



*Achieving goals, fulfilling dreams*

**SCHOOL EVALUATION 2018/19**  
**Last reviewed April 2019**

Our School Evaluation Form (SEF) is used for high-quality, self-reflective practice. The document provides a means to inform, update and appraise the school's developmental journey. Although twice identified as an outstanding school, we still continue to strive for improvement through a process of continued 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.

**Castle Hill School's Vision and Aims**

<p><b>Our purpose is to:</b></p> <ul style="list-style-type: none"> <li>• encourage</li> <li>• enjoyment</li> <li>• provide education</li> <li>• facilitate independence</li> </ul>	<p><b>Our values are:</b></p> <ul style="list-style-type: none"> <li>• tolerance</li> <li>• patience</li> <li>• respect</li> <li>• honesty</li> <li>• innovation</li> <li>• confidentiality</li> <li>• respect</li> </ul>	<p><b>Our approach is:</b></p> <ul style="list-style-type: none"> <li>• energetic</li> <li>• inclusive</li> <li>• challenging</li> <li>• holistic</li> <li>• compassionate</li> <li>• professional</li> <li>• encouraging</li> <li>• consistent</li> <li>• pleasurable</li> </ul>
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In order to do this we aim to:

- provide a warm safe environment in which everyone is valued and respected
- ensure that pupils have a voice in all aspects of school life
- offer a curriculum which is stimulating, challenging and fun
- promote equality of opportunity across the wide range of pupil needs in the school
- enable individuals to become informed, responsible and caring through the use of appropriate learning, teaching styles and practice
- prepare our pupils for adulthood in order for them to become caring, confident and responsible citizens in the community
- promote a climate of high expectations in which achievements and successes are celebrated
- foster an inclusive practice within the school and its wider community
- create a partnership as a school with our parents, carers and all other professionals who work alongside our pupils evaluate current working practices to ensure work-life balance, staff well-being and continuing professional development

**Self Assessed Judgements**

Outcomes for children and other learners	1 - Outstanding
Effectiveness of leadership and management	1 - Outstanding
Quality of teaching, learning and assessment	1 - Outstanding
Personal development behaviour and welfare	1 - Outstanding

**NB: Issues relating to Social Moral Spiritual and Cultural areas (SMSC) are highlighted in grey.**

### **The Characteristics of the School**

- All pupils have an Education, Health and Care Plan (EHCPs). The greatest proportion of pupils have severe, profound and multiple learning difficulties, many with associated sensory impairments. A minority of students also have autism spectrum conditions.
- the majority of pupils have complex communication, medical and health needs; some of these may be life-limiting
- pupils may be admitted to the school at other than the usual starting times and particularly to join the Sixth Form from other schools
- about a quarter of pupils are known to be eligible for additional funding through the Pupil Premium which is higher than the national average
- Around 40% of pupils are from minority ethnic backgrounds and for many of these, English is an additional language. The analysis of data carried out over time identifies that there is no significant difference of progress when split by gender or by ethnicity as all receive a level of intervention dependent on their individual learning needs (assessment data, intervention records).
- The school holds a number of awards, including a Quality Standard in Careers, a Quality Standard in Basic Skills and the Inclusion Standard, and UNICEF Bronze Rights Respecting Schools Award. We are in the process of applying for the SMSC Quality Standard, the Healthy Schools Award and the UNICEF Silver Rights Respecting Schools Award.
- Children can enter school at any age and therefore any Key Stage. Higher levels of entrants are particularly prevalent in Early Year Foundation Stage and Sixth Form. All students have a significant learning delay, often with additional needs resulting in spiky attainment profiles.
- The majority of pupils finish KS4 working within P levels and then transition to the Sixth Form provision. Following this they are successfully placed in a variety of Post 19 provisions.
- The school continues to be a Teaching School and is the lead school of the Pennine Teaching Alliance. The MAT CEO is a National Leader of Education.
- the school has a high profile, locally and nationally, providing school-to-school support, both independently and through formal and informal contacts including those through the Teaching School, National Leader of Education work and the Multi Academy Trust
- The work with the Achievement for All (AFA) programme up to 2016 has supported continual pedagogical development which has been successful in meeting the needs of hard to reach pupils in school (curriculum audit). Quantifiable and qualitative evidence clearly shows that pupils have made outstanding progress in this group.
- The development of coaching and peer-to-peer support for staff has promoted a culture of leadership at all levels. This work continues with distributed leadership models throughout the school (working parties, curriculum teams, mentor programme).
- Learners from other educational provisions work in partnership with school through reciprocal visits and lessons to support need (outreach records). When required there is capacity to provide links and dual placements with mainstream schools.
- We work in partnership with the local health trust which provides a range of health staff to support the needs of children attending the school and runs student health reviews from the premises. They also provide school staff with training in a range of interventions, medical conditions etc. Health staff can also have an input into the formulation of Education Health and Care Plans (EHCP) (Minutes of meetings: Joint assessment panel/CH Joint assessment/ training records/diaries).
- We work in partnership with Social Services and the Disabled Children's Service hosting joint reviews. We co-facilitate EHCP reviews for students throughout school and host Children In Need (CIN) and Children Looked After (CLA) reviews which ensures an effective wrap-around service (review records/emails).
- We work closely with the Kirklees Virtual School to ensure that all CLA students' needs are addressed. We host e-pep meetings and provide clear targets to apply for access to Pupil Premium Plus funding to meet the additional needs of these students.
- The School is a registered centre for AQA Unit Awards, ASDAN Personal Progress, ASDAN Personal Social Development and OCR Entry Level Functional Skills. This enables our pupils to receive awards through nationally recognised accreditation and examination schemes and to celebrate their achievements.
- The Communications and Interactions Teacher provides support, advice and training related to communication needs including those associated with Augmentative and Alternative Communication systems (AAC). This work fully supports the communication needs of the pupils and provides an information and training service for the wider community.
- the school employs a Pupil Premium Champion to coordinate and provide support for this group of children (see outcomes and case studies)

- **Academy Conversion**

The school converted to become an academy during the Autumn term 2016. Castle Hill School is now part of the Interaction and Communication Academy Trust (ICAT).

ICAT also includes High Park School, Bradford, and Milton School, Rotherham.



### Assessment Process for Key Stage 1 – Key Stage 4 and Sixth Form

- The school has developed a rigorous target setting process which uses prior knowledge of the pupils to ensure that relevant targets are set. Annual target setting and termly progress interviews held with the SLT provide the opportunity for teachers to discuss targets and progress made (assessment reports, target setting files, minutes of target setting interviews).
- The assessment process for Sixth Form is based on the use of the Achievement Continuum. As a response to the disparity in the levels between the Achievement Continuum and P levels descriptors, we have formulated a specific assessment tool to achieve a greater equivalence in the Key stage 4/ Sixth Form transition, as well as setting further levels up to the equivalent of Entry Level 3. Achievement Continuum moderation sessions run alongside P Level and Pre Key Stage Standards moderation on a termly basis.
- In addition to tracking progress using P Levels and the Achievement Continuum, as a school we recognise that for our pupils other systems are needed to identify the small steps of progress made. The MAPP and PiP assessment system, linked to EHCPs, is now being effectively integrated to enable us to show progress where P levels do not. In order to ensure that the system is robust close monitoring of the system is carried out by the SLT which includes individual pupil progress tracking. Progress is evaluated and monitored on an ongoing basis (Termly and annual data progress reports, summative and formative teacher meetings).

### 2017-18 Pupil Progress (P Levels)

This data is taken from target setting interviews with Teachers at the beginning of the academic year, compared to actual outcomes at the end of the academic year. This data is not based on progression guidance.

	Whole School (82)		
	Less than expected	Expected	Better than expected
English Listening	9	25	48
English Speaking	16	14	52
English Reading	7	37	38
English Writing	7	34	41
Maths SSM	6	28	48
Maths Using	5	33	44
Maths Number	7	30	45

	Whole School %		
	Less than expected	Expected	Better than expected
English Listening	10.98%	30.49%	58.54%
English Speaking	19.51%	17.07%	63.41%
English Reading	8.54%	45.12%	46.34%
English Writing	8.54%	41.46%	50.00%
Maths SSM	7.32%	34.15%	58.54%
Maths Using	6.10%	40.24%	53.66%
Maths Number	8.54%	36.59%	54.88%

	KS1 (17)		
	Less than expected	Expected	Better than expected
English Listening	2	4	11
English Speaking	2	1	14
English Reading	2	7	8
English Writing	2	5	10
Maths SSM	2	6	9
Maths Using	2	5	10
Maths Number	2	6	9

	KS2 (37)		
	Less than expected	Expected	Better than expected
English Listening	5	9	23
English Speaking	7	7	23
English Reading	3	13	21
English Writing	3	15	19
Maths SSM	2	14	21
Maths Using	2	17	18
Maths Number	3	13	21

	KS3 (15)		
	Less than expected	Expected	Better than expected
English Listening	1	8	6
English Speaking	4	4	7
English Reading	1	9	5
English Writing	2	7	6
Maths SSM	1	4	10
Maths Using	1	7	7
Maths Number	1	7	7

	KS4 (13)		
	Less than expected	Expected	Better than expected
English Listening	1	4	8
English Speaking	3	2	8
English Reading	1	8	4
English Writing	0	7	6
Maths SSM	1	4	8
Maths Using	0	4	9
Maths Number	1	4	8

Where pupils have made less than expected progress further analysis of the data has been completed to identify the reasons and to look for solutions. Below is a summary of our findings:

KS1: Both pupils identified are from the same class group. For this class there were some unavoidable circumstances around staffing that impacted on those pupils who have a range of high complex needs. The SLT put measures into place that ensured consistency as far as possible. The staffing issues were fully resolved at Easter.

KS2: 5 pupils in this cohort have moved from mainstream settings into SEND. Analysis and further assessments of the pupil's levels has identified some variances in their starting point data and actual levels. This has resulted in a drop in their levels. In order to ensure future consistency and moderation of levels for SEND pupils regardless of setting we are running Pre Key Stage moderation sessions through our teaching school.

In addition 2 pupils are from the same class group as discussed in KS1.

KS3: One pupil who made less than expected progress across all areas is a pupil with profound multi learning difficulties who struggled with the transition from Primary to Secondary. Transitions for PMLD pupils across the whole school is being addressed by ensuring that all PMLD classes are following a baseline of expectation, including a consistent approach to songs of reference, objects of reference and smells of reference, consistent routines when accessing specific rooms (eg sensory room) to familiar routines. The additional pupils who have made less than expected progress in speaking have been identified as having changes in health and medical needs.

KS4 One pupil has had significant changes in their vision impacting on their access to learning, one pupil has seizures that can impact on access to learning. For the pupil with changes in vision additional support is provided to the class from the MSI teacher in order to provide the best strategies to make learning accessible.

- at least 80% of pupils across the whole school have made expected progress in all core subjects and at least 46% have made better than expected progress
- pupils in Primary have made better progress than those in Secondary, at least 81% of primary pupils have made expected progress against 73% of secondary pupils
- Better progress has been made in Maths than in English. English will become a focus for 2018-19 the school is developing a Reading Pathway to begin to address this.
- there is no obvious gap between pupil premium and non-pupil premium pupils

### **Pupil Premium**

- Pupil Premium pupils receive a variety of different interventions. These are personalised and dependent on the needs of the individual. Class teachers, SLT and the Pupil Premium Champion (PPC) work together to agree and set the targets.
- The PPC records her observations on a weekly basis, these records are shared with the class teacher. Class teachers are able to add their observations of the additional impact on a wider basis in class following the specific targeted intervention.
- MAPP is used to record progress against the Pupil Premium target. This enables each target to be measured specifically against generalising, prompting, fluency & independence. It also keeps in line with the rest of the school's assessment and enables comparisons of data to be made (Case Studies). Pupil Premium + and Year 7 Catchup are delivered and monitored through the same mechanism.
- Pupil Premium newsletter is available. This celebrates Pupil Premium achievements on a termly basis.
- links between activities, interventions, outcomes and funding are recorded and tracked (Pupil Premium audit)

### **Key Stage 5 Target Setting**

- Students in the Sixth Form are assessed using the Achievement Continuum (AC). We have aligned the AC levels with P levels to enable us to be able to convert the levels into a points score that reflects continuity of progress. MAPP is also used to evaluate progress and as part of the pupils' Learning Journals.
- Staff in Sixth Form meet termly with the leader of Sixth Form to discuss progress on an individual basis and set appropriate targets based on prior knowledge and attainment of the students. This is recorded on the school's assessment system using Integris G2



**The extent to which children and other learners:**

**attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs that meet local and national needs**

- A differentiated accreditation and qualification pathway is delivered to meet the needs of each student according to their ability, interests and strengths. (qualification outcomes)
- Students in Secondary begin to complete accreditation through the AQA Unit Award Scheme during transition in Key Stage 2. This continues through Key Stage 3 into Key Stage 4. Students also complete ASDAN Personal Progress Qualification units in Key Stage 4. Units are specifically designed to prepare students for the future and cover themes including; Preparation for Work, Community Participation and Independent Living.
- Sixth form students access a choice of three qualification options; ASDAN Personal Progress (Pre-Entry and Entry Level 1), ASDAN Personal and Social Development (Entry Level 1), OCR Functional Skills (Entry level 1, 2 & 3). The qualifications provide a differentiated learning route to meet all needs. Students completing ASDAN Personal and Social Development (Entry level 1), OCR Functional Skills (Entry Level 1, 2 & 3) are fully prepared for college/educational destinations where their education pathway can be continued to the next appropriate stage, for example Entry 2 or 3 qualifications. Other students are also prepared to progress into service providers through ASDAN Personal Progress and ASDAN Personal and Social Development. Preparatory units related to these systems are based on Independent Preparation for Work, Managing your own money and others.
- Destination tracking shows that the vast majority of leavers retain their initial destination placement. This indicates that they are fully prepared for their next stage of education/service provider (tracking data).

