 2016-2017 academic year, the SLT no longer give judgements on individual lesson observations. In order to ensure a high standard of quality teaching, the SLT uses a holistic method to assess the competences of each teacher. This takes into account lesson observations, engagement with performance management, and scrutiny of planning and evaluations.



Pupil attendance

Follow the link for up to date attendance reports
<https://www.castlehillschool.org.uk/school-life/attendance-reporting/>

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Analysis against similar period in the last academic year:
Overall attendance for the year is lower when compared to the same period last year (85.3% compared to 88.6%). There are a higher number of pupils with significant and seasonal illnesses and/or stays in hospital than last year.

Staff attendance

Staff attendance for academic year 2016-17 was 91.51%.
Staff attendance for academic year 2017-18 was 92.75%.
Staff attendance for academic year 2018- 19 was 94.75%
Staff attendance for 2 September 2019 – 20th December 2019 was 94.95%

Teaching School

<http://www.penninealliance.org>