## **2. Effectiveness of leadership and management**

**The extent to which leaders, managers and governors:**

**demonstrate an ambitious vision, have high expectations for what all children and learners can achieve and ensure high standards of provision and care for children and learners**

- The school leadership structure has recently evolved to match the needs of Academy status. The previous Executive Head has now taken the role of CEO of the ICAT MAT. The previous Head of School is now the Principal. This reflects the school's ability to adapt to the changing landscape within the national educational agenda, provide continuity and stability and keep standards high.
- The MAT's CEO has been recognised for her skills not only on a local and regional level, but also nationally by being awarded with the title of National Leader of Education (NLE). The CEO is also a representative on the Executive Headteacher Steering Group, is a School Improvement Partner. She is the Vice-Chair for the Teaching School Council. She has been awarded an OBE for services to teaching in the New Year's Honours List 2016. The CEO is very involved in networking and is able to bring innovative ideas and approaches into school to promote pupil learning. This also provides opportunities for all staff to network with similar schools throughout the country, bringing new initiatives, ideas and concepts to school and constantly looking at challenges (CEO diary, SLT diary).
- the CEO is in regular communication with the Principal to review pedagogy and progress and in partnership with other Headteachers organises and completes on-going school reviews to ensure effective school improvement (meeting minutes)
- Helen Metcalfe, the Senior Kirklees Learning Partner, provides School Improvement Partner (SIP) advice and guidance on a termly basis
- the Principal also works closely with Sally McFarlane, a NLE, to ensure effective and on-going school improvement partner work and to guarantee sustained school development (SIP additions to CHIP)
- the school is engaged with a process of Peer Reviews within local partnerships in 2017 to highlight areas for development (Peer Review outcomes)
- The dynamic and positive vision statement for the school was formulated by all members of the school's community. This drives the workings of the school. Its values ensure that leaders and managers are constantly looking for new ways to raise standards and improve provision (Ofsted Report, SLT overview, report to governors, staff meeting minutes).
- the Principal has achieved the National Professional Qualification for Headship (NPQH) and Deputy Principal has recently achieved Master's Degree in Educational Leadership 2018. One of our Assistant Principals is participating in the National Professional Qualification in Middle Leadership (NPQML), Autumn 2018.
- Three members of the SLT are Specialist Leaders of Education (SLE), one of the Teaching School's Big 3. In this role they are able to support other schools who are experiencing difficulties or need support in curriculum areas. Part of the role of the SLEs will be to support training for other schools in the Pennine Teaching Alliance (The "Big 3" are the key areas of development in Teaching Schools, namely; Continual Professional Leadership Development (CPLD), school to school support, and Initial Teacher Training (ITT) with Research and Development running across all three).
- In September 2018 the previous Deputy Principal became the Director of the Pennine Teaching School. The employment of the Director of the Teaching School ensures that the organisation's agenda is successfully implemented across the region. The success of the Teaching School through the formulation of this post ensures that Castle Hill School's capacity for teaching and learning is not affected.
- The school is involved with School Direct and a number of local universities, including Huddersfield and Leeds. This enhances the work which we do with Initial Teacher Education (ITE) students, thus enabling the school to have more involvement in teacher training, helping to further raise the profile of Special Education Needs and Disabilities (SEND) in initial training. This involvement helps Castle Hill School grow their own specialist teaching staff ensuring continuity of skills, succession planning and the perpetuation of high standards (School Direct information).
- collaborative leadership is promoted to ensure a broad skills base which aids succession planning (changes in staffing structure, SLT responsibilities and partnerships)
- From September 2018 the Assistant Principal in the Sixth Form Department has taken responsibility for Lunch Time Assistant management. This has ensured high quality Teaching and Learning continues during the lunch time session.
- the Deputy Principal, two Assistant Principals, and two Teachers with TLR have completed the leadership course for Aspirant Leaders in Special Schools and Pupil Referral Units funded by the National College for Teaching and Leadership
- the Director of the Teaching School is a facilitator for the National Professional Qualification Middle Leadership (NPQML) and a member of the steering group for the Huddersfield Horizon SCITT and the

Yorkshire and the Humber Special School Leaders Network. As a result, feeds back and enhances the pedagogy in school and the wider community.

- the SLT ensure they have a visible presence around school to provide leadership, reassurance and support. This is clearly represented in the outcomes of the staff questionnaire. (general observations, staff questionnaire).
- the SLT has a collaborative approach and a shared determination and is constantly looking at ways to improve pupil learning (records of teachers' meetings, records of teachers' peer mentoring, lesson studies and personal development for support staff, Teaching School offer, analysis of observations, intervention reports, records of learning resources purchases, qualification and accreditation schemes, curriculum development, staffing structures, coaching)
- All of the SLT are currently classroom practitioners across the school. This promotes excellent leadership in teaching and learning and ensures highly effective communication between policy and practice (staff minutes, SLT minutes, SIP visit, Principal's report to Governors).
- The school is proactive in overcoming barriers to learning and therefore has developed an innovative research and development model. The teachers complete lesson studies annually. Lesson studies focus on an area of pupil learning identified by the teaching team, shaped by the SLT, and driven by outcomes. Systems and developments are monitored and evaluated on a termly basis through group discussion in the teachers' meetings. Final outcomes are presented at the end of the academic year and inform future pedagogy. (Triad meetings and reports, CPD and PD files).
- The SLT ensure that there is a termly Achievement in Continuing Excellence (ACE) Award for staff nominated by their colleagues, recognising those who have excelled. This promotes staff wellbeing through recognition of staff going above and beyond and acknowledges aspirational role models.
- The School Improvement Plan (CHIP) clearly provides the school with a route towards improvement. This visionary and dynamic plan has been created with contributions from all staff and in consultation with parents/carers, governors, pupils and the community partners and is based around the four areas in the Ofsted framework. The termly School Improvement Partner report also helps to inform the CHIP's direction of travel. (staff meeting minutes, Local Governing Body (LGB) meeting minutes, questionnaires, training day outcomes). The importance of stakeholders' views is integral to the development and implementation of the plan.

#### **A shared definition of high quality learning and teaching**

- SLT and teaching staff have collaboratively formulated agreed baselines of practice. These are reviewed regularly and displayed in each classroom. They are also available in the comprehensive School Curriculum Overview Document.
- bespoke, high-quality and targeted staff development is available on an ongoing basis through twilights and training days (training records)
- all staff have high expectations of the pupils and this is evident in the rigorous target setting and analysis of data (target setting information, classroom observation)
- Weekly staff meetings based on long and short-term strategic and operational priorities ensure that discussions regarding pedagogy and the wider school need are ongoing. This leads to appropriate changes in practice and classrooms. (school, SLT, teachers and class minutes)
- The school Wellbeing Champion leads the innovative wellbeing support programme and co-ordinates systems for supporting staff. This results in pupils having consistency in their learning approaches which leads to progress in attainment. (Wellbeing meeting minutes, informal counselling and guidance, absence support, Secret friend, flower fund)
- Staff wellbeing is a high priority and school's staff wellbeing policy clearly outlines the importance of good staff health in providing an effective learning environment. Castle Hill School's wellbeing offer for staff has significantly developed over the short-term. (new employee healthcare offer, staff wellbeing champion, staff mental health first aiders, mindfulness workshops, ongoing wellbeing training opportunities). Refer to the results of the staff questionnaire that states that 100% of respondents enjoy working at Castle Hill School.
- Rigorous implementation of staff attendance management ensures attendance issues are addressed. The school provides appropriate support, care and direction for staff. This helps provide consistent attendance resulting in a more stable learning environment. (Good Attendance documentation, Employee Healthcare referrals and records of therapeutic interventions provided including counselling and cognitive behavioural therapy).

#### **Partnerships raise aspirations and provide an excellent contribution to raising standards**

- the school works highly effectively with trans-disciplinary teams which enables a secure approach to team work promoting positive learning outcomes for pupils (CIN, Team around the Child review notes, review reports, communication audit group etc.)
- the Pennine Teaching School Alliance provides excellent partnerships which develop teaching approaches and lead to the enhancement of learning opportunities for pupils (teaching school information, NPQL, growing future leaders, working with the LA, providing training for resource

provisions, provision of SLEs inside and outside of the authority, coordination and involvement in Special School Leaders for the Yorkshire and the Humber)

- School to school support is ongoing within and outside of the MAT. Initiatives include skill sharing workshops, specific training and advice and guidance (Multi-school training days, for example, Andy Cope 'The Art of Brilliance', and regular workshops including Intensive Interaction, Engagement Profiling, Moderation and Pre-Key Stage standards, regular MAT Principal meetings, Additional Needs Partnership (ANP) meetings training records, attendance data)
- The school works in partnership with the local authority SENCO coordinator. Representatives from school attend and contribute to SENCONET meetings.
- The school is currently part of the Local Authority (LA) stakeholder group, supporting the development of the '50 Things to do before you are 5' initiative. The school has been involved in stakeholder meetings, assisting with the careful development of the project. The '50 Things' initiative is based on the notion that access to real-life, fun, low-cost or no-cost experiences with family is a great way to support and develop young children's communication, language skills and confidence as well as family cohesion. The school is contributing to planning and reviewing a range of activities, along with appropriate guidance for families, giving careful consideration to children with special educational needs and that the activities reflect our culturally diverse community. This contributes to the wellbeing of our pupils and families, ensuring that the initiative is inclusive, accessible and representative. This also helps prepare future pupils to be 'school ready' and supports their transition.

### **The Local Governing Body**

- The makeup of the LGB has evolved with the introduction of new members and the election of a new LGB chair in July 2017 as a result of Academy MAT restructuring (LGB minutes). The new chair, Joan Haines, is an experienced educational practitioner, a previous Head of Sensory Services and strategic leader of SEND in Leeds and was an OFSTED inspector with six years' experience. Joan brings a great deal of knowledge to the role consequently ensuring standards remain high.
- The vision, aims and outcomes of the school are reviewed regularly by the LGB (Principal's report, minutes of meetings, SEF). New and comprehensive protocols for the practice for all governors are now in place. (Governor monitoring file)
- The LGB was recently reviewed by a National Leader of Governance and priorities for action identified. The LGB provided a summary of perceived current strengths and areas for improvement and these informed the external review of governance.
- the LGB is heavily involved in the appointment of staff therefore strengthening the school's professional leadership (interview documentation, CPD, governor training records)
- The LGB is highly effective and is rigorous in carrying out their duties. They challenge the SLT in order to gather information regarding pupils' progress, the curriculum etc. This on-going evaluation leads to the appropriateness of the curriculum in continuing to meet the needs of all the pupils in the school (governor minutes full and curriculum committee).
- The LGB monitors the use of targeted funding such as Pupil Premium and Primary Sports Fund. They are informed as to how additional support through these funds enhances learning outcomes for identified students (data collection and Principal's report to the GB).
- The Principal's CPD is a highly effective process. It enables the LGB to closely monitor the work of the Principal. The targets set are of an exceptionally high standard and pertinent to pupil learning (PM feedback to governors, CPD committee report, Principal's evidence).
- The Chair and Principal have regular meetings and are in ongoing contact. This enables them to scrutinise the workings of the school and keep up to date with strategic and operational issues in the school thus fulfilling their accountability (notes of meetings).
- All school policies are evaluated on a time-line basis and amended if practice has changed in the school. This is the responsibility of the Local GB. Their extensive knowledge of the school makes this an excellent part of the school's self-evaluation (committee meeting minutes).
- some governors actively participate in the collaborative review of the SEF which ensures the Local GB is informed of the workings of the SLT (notes of visit)
- when governors visit they provide the school with information about their visit which is also used for effective self-evaluation (notes of visit, Local GB minutes, Principal's report)

### **The extent to which leaders, managers and governors:**

#### **improve staff practice and teaching, learning and assessment through rigorous performance management and appropriate professional development**

- Continuous Professional Development (CPD) is promoted throughout the school and all staff have effective professional/personal development meetings. To further career development the SLT are

able to signpost appropriate training opportunities, and are also engaged in an ongoing process to embed a coaching culture to empower staff to take more responsibility for CPD (training logs).

- The school provides many training opportunities outside of school from providers such as The National College, University of Huddersfield and Leeds Beckett University. We also 'buy in' specialist trainers. In 2017/18 training opportunities including Thrive and Wellness, 'The Art of Brilliance', Resilience, Sleep and Healthy Lifestyles.
- the school also provides training opportunities across the MAT and Pennine Teaching Alliance, which includes over sixty schools
- Professional development needs are assessed on an ongoing basis. Some of these are highlighted in the CHIP, and others in professional development records. All are driven by the needs of the pupils (CHIP, PD, CPD records, workload working party minutes).
- All teachers review the Teachers' Standards at their CPD reviews so that they are constantly aware of what is required. The SLT rigorously monitors the performance of all teachers including those who are above the threshold. Records of CPD meetings, lesson observations and planning meetings show that teachers are having a significant impact on increasing engagement and attainment throughout school (PD review notes).
- teachers above and below the threshold lead in specific areas across the whole school (roles and responsibilities of UPS teachers, PM review notes, triad work)
- We monitor and assess teaching standards on an ongoing basis and the SLT provide advice, guidance and direction to ensure high standards are reached and maintained. There is a mid-term CPD review for teaching staff to ensure this is on track (class file monitoring, lesson observations, teachers meeting minutes).
- We apply innovative strategies to ensure dialogue regarding pedagogy is ongoing involving staff at all levels. Innovations include: lesson studies (triads), peer mentoring, structured mentoring processes for new teachers including facilitated peer to peer discussions, analysis of lesson observation leading to coaching, mentor input. This is also promoted within the MAT through collaborative learning opportunities such as shared INSET, shadowing, working parties, collaborative leadership training, joint moderation. This means that there is an outstanding shared knowledge base and an embedded culture of enquiry which provides outstanding opportunities for students to learn and make consistent progress.
- The PD process for support staff occurs on an annual basis. This empowering process supports staff to take ownership and apply a reflective learning process to their training needs. Support staff meet with their PD facilitators during the Autumn term, review previous targets and set new targets for the upcoming year. The SLT review progress biannually and provide written advice and guidance to ensure support is provided for progression. Consequently, there is a bespoke and individualised process ensuring that the practice of support staff is constantly improving and updated (refer to support staff PD files, training records, working party minutes, meeting minutes).
- A coaching culture for Teaching Assistants is promoted and this began with a training day in February 2016, and was followed by five further training sessions provided by Joan Haines, AfA Coach. This training will be consolidated in the September 2019 training day. Evidence of impact will be provided through the further refinement of the PD process. Feedback from one ETA said, "It does us all a power of good to stop and really think about our motivation. With your words of encouragement I will be a more effective mentor."
- Castle Hill School provides outstanding opportunities for CPD and PD for staff in school and for participants from the wider community (working party records, moderation records, MAT and LA records, Teaching School records, training records, SENCo advice and guidance, ANP participation and leadership, training for parents and carers, support for SENDACT, Makaton training).

### **The extent to which leaders, managers and governors:**

#### **evaluate the quality of the provision and outcomes through robust self-assessment, taking account of users' views, and use the findings to develop capacity for sustainable improvement**

- As part of the on-going process of assessment, rigorous target setting and progress meetings take place termly with teachers. This enables the SLT to have a clear overview of any issues regarding the progress of pupils.
- the SLT, in consultation with teachers and other appropriate professionals and partners including parents/carers, formulate and implement child centred strategies to enable pupils to achieve individualised, challenging goals (annual review/EHCP, assessment data inc. MAPP)

- All data collected is analysed by the teachers both individually and as curriculum teams. This has resulted in more challenging and robust targets being set (notes of teachers' meetings with SLT, minutes of Governors' meetings, pupil progress reports).
- The SLT monitor planning on an ongoing basis. Dialogue and advice and guidance is promoted through the 'looking at my file' files and the planning dialogue documents ('looking at my file' file and the planning dialogue documents).
- All teachers' planning, preparation etc. is openly available for all staff to see. This model has enabled teachers to share ideas and strategies and make more accurate judgements when assessing learning ('looking at my file' on the server)
- All school staff are invited to participate in an annual staff questionnaire. The questionnaire is related to overall experiences as part of the school community, the effectiveness of the SLT, and wellbeing. As a result of the 2018-19 survey, a new contract was negotiated with employee healthcare to ensure to healthcare offer expanded to include opportunities for self-referral, counselling, and physiotherapy input. (staff questionnaire, referral outcomes and records, letter(s) of gratitude)
- The streaming of the pupils into ability groups has led to whole school improvement in the quality and effectiveness of learning. Communication groups in both Primary and Secondary, facilitated by the Communication Teacher has contributed to increased independence and this has led to outstanding progress being made particularly in speaking and listening (data).
- As part of the admissions process for new pupils, a detailed initial communication assessment is completed by our Communication Teacher in partnership with our Speech and Language Therapist providing an accurate starting point for communication needs to be met. Students can then express their knowledge and understanding at a level commensurate with their cognitive ability. Assessment of need is ongoing annually (Communication Teacher audit).
- In order to evaluate the effectiveness of personalised curriculum planning, curriculum teams track progress to monitor the effectiveness of teaching in curriculum areas. Curriculum teams present to peers and Governors on a rota basis, this ensures action plans and curriculum development is shared with and monitored by peers, SLT and Governors. (data collection of group learning, case studies)
- All teachers are observed in a classroom situation termly providing an accurate judgement on learning and teaching. Teachers also carry out peer observations as part of their Triad enquiries. This enables the SLT to have a very clear and highly accurate overview of teaching throughout the school (observation documentation).
- lesson observation outcomes are analysed and reasons for any 'dips' in performance are noted and acted on (observation graphs)
- There is a rigorous cycle of school improvement which involves all stakeholders. The CHIP connects up all improvement initiatives, CPD and PD thus facilitating exceptionally well planned and focussed targets (PD logs, monitoring). In these ways there is a robust triangulation of evidence of the quality of teaching and learning throughout school, including discussions, documents and observations.
- The FLOSO reviews and assesses wellbeing for families on an ongoing basis, ensuring families are supported in their wellbeing and are to contribute effectively to the school community. The work of the FLOSO has been recognised as outstanding practice within the MAT and is looking to be replicated.

### **views of parents and carers**

- 100% of parents and carers feel that their children are happy at school, that they are safe in school, that their child is well looked after and respected, that the curriculum is appropriate, that it is easy to contact school when they need to, and that they receive valuable information about their child's progress (parent/carer questionnaire Feb 2019).
- 97.5% of parents/carers feel that their child is making good progress within their ability, that their child is taught well, that the school is well led and managed, and that the school responds well to any concerns they have with the remaining parents not disagreeing with the statement (parent/carer questionnaire Feb 2019).
- 95% of would recommend Castle Hill School to another parent with the remaining parents not disagreeing with the statement (parent/carer questionnaire Feb 2019)
- 92.5% of parents/carers feel behaviour in school is good with the remaining parents not disagreeing with the statement (parent/carer questionnaire Jan 2017)
- The questionnaire gave families the opportunity to also give further feedback through a comments section. The vast majority was positive including, "A big thank you to all at Castle Hill School. The staff are fantastic and go that extra mile, as well as caring for the children they equally make sure parents also feel supported," and "the quality of education my son receives at Castle Hill is exceptional. The staff are highly skilled in engaging and motivating him and it is fabulous to see the progress he makes as a result of this input".
- The questionnaire also gives families the opportunity to suggest areas for support. For example, a request was made for lifting and handling training which was fulfilled in January 2019.

- FLOSO (Family Liaison and Outreach Support Officer), teaching and support staff have excellent links with all families and carers which ensures formal and informal contact between home and school is outstanding. Parents are kept informed about behaviour via telephone messages, home school books, parent/carers evenings and review meetings. Parents/carers take an active role in the formulation of behaviour plans. Plans are not implemented until 'parental' agreement has been reached (behaviour plans, records and review reports).
- We continue to develop opportunities for parents to feedback. Parent and Carer training sessions, the Discovery Café (EYFS), Parents Group, Coffee afternoons (Sixth Form) and the school's Facebook page ensure that parents are involved and listened to. Parents have become active fundraisers to develop areas for learning such as the Sensory Pod, school minibs and redevelopment of the Sensory Room (signing in records, website, Facebook page).

### **The extent to which leaders, managers and governors:**

**provide learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners and employers, nationally and in the local community.**

#### **pupils achieve highly within a structured curriculum**

- Our Curriculum is structured in such a way as to provide opportunities for personalised learning pathways for the highly varied and changing learning needs present within the school. As a result of our curriculum audit, completed in 2014, we adopted the EYFS Development Matters model giving a greater emphasis to the six highly valued areas of learning. We also concluded, to meet need we required a seventh area, Sensory, which includes Multi-Sensory Impairment, Visual Impairment, Hearing Impairment, and Feeding and Swallowing. This has ensured high levels of student engagement (Data, Learning Journals, MAPP).
- The teachers use a selection of curriculum content which is recommended to them in Curriculum Guides based on the Development Matters areas of learning. This document gives structure and allows flexibility to ensure differentiated needs are met. Curriculum groups review, develop and enhance the guides on a termly basis. This provides excellent guidance for all staff ensuring consistent delivery across the curriculum (curriculum documents, teachers meeting minutes, curriculum group action plans).
- Governors are exceptionally well informed of curriculum developments. All curriculum teams present current action plans to the LGB on a rota basis. Through their monitoring visits, Governors effectively hold the school to account in their delivery of the curriculum. (LGB minutes, developing curriculum document, Curriculum guides).
- Each rigorous and comprehensive subject specific Curriculum Guide provides; the current theme, programmes of study, level guides, references to further curriculum resources, suggested activities, suggested activities for Continuous Provision EYFS and Primary, suggested activities for Extended Provision Secondary, key vocabulary, related literature and songs, Collective Worship, guidance on Unicef Articles and British Values, safeguarding and on-line safety, Multi-Sensory approaches, pupil voice and wellbeing, guidance on Work Related Learning and guidance on Healthy Eating ensuring the needs and interests of children, learners and employers, nationally and in the local community are met. The curriculum ensures precise and accurate next steps in learning are provided for (curriculum guides, curriculum overview document).
- A departmentally differentiated thematic approach in the curriculum ensures progression and enables shared learning experiences across the school (Topic cycle). This approach to curriculum development and delivery has promoted excellent progress in all groups of students (assessment data).
- Every aspect of planning, evaluation and delivery of learning is personalised to make optimum use of learners' strengths and to structure progress in their identified areas of development (curriculum overview, assessment strategy, planning).
- In addition to the developments in personalisation of the learning experiences for all, the school has benefited in participation in the Achievement for All (AfA) programme. This has focused on developing increased personalisation for our most 'hard to reach' students. This approach has initial dramatic positive effects on progress which continues in their readiness to learn and in attainment (Assessment data, violent incidents data, sway powerpoint).
- Teachers work within dedicated curriculum teams ensuring that the curriculum is accessible for all pupils. As a result of this all pupils progress (MAPP data, curriculum leader files and monitoring information).
- curriculum teams are allocated time in staff meetings and receive class release time to develop their curriculum areas ensuring development of each area (curriculum area files)

- The multi-agency approach to planning and delivering personalised learning is integral to life in the school. Specialist professionals employed directly by the school, or working closely with the school, inform and facilitate learning for a wide range of specific needs (MSI provision, communication teacher records, physiotherapy records, music therapy records).
- The accreditation and qualification systems support and enhances the curriculum, providing opportunities for pupils to take part in personalised courses. Opportunities for certification include the AQA Unit Award Scheme for Years 6 to 11, ASDAN Personal Progress for Key Stage 4 and Sixth Form; and ASDAN Personal and Social Development and OCR Entry Level Functional Skills within Sixth Form.

**The extent to which leaders, managers and governors:**

**successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment.**

- our embedded, child-centred and successful early transition arrangements, across all phases including for new starters and leavers, ensure that students are fully prepared for class, phase and setting changes. As a result, students are more resilient and able to cope with change (planning for enrichment and communication groups, home visit notes, visits to previous settings, previous setting notes, EHCPs).
- Curriculum, accreditation and qualification thematic approaches ensure preparation for moving on are met. Themes include those associated to Work Related Learning, Life Skills and Community Participation (curriculum content).
- All departments enjoy regular links with other schools, organisations, service providers and employers in the community ensuring our students benefit from work related learning in preparation for future life. Students participate in educational visits, celebration events and enrichment activities to ensure they make an active contribution. Our focus on the assessment and development of student wellbeing ensures they can apply their learning in wider contexts. The CPD process for 2018-19 highlights that teachers are required to provide an ongoing community link for their students in class. This ensures wider community involvement. This target is also included within the Castle Hill Scholl Improvement Plan (planning/photos and videos/outreach documentation, graduation, link coordinator records).
- A Service Level Agreement with the careers service ensures quality advice, guidance and information is supplied to students, parents and carers. The careers library resource, in the Sixth Form Common Room, ensures that information is available for opportunities about the world of work. (Service Level Agreement, Calderdale and Kirklees Careers Resource Standard for special schools). School has successfully achieved and renewed the quality standards mark in Careers Information, Advice and Guidance, and is in the process of further renewal of this standard [\[assessor report\]](#).
- Kirklees Careers input into the EHCP procedures commence from year 9. This process ensures the addition of external careers advice for students, parents and carers is delivered from this point onwards.
- Our curriculum guides ensure that Work Related Learning pathways are highlighted and as a result included in planning. This is also a priority for our CHIP 2016-18.
- Please see pages 22 and 23 for further information on structures in place to support leavers' transition, including destinations data.

**The extent to which leaders, managers and governors:**

**actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners**

- the whole ethos of the school is about personalisation of learning so that individual learners' needs are identified and addressed through a bespoke and flexible curriculum (Curriculum Guides, Curriculum Overview, Kirklees Inclusion Quality Standard, evidence of differentiation in planning and assessment, Pupil Progress case studies)
- as an outcome of rigorous assessment processes specific communication needs for all students are enhanced, promoted and developed (Communication audit, Communication Groups, Communications teacher's planning and assessments, Makaton intervention, Intensive Interaction, case studies, music therapy, Basic Skills Quality Mark, Makaton Friendly School Award (pending))
- The school benefits from a member of the SLT who is both a qualified Teacher of Children with MSI and also a SLE. This quality assures the outstanding practice that already exists in meeting the needs of

- pupils with multi-sensory impairments (intervention records, MSI teacher timetable, Pupil Progress case studies, quality formative and summative assessment, sensory curriculum guides, training records)
- Outstanding bespoke training opportunities target specific groups of pupils including MSI, SLD, PMLD, MLD and ASD. All groups of pupils, as a result, make maximised progress (training records, minutes of working parties, triad projects, assessment reports).
  - Whole school agenda headlines (Behaviour, Safeguarding, SMSC, Wellbeing, Pupil Premium, Rights of the Child, Curriculum) are promoted on a weekly basis in whole staff briefings. Links between the areas are highlighted to promote a rounded understanding for staff about the whole school agenda. There is a cycle of updated information to inform and maintain a high profile for these key areas. This ensures that the needs of all groups of learners are applied and integrated into daily practice (minutes of briefings).
  - A group of pupils that have been identified as hard to reach (AfA class) are following a refined personalised curriculum and learning environment. Outcomes have reduced the barriers to learning and increased pupil engagement (AFA data, Pupil Progress case study, Learning Journals).
  - School has achieved the Kirklees Inclusion Quality Standard Award twice over. Which has recognised and quality assured our inclusive approach to education and learning. This is due for renewal in July 2020 (Inclusion award and evidence).
  - to further confirm the school's commitment to inclusion and wellbeing, it has been successful in its self-evaluation of the Healthy Schools Award and is awaiting external validation (Summer 2019)
  - The school has recently been awarded Unicef's Silver Rights Respecting Schools Award and will be working towards the Gold Award. The work demonstrates the school's commitment to equality and ensuring that the Rights of the Child are recognised, shared and actively pursued (Silver award, Bronze Award, records of development and training, website, curriculum and policy documents)
  - The school is working towards the Gold Mental Health Award accredited by Leeds Beckett University. This award will quality assure the substantial wellbeing agenda that runs throughout the school which ensures that pupils are well, happy and ready to learn.
  - Pupil voice is embedded throughout the curriculum including through the key learning area of communication and the promotion of independence, choice-making and expressing wants, needs and emotions (Curriculum Guides, EHCPs, PiP targets).
  - the School Council promotes pupil voice through its inclusive agenda (School Council action plan and case study)
  - 100% of parents/carers who responded feel that their child is safe in school (parent/carer questionnaire Jan 19)
  - the school's Positive Behaviour Policy and Anti-Bullying Policy clearly outline protocols to be followed by staff in the event of bullying. This ensures that behaviour is managed and pupils are ready to learn (Positive Behaviour Policy, Anti-Bullying Policy, Positive Behaviour Working Party minutes)
  - Records show over the years that there have been very few incidents of bullying and where they have occurred they have been immediately addressed. All of the bullying incidents and acts of aggression have been related to behaviour traits of specific pupils. Strategies to deal with such behaviour are outlined in their specific behaviour plans and based on our positive behaviour principles (Behaviour Plans, Behaviour Policy).
  - Staff have been informed of the new section within The Keeping Children Safe in Education guidance related to peer-on-peer abuse. A new section has been added to the Positive Behaviour Policy outlining expectations and vigilance in this area. This has further confirmed our safeguarding procedures in order to achieve optimum wellbeing and learning conditions for all pupils (whole school meeting minutes, Positive Behaviour Policy and training records, Safeguarding policy, CPOMS).
  - The PSHE curriculum includes a planned approach to dealing with bullying. By covering themes including Emotions and Relationships, Turn-taking, Sharing and Rules, Tolerance and Racism, this ensures that bullying as an issue is addressed (curriculum).
  - there have been no incidences of any prejudice based bullying (CPOMS, Green Book)

## **The extent to which leaders, managers and governors:**

### **actively promote British Values**

- To show our commitment to our pupils, we are working towards Unicef's Rights Respecting School Award. The UN Convention on the Rights of the Child set out a series of 'Articles' that list the child's rights which we respect and are aligned with our fundamental British values.
- Due to the highly effective and embedded school positive behaviour policy, for those students who are socially and cognitively aware, pupil peer mentoring is an extremely strong feature. Pupils in class, departments and across the whole school support each other in order to manage their own behaviour. Pupils are supported to recognise behaviour that is not appropriate and apply the

principles of the positive behaviour strategy (staff and visitor observations, positive behaviour policy, school rules).

- Spiritual, Moral, Social and Cultural (SMSC) learning is embedded throughout the curriculum. This promotes the provision of learning opportunities, encouraging students to develop an understanding of their feelings and of others. Students are supported to develop their understanding of right and wrong which allow them to manage their own behaviour and support and remind others to behave well (curriculum, highlighted in planning).
- curriculum guides provide specific guidance on British Values which ensures teachers' delivery is guided, appropriate and provides progression (Curriculum Guides).
- the school has developed a British Values policy and a response to the Prevent Duty which makes explicit how the use of the curriculum, and SMSC learning, support the promotion of British Values (British Values policy, Response to the Prevent Duty, Promoting British Values statement and policies on website)
- British Values and the Prevent Duty are included within the new curriculum documents with suggested activities appropriate for our cohort
- the curriculum, collective acts of worship and festival days ensure that multi-cultural diversity is celebrated (curriculum, Collective Act of Worship timetable)
- the school rule is displayed throughout the school in symbol form promoting understanding (school rule, signage)
- appropriate planning and risk assessments ensure that students' behavioural difficulties are recognised and addressed in order to ensure successful educational visits and links (behaviour plans, risk assessments, planning).
- when difficult behaviour occurs during lessons, effective management and the application of the positive behaviour strategy ensures that not only learning continues for others, but the individual in crisis is encouraged to develop coping strategies for the future (lesson observations)
- pupils are proud of their work and that of others (visitors' comments)
- teachers, educational support staff and lunch time support staff have received training on the content, principles and protocols of the positive behaviour plan and as a result apply the school's positive behaviour ethos (whole school training Spring 2018)

### **The extent to which leaders, managers and governors:**

**make sure that safeguarding arrangements to protect children, young people and learners meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism. Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective**

- The school has in place all the statutory policies and procedures regarding safeguarding. The Principal is the Designated Senior Lead. There are also three other DSLs – the FLOSO, the Deputy Principal and the Secondary Assistant Principal. They all take a leading role in making sure that all pupils are safe, attend up to date training and are aware of safeguarding procedures and protocols (training records)
- The governor responsible for safeguarding, often visits the school, is invited to be involved in interview processes and has close links with the DSLs. The DSLs ensure that the safeguarding governor is updated on a weekly basis regarding all safeguarding issues in school. (Safeguarding Governor reports)
- the Principal and the FLOSO attend weekly update and supervision meetings (minutes)
- the SLT and other identified staff and governors have attended Safer Recruitment Training to give them the skills required when interviewing potential staff (training records)
- The school uses the CPOMS Safeguarding recording system. The introduction of this software package has updated systems related to whole school communication regarding safeguarding and pastoral care.
- Training in Basic Awareness in Safeguarding and in the Prevent Duty are delivered annually to all staff. The training ensures staff are confident when dealing with potential safeguarding issues. (training records)
- all staff are aware of the document 'Keeping Children Safe in Education 2016' so they are fully briefed on all aspects of safeguarding in the school (signed record)
- The Health and Safety Policy is in place and is monitored by the Local Governing Body. Health and Safety is a key item in the weekly whole staff briefing (Health and Safety Policy, briefing minutes)

- the FLOSO and members of SLT ensure all new staff and volunteers are given a full and comprehensive induction which includes information on positive behavior, safety and safeguarding (FLOSO records)
- all staff and governors have a DBS check and have completed Disqualification by Association declarations and all external students and volunteers over 18 have a DBS check (single central record)
- A safeguarding audit of policies and procedures is completed annually. The single central record is also reviewed annually through Kirklees' Safeguarding self-audit system (safeguarding audits).
- The Principal provides the Local Governing Body (LG Body) with safeguarding updates on a half-termly basis. Safeguarding outcomes are now scored against a severity scale of 1-5 and are judged dependent upon whether a situation is escalating or de-escalating. Reported categories include health, neglect, abuse and medical.
- Attendance is also closely monitored during the supervision meetings and appropriate interventions are planned, applied and reviewed. A monthly attendance report is being developed.

### **3. Quality of teaching, learning and assessment**

#### **The extent to which:**

#### **teachers, practitioners and other staff have consistently high expectations of what each child learner can achieve, including the most able and the most disadvantaged**

- The school has a curriculum which provides a clear structure to learning that meets the diverse needs for our unique group of students. Key areas of learning, developmental pathways and a topic based approach provides clear opportunities for continuity and progression. (Curriculum Overview and Guides)
- extremely effective assessment and observation systems facilitate outstanding levels of personalised learning (Target setting, P level and Achievement Continuum assessments, MAPP assessments baseline assessments, PiP assessments, lesson evaluations, meeting minutes, accreditation records, learning journals, evidence files and notebooks, termly assessment reports)
- an on-going learning objective review process ensures that personalised targets are set and achieved (termly teacher MAPP audit and analysis, PiP assessment)
- Students are set challenging annual targets by their teacher in conjunction with the SLT, and progress against these is monitored closely. Parental input is encouraged through Parents' Evenings and general home/school contact. Where students are not making expected progress further child-centred approaches to learning are explored and initiated as part of an on-going assessment process (annual target setting, termly MAPP reviews, lesson evaluations, termly assessment reports).
- students are provided with opportunities for processing and take-up time so that they are able to embed their skills and understanding (planning, lesson observations, EHCPs)
- students are encouraged to make their own judgements and are regularly given time for independent decision making (planning, lesson observations)
- Lessons are carefully planned with appropriate and challenging learning objectives. Planning includes references to all students, all of whom work on personalised programmes to ensure the best possible levels of engagement and progress (lesson plans, engagement profiles, PiP targets and assessment sheets).
- There is an innovative and effective structure of personalised planning, which begins with reference to the curriculum guides and pupils' EHCPs. Programmes of study and targets are integrated into medium and short term planning. Effective assessment systems track attainment and progress. (See curriculum overview)
- All teachers' planning is reviewed on an ongoing basis by the SLT. Targets set in the EHCPs are actively tracked by those monitoring to highlight each student's learning pathway. Lesson activities are very well matched to learning needs, promoting excellent levels of engagement and progress. Impact is evidenced in the PiP progress documentation, termly assessment outcomes, and pupils' EHCP reviews. (tracking documentation, planning, engagement profile, 'looking at my file', planning dialogue document, termly assessment outcomes)
- dedicated meeting time is provided for support staff to ensure planning is shared so that they can further develop their role in supporting and enhancing learning. Twilight and Inset sessions are provided for the support staff so that they gain further understanding of the planning and assessment process (class meeting minutes, lesson observations, support staff personal development records)
- P Level data shows the great majority of pupils make outstanding progress across the school relative to their starting point. The MAPP assessment process assesses the learning needs of each student whether they are referred to in the upper, mid, or lower quartiles of P Level assessment. (progression guidance 2016-17 and progress report outcomes)

- Innovative enhanced approaches to personalised learning ensure that all learning needs are met. What might be traditionally described as interventions are woven within the fabric of each pupil's curriculum (learning journals, orange observation books, evidence of work files). Specific communication focused lessons are provided ensuring that the benefits pupils traditionally received from interventions are embedded within their day to day learning (Communication Teacher planning and assessment, orange observation books).
- excellent multi-disciplinary work promotes accurate and informed learning pathways for individual learners (minutes of Communication Interaction Group meetings, EHC Plan reviews, CIN reviews, e-PEPs, physio input, medical intervention protocols)
- The focused work with hard to reach students who have the highest level of challenges in engaging with learning continues. This has led to substantially increased levels of engagement, behaviour for learning and communication and interaction (Engagement profiling, Quest and Q Skills assessments, case studies).
- pen portraits and communication passports give information on students' backgrounds, interests and preferences, ensuring their choices are recognised and continued both within and outside of the school setting (pen portraits, communication passports, Section A from EHC Plans)
- A Learning Audit provided us with the evidence for reformulating the curriculum to ensure that all pupils needs were appropriately addressed. Outcomes prioritised the physical curriculum, communication, daily living skills, early learning and schema. From this point the school adopted the Early Years Foundation Stage Areas of Learning as the curriculum framework. This process continues in the development of comprehensive Curriculum Guides for each learning area (Learning Audit, Curriculum Guides 2016-17).
- Learning Journals have been developed for each pupil evidencing their learning journey. These bring together P Level and MAPP assessments, and detail next steps. (Learning Journals)
- termly meetings between department heads and teachers ensure expectations and standards are high and achievement is secured. P Level and MAPP outcomes are referenced, and areas for further development are highlighted and discussed. (progress meeting minutes)

#### **a range of activities and resources promotes learning**

- teaching and learning is enhanced and extended through visits, specialist visitors and stimulating resources (CHIP, planning, lesson observations, minutes from meetings)
- The employment of a Communication Teacher, use of communication aids and switch operated devices, promotes excellent levels of engagement, develops independence and cognitive progresses for identified students. Partnership working with the Barnsley Assistive Technology Service Hub further ensures that complex communication needs are met (Communication teacher records, communication audit, MAPP assessment, planning, observations).
- The ICT manager, working with the Knowledge and Understanding of the World curriculum group, ensures broader aspects of ICT are well used to enhance learning opportunities, such as the widespread use of class touch screen devices (ICT focus of lesson observations, planning, schemes of work, accreditation and qualification records, communication manager's records, Knowledge and Understanding of the World curriculum group).
- bespoke environments around school increase opportunities for engagement and learning (Sensory Pod, hydrotherapy pool, rebound therapy room, soft play room, sensory room)

#### **teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to children and learners**

- Lessons are highly effective due to the teachers' excellent subject knowledge and good to outstanding pedagogical skills. A variety of on-going strategies are applied to enhance and promote dialogue, reflection and challenge leading to development around pedagogy. These include teachers' meetings, lesson studies, peer to peer mentoring, and management and peer led training (lesson plans and evaluations, lesson observations, minutes of meetings, lesson study records, baselines of practice, working party records).
- Continuous Professional Development (CPD) takes a high priority and this is clearly linked to Performance Management and the aims of the school. Due to the expectation of CPD and the high level of training made available to staff, there is a wide range of expertise, professional support and discussion which in turn leads to continuing development in the teaching strategies and techniques used (CPD records, lesson observations, teachers meeting minutes, class meeting minutes).

- as a Teaching School, the emphasis on one of the Big 3 provides staff with a wide variety of opportunities for CPD, including postgraduate studies (see teaching school information)
- the leadership of curriculum areas has been further strengthened by the creation of a team approach to ensure expertise is shared and there is a consistency of approach (curriculum audit)
- the school has very effective curriculum teams who promote excellence in their area, within the school's cross-curricular, personalised approach (curriculum leader files)
- our unique and innovative curriculum ensures that teachers are free to teach according to individual students' needs (Assessment documents, curriculum maps, curriculum working party, Curriculum Guides).

**assessment information is gathered from looking at what children and learners already know, understand and can do and is informed by their parents/previous providers as appropriate.**

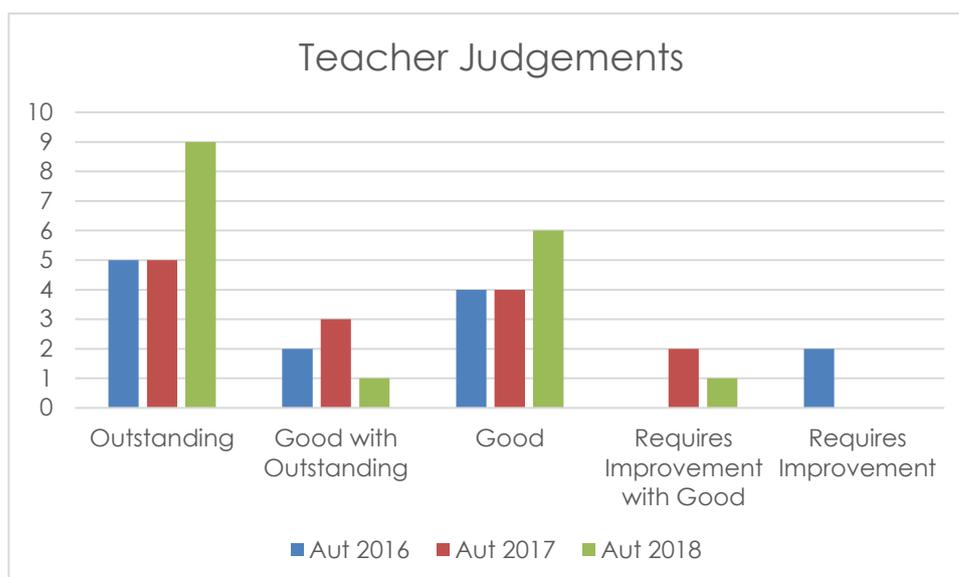
**assessment information is used to plan appropriate teaching and learning**

**strategies, including to identify children and learners who are falling behind in their learning or who need additional support, enabling children and learners to make good progress and achieve well.**

- the school has a clear assessment, recording and reporting policy which ensures that progress can be effectively communicated and monitored so that appropriate strategies can be put in place if necessary (assessment policy)
- Curriculum teams monitor attainment in their area and discuss issues with the SLT and relevant class teachers. From these discussions targeted support can be put in place if progress is not meeting expectations. (Target setting meetings, curriculum teams meeting minutes)
- Termly moderation and assessment meetings help staff to develop their understanding of key assessment features in their students' work and to discuss next steps in learning. The high quality materials that are a result of these moderation meetings are used in moderation activities with other schools (Class MAPP reports, P Level moderation, Moderation outcomes, moderation reference materials).

In accordance with Ofsted recommendations, as of the 2016-2017 academic year, the SLT no longer gives 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.

The following graph show all Teacher judgements for the three past academic years. For 2016-2017 teachers are assessed holistically, whereas for previous years the judgement is based on judgement outcomes from each lesson observation. The data shows that more teachers have been graded as 'Good', than in the past. We are aware that this is representative of a new staff team, predominantly comprising of newly qualified teachers and those new to SEN. We continue to apply professional development on an ongoing basis through the application of mentoring programmes, lesson studies, ongoing discussions of pedagogy in teachers' meetings, and focused performance management targets (teachers' meeting agendas, lesson study outcomes, performance management).



**except in the case of the very young, children and learners understand how to improve as a result of useful feedback from staff and, where relevant, parents, carers and employers understand how learners should improve and how they can contribute to this engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve.....**

### **equality of opportunity and recognition of diversity are promoted through teaching and learning**

- Ongoing assessment processes, including engagement profiling, PiP and MAPP assessments, support our highly skilled staff in building a close relationship with our pupils, so that their voices can be heard in the learning and assessment process.
- Additionally, the school has been actively researching how we can capture, promote, and respond to pupil voice. Indicators of wellbeing, understanding, and learning are being identified (wellbeing working party, lesson studies).
- There is an annual Parent/Carer questionnaire in order to gather information regarding issues related to their child in school. Results reflect predominantly positive experiences. Parents are given the opportunity to identify themselves and specific concerns, if required. These concerns have been followed up and addressed to positive conclusions. (see appendices)
- home/school books and informal contact ensure dialogue between home and school is ongoing (Home/ school books)
- bi annual parents' evenings provide further opportunities for discussion (attendance records)
- Face to face discussions with parents/carers about pupil progress is high and feedback from teachers states that the vast majority of parents and carers are happy with their child's progress and welfare. Attendance at EHCP/Statement review meetings is outstanding (100% 2017-18). This allows the EHCP/Statement to remain appropriate and also ensures that the child's needs are being addressed. It also secures a partnership between home and the school (review logs).
- The school welcomes and encourages parents/carers to be fully involved in the life of the school. This leads to excellent communication between the home and the school. This also forms a valuable basis for collaborative working partnerships which is of a benefit to the health and learning needs of the students. Outstanding relationships with parents leads to pupils learning more effectively as both parties are moving in the same direction (home/school books, EHCP and review records, parents/carers evening).
- 97% of families agree that it is easy to communicate with school when they need to, and that they receive valuable information from the school about their child's progress. 95% agree that the school responds well to any concerns they have (Parent/Carer Questionnaire 2018)
- in response to parental need, Parent Information Sessions have been established to give advice and guidance on pertinent issues, for example Behaviour strategies and on-line safety (training records)
- the school operates an 'open door' policy with parents and carers which contributes to effective partnerships (policy and comments book)

- the school provides parents with the opportunity to access bespoke home learning during periods of sickness absence. This process ensure needs are met on an ongoing basis (Home Learning policy and agreement, supervision meeting records, home visits).
- Early Years have established a 'Discovery Café' for parents and extended family, providing a family learning environment (signing in records)
- The Family Liaison and Outreach Officer (FLOSO) provides parents and families with the opportunity to meet weekly in the parents' group. The FLOSO also works alongside families who need support in school and at home for families in need. This contributes towards securing a partnership and working together for the pupil's benefit (FLOSO's notes of visits, supervision meeting minutes, signing in sheets).

**where relevant, English, mathematics and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning.**

- we adopt a child centred approach to teaching reading to accommodate the individual needs of pupils who are showing the early stages of phonic awareness, recognising the importance of whole word recognition, use of visual prompts and symbols (development of literacy and numeracy pathways, The Communication Trust, Communicating Phonics, school Communication and Language policy, See and Learn material)
- due to the effective implementation of the school's Total Communication Strategy and agreed baseline of practice, all sessions and environments include opportunities for developing communication skills (communication assessments, lesson observations, progression data)
- The school identified a need to create the role of a Communication Teacher. As part of a multi-disciplinary team, the Communication Teacher's input enhances delivery of the communication assessment process and so ensures that communication needs are met, and where appropriate, suitable communication devices are allocated. This ensures more effective and personalised learning (diary and catalogue of resources, communication baseline and assessment records).
- initial consultation by the Communications Teacher ensures early communication strategy interventions enabling effective learning from the start of the students' school life (communication baseline records)
- The development of early numeracy skills is facilitated by the implementation of a variety of specialist curricula which have an emphasis on schema development. Further development of numeracy skills are supported by the use of Numicon. A variety of in-house training and external consultation have supported this development (curriculum policies, audit of needs, planning, training records, focussed observations, performance management records).
- Sixth Form students' understanding of economic well-being is achieved through Casco, their in-school independent bank. Students raise money through small business enterprise schemes. At points throughout the term the student shareholders agree how much money can be spent and how. Students also take different roles within the company to develop awareness of different jobs (planning, bank records, evidence of learning, EVA1s).
- We create opportunities for students to generalise, apply and refine core skills in real-world situations, through ongoing community visits, links, work experience, and residential opportunities (records of visits, planning, links coordinator records, photos from residential visit, qualification evidence).
- The learning environment provides a specifically adapted resource which ensures that learning is accessible and achieved. The school environment is continually assessed and adapted to meet the changing needs of the students. The SLT are working with teachers to further develop agreed baselines of practice (two teachers' meetings per term allocated to learning environment, learning walks, objects of reference working party minutes, playground and sensory areas development, behaviour working party minutes, learning environment baseline of practice, communication baseline of practice).

#### **4. Personal development behaviour and welfare**

**The extent to which provision is successfully:**

**promoting and supporting children's and other learners' pride in achievement and commitment to learning, supported by positive culture across the whole provider.**

**following of any guidelines for behaviour and conduct, including management of the students' own feelings and behaviour, and how they relate to others.**

**(NOTE: Please also see British values section)**

- enjoyment of learning is consistently recognised as being an outstanding feature of the school (parent/carer questionnaire, visitor feedback, annual review records)
- learners' attitudes to school are excellent and they enjoy coming to school (attendance reports, supervision notes, parent/carer questionnaire, annual review records)
- A highly effective positive Behaviour Policy is applied throughout school. The policy was formulated by the Behaviour Working Party (BWP) which included staff from all departments. The Behaviour Policy focuses on de-escalation strategies and provides a six step approach to dealing with behaviour issues. The Behaviour Policy has been rewritten in the Spring of 2017 and whole school training has taken place. The Behaviour Policy is reviewed on a biannual basis (Behaviour Policy, policy training notes and signage).
- Effective adherence to the Behaviour Policy ensures that procedures are clear, consistently and diligently applied. Behaviour plans are formulated when necessary and reviewed regularly by relevant staff and referred to the Behaviour Working Party where applicable (behaviour plans, BWP minutes).
- Students are rewarded for attitudes to learning and their successes are celebrated in a range of ways appropriate to their needs. They are proud of their certificates and rewards and will communicate and celebrate their achievements with staff (Learner of the week records, star charts, Principal's awards).
- Incidents are recorded on the school's behaviour frequency form (Form 1). Form 1s are monitored for incident category and frequency by the school's FLOSO (Family Liaison and Outreach Support Officer). If rising frequencies are identified reviews are arranged with the Behaviour Working Party (BWP) to ensure strategies are put into place to address the behaviour pattern/trigger (Form 1s, minutes of reviews, behaviour plans, BWP minutes).
- behaviour Plan reviews can also be called by any member of staff and the school's Behaviour Working Party can be convened to assist (BWP meetings, Behaviour Plans)
- More serious incidents are recorded in the serious incident book (see book in reception office) and on the CPOMS Safeguarding recording system. Serious incidents are monitored by the SLT. If rising frequencies are identified Behaviour Plan reviews are called to ensure strategies are put into place to address need (Minutes of reviews, Behaviour Plans). The Events/Near Miss File also supports this process. We apply lessons learnt to learning strategies and behaviour plans (Events/Near Miss File).
- All staff receive annual training to ensure positive behaviour principles are applied throughout school. School deals exceptionally well to support the needs of those with challenging behaviour, taking advice from external agencies (Educational Psychologist intervention records, Annual reviews/EHCP/CIN/CLA records, behaviour plans, Community Nursing Team, CAMHS).
- Parents and carers are encouraged to play an active role in the formulation of behaviour strategies and are consulted throughout. Parents/carers are kept informed about behaviour via telephone messages, home school books and review meetings (Behaviour Plans, records and review reports).
- training for parents and carers has been delivered by staff, and resources shared between school and home to provide a consistent approach to behaviour (training records, class resources)
- School provides support, advice and guidance regarding behavioural approaches to external agencies. This can take the form of ongoing informal discussions, formalised reviews and modelling best practice (transport, other provisions including respite).
- Parents and a variety of professionals are invited to behaviour or emergency reviews to offer advice and guidance. Professionals invited can include, but are not limited to, Educational Psychologists, Clinical Psychologists, Consultants, Community Nurses and CAMHS (minutes of reviews, Behaviour Plans).
- New learning approaches and time tables are formulated as a response to consistent challenging behaviour. Referrals can be made to the Behaviour Working Party for advice and guidance (individual timetables, Behaviour Plans, BWP minutes).
- high staffing ratios support behaviour management (timetables, Learning Journals, Behaviour Plans, planning).
- the application of our Total Communication Strategy ensures that all students are informed of behaviour expectations through individualised communication systems (symbols, signage and communication aids)
- the school rule is displayed throughout the school in symbol form and is regularly referred to by staff and students alike ensuring a consistent approach (school rule)
- We celebrate success daily in class and weekly in whole school and phase celebrations. Achievements are then recorded on individual, class and whole school achievement boards. Students are keen to achieve the awards and are motivated to behave well to receive them (achievement boards and records).

**The extent to which provision is successfully promoting and supporting children's and other learners':**

## **self-confidence, self-awareness and understanding of how to be a successful learner**

- the Wellbeing agenda ensures wellbeing is a high priority, creating optimum conditions for learning. (CHIP action plan, Wellbeing policies, PSHE curriculum, Wellbeing minutes, training day records and planning)
- We are promoting student voice research to ensure that students' opinions have a greater influence on school-wide decision making processes (identification of Wellbeing Champion, CHIP action plan, lesson study outcomes, school council minutes, CPD targets).
- Due to outstanding and finely-tuned personalised differentiation in learning approaches, levels of engagement are high for all students, including those with the most complex and profound learning difficulties and those with degenerative conditions. We believe that this promotes self-confidence through successful achievement. (OFSTED, Intensive Interaction working party minutes, intensive interaction development planning, planning, lesson observations, engagement profiling forms and outcomes, engagement profiling surgery minutes)
- Due to Sensory Regulation being a high priority in our curriculum, students are encouraged to develop self-regulation skills and have access to relevant resources. We believe this regulatory ability promotes self-awareness. (Sensory Regulation room, sensory swing, Zuma rocker chairs, weighted apparel).

## **choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance**

- The EHCP process for each pupil highlights transition targets to prepare for the following year and key stage. Targets provide child-centred strategies to ensure successful transition (EHCPs, Headteacher's reports).
- Our weekly crèche for babies and very young children help parents to understand the needs for their child and the workings of the school. This enables a smooth and effective transition when the child is of nursery age.
- At the end of each academic year the final two weeks of term are allocated to transition, whereby students spend time in their new classes with their new peers, teachers, and support staff. Prior to this class transition arrangements are applied, visits are arranged, and information is shared. Transition arrangements can start from the Spring term onwards dependant on student need (planning, transition records).
- Teachers are informed and consulted regarding new class groups early in the second half of the Summer Term. This gives a clear understanding of the students in their new classes and provides opportunities for dialogue regarding appropriate placement.
- Students transitioning into Castle Hill are given opportunities to visit new class groups, peers and teachers dependent upon need. These transitions can begin from the Spring term onwards, and are often supported by home and current placement visits (planning, transition records, SENACT consultation documents and communications, multi-agency transition records, records of visits).
- Transition arrangements are prepared, closely monitored, and assessed for those students taking part in dual placements. Communications between Castle Hill, destination school, SENACT and multi-agency teams ensure that continuity is achieved (communications).
- Students are provided with transition opportunities through the curriculum, for example shared enrichment sessions, communication sessions, lunchtime groups, assemblies and informal gatherings and celebratory events (planning).
- Parents are informed of destination classrooms and groups during the Summer Parents' Evening, providing an opportunity to meet with new class teachers and staff. Parents are then encouraged to discuss, promote and prepare their sons and daughters for their new destination. Teachers are encouraged to facilitate information sharing meetings from this point onwards with parents, support staff and multi-agency professionals. (Parents' Evening questionnaire).
- Review procedures based on person centred planning commence from year 9 and continues to year 14. The EHCP review process ensures external multi-agency involvement is delivered according to need. This supports successful post 19 outcomes (review minutes from year 9, leavers' destination monitoring).
- A service level agreement with the Careers Service ensures quality advice, guidance and information is supplied to students, parents and carers. The careers library resource ensures that information is available for opportunities about the world of work (service level agreement, Calderdale and Kirklees Careers Resource Standard for special schools).
- school has successfully achieved again the Quality Standards Mark in Careers Information, Advice and Guidance for the ninth year running (assessor report 2016)

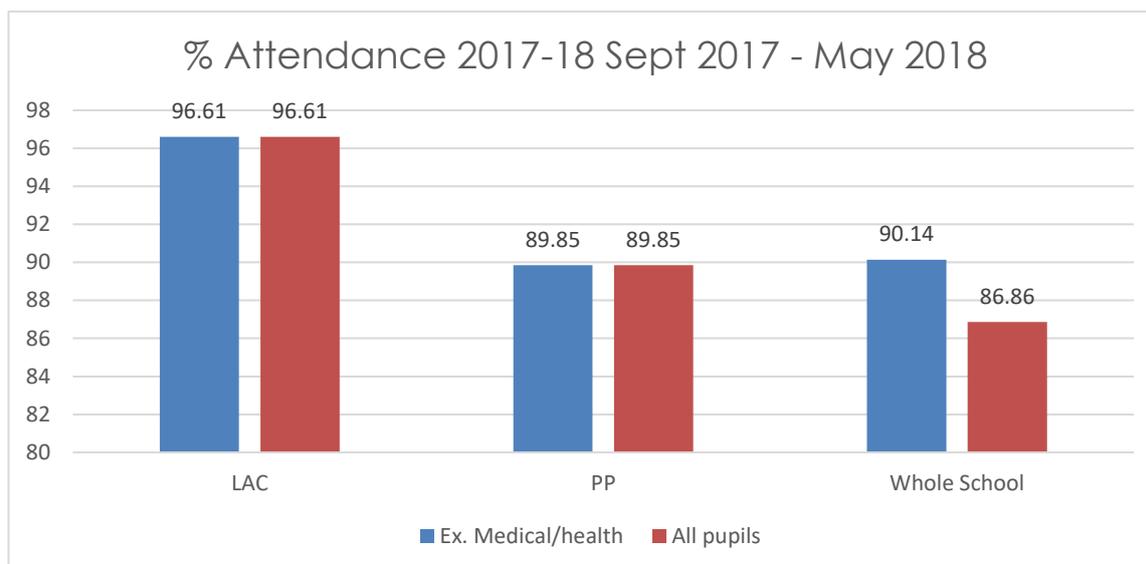
- The Sixth Form has established a coffee afternoon for parents. This is attended by a variety of Post 19 service providers and gives parents the opportunity to discuss their son or daughter's transition to Post 19 provision. This contributes to a more informed and smooth transition. (signing in records, photographic evidence)
- The annual What Next Fair and Preparing for Adulthood events ensures students, parents and carers have a clear picture of transition possibilities for the future. New opportunities for families and students to learn more about transition possibilities have been established such as coffee mornings and visits to these service providers (Preparing for Adulthood event working party minutes, letters and parents' replies slips).
- our Year 14 Leavers' Forum, held up to four times a year, ensures a wide variety of professionals from a number of service providers in the community have the opportunity to discuss and organise future placements for our leavers (minutes of meetings)
- transition visits to service providers and college are facilitated to ensure students are prepared for their post-school placements (accreditation and qualification evidence, Learning Journals)
- Castle Hill School Sixth Form in collaboration with the Skills Funding Agency, the Careers Service and others have produced informative literature to advise parents of post-school service choices (Opportunities in Kirklees for Students with Complex Needs booklet)

### **where relevant, employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training**

- work related pathways are evidenced in the school curriculum in all key stages (curriculum guides)
- our KS4 curriculum provides our students with the opportunity to complete ASDAN Personal Progress and AQA Unit Award Scheme units associated with the world of work (curriculum: ASDAN PP- Developing Skills for the Workplace, ASDAN PP- Looking After Yourself Personal Presentation)
- The innovative and bespoke Sixth Form curriculum is continually reviewed and adapted. The curriculum has been adapted from the EQUALS Moving On model to reflect a more appropriate course-based approach. The three year curriculum ensures effective coverage in key, life and vocational skills equipping students with the appropriate tools for post-school life (curriculum).
- Students enjoy regular links with other schools, organisations, service providers and employers in the community ensuring our students benefit from work related learning in preparation for future life. Students participate in educational visits, celebration events, residential opportunities, and enrichment activities to ensure they make an active contribution (planning/photos and videos/outreach documentation).

### **prompt and regular attendance**

- Attendance of pupils is commensurate with DfE 2015-16 statistics for Kirklees Special Schools. Where we have pupil absence it is typically due to pupils being ill or attending hospital and clinic appointments (attendance reports).
- the FLOSO and Principal (DSLs) review attendance on a weekly basis and actions are taken accordingly to contact and support families in order to improve attendance (supervision minutes)
- regular and frequent contact between home, school and social workers from the Disabled Children's Service ensures a cohesive support network that promotes good attendance
- the FLOSO, teaching, and support staff have excellent links with all families and carers which ensures that home and school liaison is outstanding thus maintaining high attendance levels. Our attendance protocol ensure that absences are recorded and followed through (absence protocol, contact records, attendance records, CPOMS)
- No exclusions have been made due to the application of our highly effective behaviour strategy. Regular support meetings are arranged where necessary regarding any emerging or ongoing behaviour concerns. External agencies support the school as appropriate in support meetings including educational and clinical psychologists and CAMHS (behaviour records/ visitor records).
- All students engage in learning on arrival at school. Total communication approaches ensure that students have access to personalised timetables ensuring understanding of routines, expectations, and daily transitions (visual timetables).



**understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media**

- Pupils are taught, at an appropriate level, how to keep themselves safe through a variety of topics embedded into the curriculum throughout school. Curriculum outlines criteria to ensure coverage of all relevant areas of personal safety. Example topics: My world – EY; People who help us – Primary; 999Emergency - Secondary/Sixth Form. (planning, curriculum guides)
- pupils are encouraged to apply skills and learning related to personal safety in their home, school and community (curriculum guides, planning, qualification outcomes)
- groups of students regularly visit Huddersfield town centre and the surrounding villages and are made aware of Mencap's Safer Places Scheme (Learning Journals, qualification outcomes)
- in 2016 the school produced a Prevent risk assessment which highlights ways in which the school can remain vigilant. This has now been disseminated across the MAT. Updated training is provided annually for all staff. (Prevent risk assessment)
- Our internet is a filtered connection, provided by ICT4C. ICT4C work closely with the UK Safer Internet Centre to ensure that the educational filtering meets the expectations highlighted in the 'Keeping Children Safe in Education' document. ICT4C have been members of the Internet Watch Foundation (IWF) for 8 years – their aim is to minimise the availability of potentially criminal content, specifically images of inappropriate content.
- School has provided on-line safety training for parents and carers, and drop-in sessions for staff on training days and twilights. An e-safety bulletin is provided to staff during the whole school meeting every Thursday morning (training records, staff meeting minutes).
- All students accessing the internet at Castle Hill School do so on a supervised access basis and all our screens are in public view. All school computers have screen protection software (Hector). Students do not access social media when in school.
- parents carers and families are supplied with The Digital Parenting Magazine Issue 5 was provided in Autumn 2016.
- staffing ratios and arrangements for activities are kept under regular review to ensure that trips and community activities remain safe (risk assessment files)
- frequent training, highly skilled staff, high staffing ratios, and use of one to ones and interveners ensure that students are safe in school and out in the community (planning, risk assessments)
- Three Safe Spaces are in school to provide students with a safe area to self-regulate and feel secure. When the Safe Spaces are used as a result of safety concerns for the student or others then up to date records are kept and parents informed (CPOMS, Isolation Policy).
- Health and Safety Policies are followed and applied throughout the school ensuring safety (see policy documents)
- regular weekly staff meetings are held where safety procedures are discussed and actions are allocated (minutes of meetings)
- Safe Lifting and Handling training, associated Risk Assessments and a skills and equipment audit are formulated in conjunction with Kirklees Lifting and Handling Specialist, is provided regularly to ensure the safe lifting and handling of students (staff training records, risk assessments in classrooms and on server)

- dedicated first aiders, including a mental health first aider, and CPR trained responders help to ensure the safety of students and staff (certification)
- NARS trained staff ensure safety in the Hydrotherapy pool (training records).
- Rebound Therapy trained staff ensure safety in the Rebound Therapy room (training records).
- Fire, Lockdown and Silent Evacuation protocols are reviewed on an ongoing basis and training disseminated. Regular drills are practised and actions taken where necessary (Fire Lockdown and Silent Evacuation file).

### **knowledge of how to keep themselves healthy, both emotionally and physically, including through exercise and healthy eating**

- All students are currently participating in a variety of activities associated with the Healthy Schools Award. This will develop their understanding of health, well-being and associated socio-economic issues related to food production (a teacher with a TLR is coordinating the completion of the Healthy Schools Award, see evidence collated to date).
- A Wellbeing Champion has set the new wellbeing agenda and launched it in the teachers' meeting, which is referred to in the CHIP. The agenda is based on the seven indicators of wellbeing. New wellbeing programs of study are available in the curriculum guides. The MAPP assessment systems has dedicated PiP targets ensure there is a wellbeing learning focus for each student. (PiP targets)
- The School Improvement Partner's focus for the Autumn Term 2018 is the application of the Wellbeing agenda.
- The Wellbeing Champion is collating photographic and planning evidence to celebrate positive outcomes. Wellbeing photographic evidence is displayed during whole school Sign and Sing on a weekly basis, and the seven indicators of wellbeing are used to categorise achievement. (Wellbeing Champion's files)
- the Physical Development and PSHE curriculum guides provide teachers with activity descriptors to ensure wellbeing coverage for all our pupils (Physical Development and PSHE curriculum guides)
- A Lunchtime activity champion is providing lunchtime input three afternoons per week to ensure that stimulating and motivating activities are provided for students during the lunchtime period.
- the Sports Premium has provided many opportunities for our students to participate in physical sport based activities in school, during after school activities, and out in the community such as indoor multi-sports (Physical Development coordinator records, Sports Premium notes available via website)
- swimming sessions take place on a weekly basis both in our hydrotherapy pool and also for identified pupils other than Key Stage 2 at the local Leisure Centre
- Rebound Therapy facilities in school ensure students can practise and develop their gross motor and coordination skills. Rebound Therapy also provides an opportunity for students to develop their ability to self-regulate.
- Agility, Balance and Coordination (ABC) sessions are available each morning for pupils across school. This enables students to feel orientated, happy and relaxed for the start of the day, as well as allowing students to problem solve and use fine and gross motor skills. (timetables, Learning Journals).
- The Kirklees Munch award is awarded on an ongoing basis. This award promotes healthy eating in school (photographic evidence).
- fruit is distributed daily and is supplied at snack time and lunch times

### **Sixth Form**

**NOTE: To prevent repetition much information related to Sixth Form will not be reiterated here. Much of the information can be found in sections related to preparation for life after school and assessment.**

- When pupils join Sixth Form, a detailed and bespoke transition process provides an informed starting point so that their learning needs can be met. (Transition records, Prospective Pupil records, Integris, MAPP).
- Students are assessed against the Achievement Continuum throughout the year. Data is collected during October and May, with a mid-year discussion on targets and progress. Achievements are analysed and results inform future planning. For those students that work above level 10 of the Achievement Continuum we have identified intermediate descriptors for key skills leading to Entry Level 1. Achievements of students above Entry Level 1 are assessed against qualification coursework and final examination outcomes (accreditation, data analysis and target setting).
- we have combined assessment level descriptors from P levels, the Achievement Continuum to ensure that assessment parity is achieved across all departments and that continuity and progression is effectively monitored (moderation meeting records, assessment level descriptors)

- extremely effective learning goals are set and evaluated on a termly basis to ensure progression which reflect and inform targets from the students' EHCP (EHCPs, MAPP)
- Innovative formative assessment in the form of daily and weekly evaluation of learning objectives ensures that performance is monitored. This process ensures effective and targeted teaching is achieved (planning and evaluations, MAPP).
- External OCR and ASDAN moderation take place annually to ensure standards remain high. Internal moderation takes place termly (records of moderation).
- Self and Peer evaluations each day ensure a supportive environment between students in Sixth Form. Through teacher led discussion, students nominate and award hard work merits to their peers. Merits are counted at the end of each week and certificates awarded (learners of the week records).
- Sixth Form students have the opportunity to take part in a residential visit in order to develop independence, self-help and life skills as well as to develop their sense of awe and wonder (photographic evidence)
- Sixth Form students participate in mentoring projects (class links and sports leaders) with Primary and Foundation stage students. This ensures students mix across phases to promote and model good behaviour (planning).
- To enhance the Sixth Form student experience, throughout each academic year there are opportunities for students to participate in performing art enrichment. Recent examples include performances at local venues, art projects and a dance teacher working with students who use wheelchairs (Mrs Sunderland, Get Connected, Jamie Bolan dance tutor).

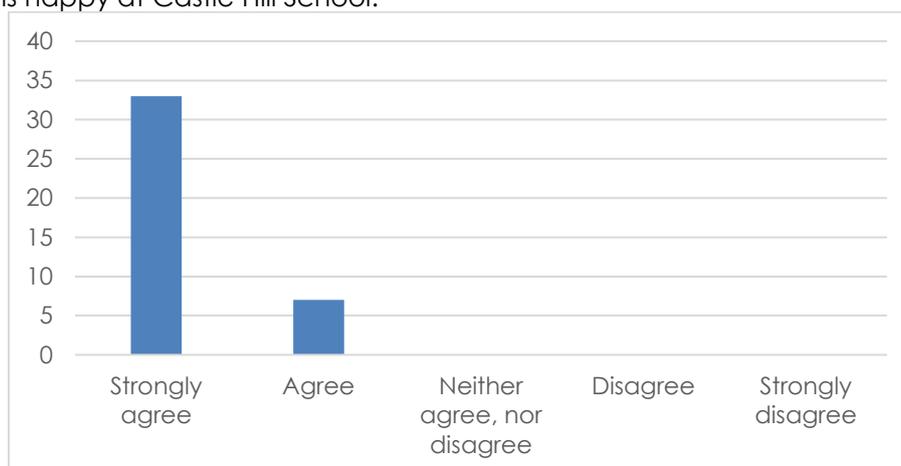
**Overall Effectiveness 1**

- the achievement of pupils 1
- the quality of teaching 1
- the behaviour and safety of pupils 1
- the quality of leadership and management 1

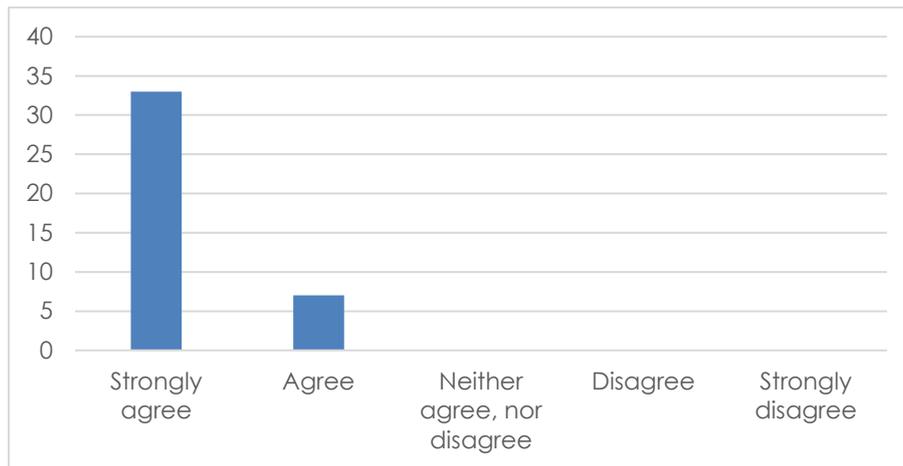
**The SEF will be reviewed termly**

Appendix 1: Castle Hill School Parent Carer Survey 2019 – 40 Respondents as of 13/02/19 (32%)

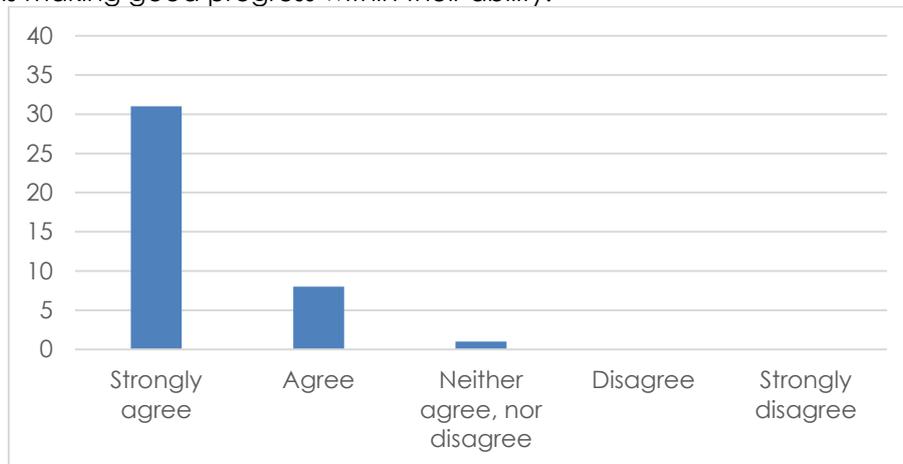
1. My child is happy at Castle Hill School.



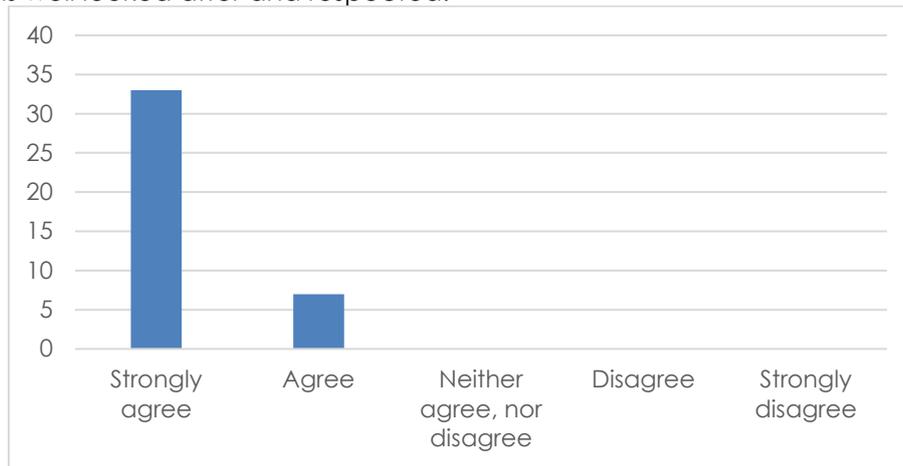
2. My child is safe at Castle Hill School.



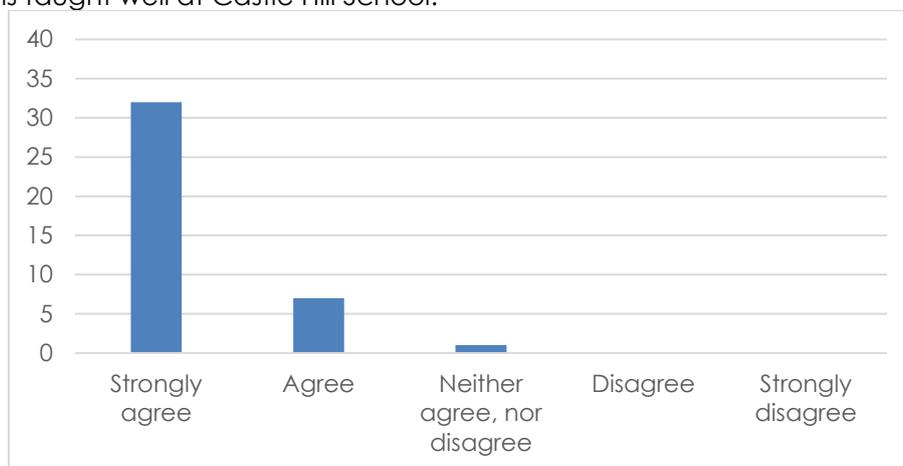
3. My child is making good progress within their ability.



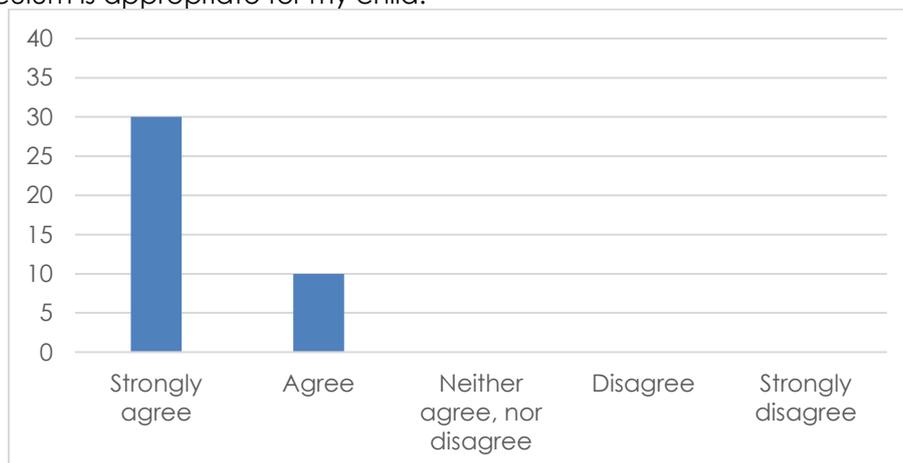
4. My child is well looked after and respected.



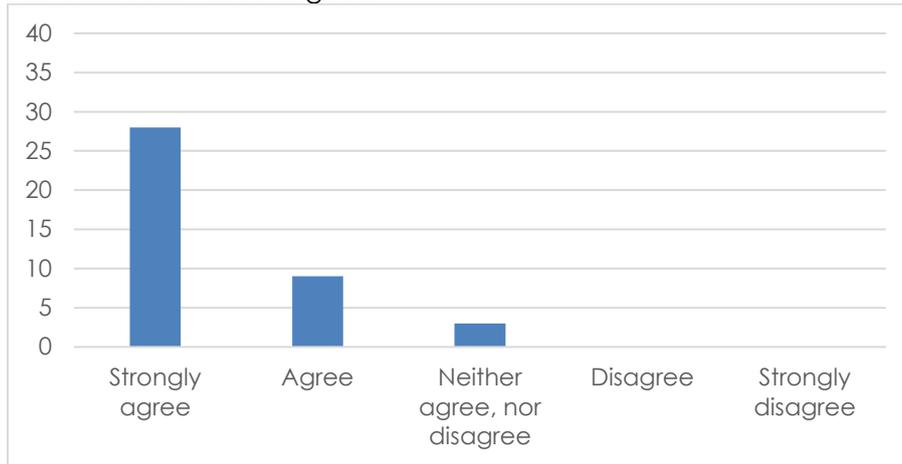
5. My child is taught well at Castle Hill School.



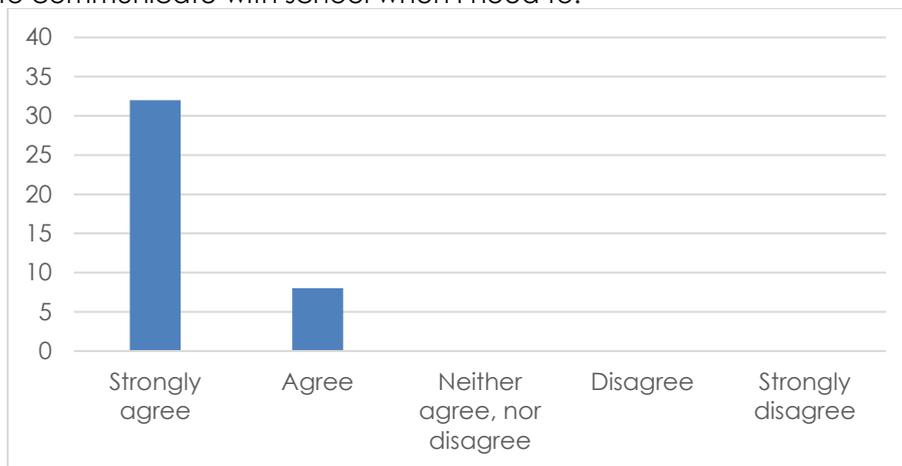
6. The curriculum is appropriate for my child.



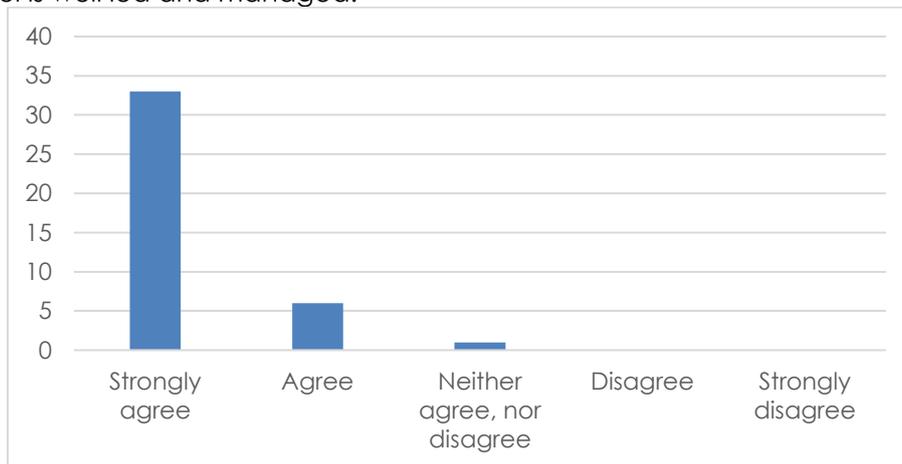
7. Behaviour at Castle Hill School is good.



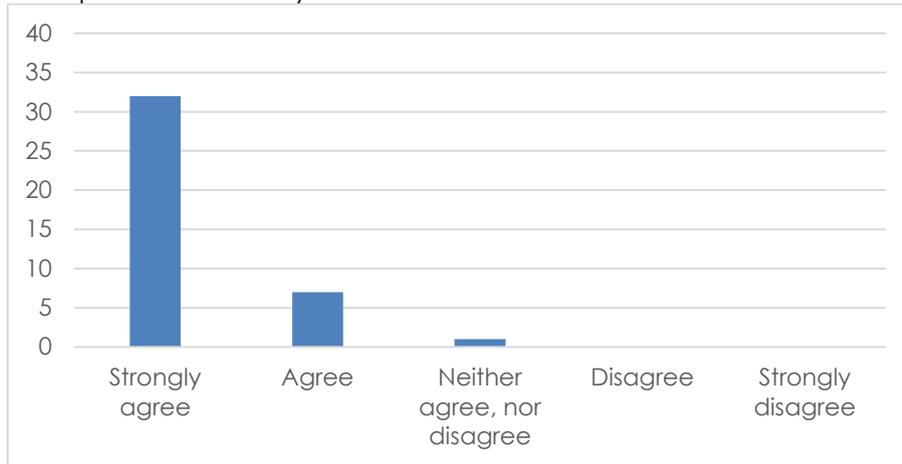
8. It is easy to communicate with school when I need to.



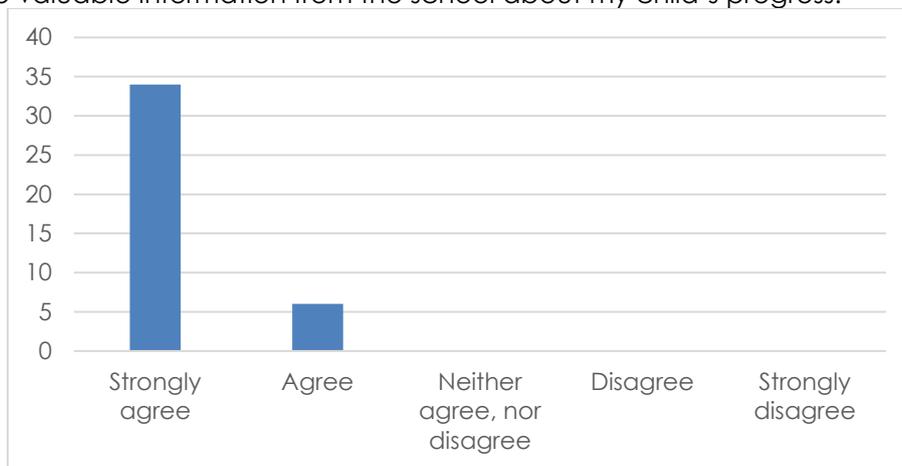
9. The school is well led and managed.



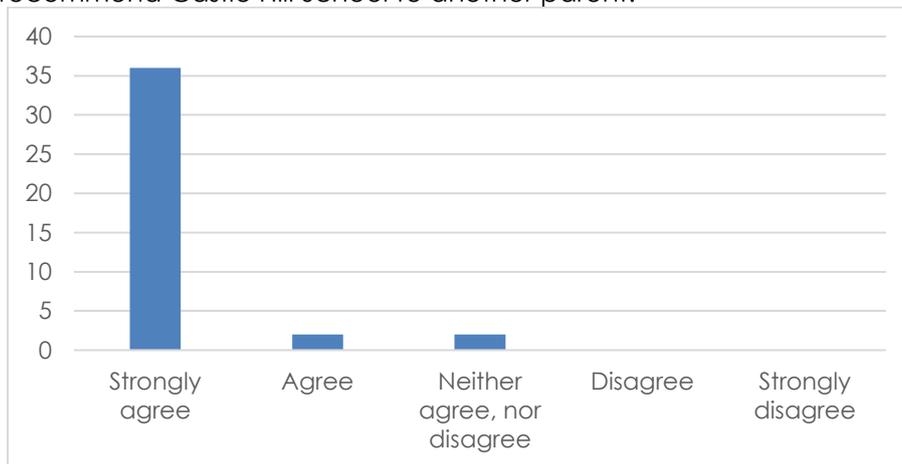
10. The school responds well to any concerns I have.



11. I receive valuable information from the school about my child's progress.



12. I would recommend Castle Hill School to another parent.



## Appendix 2: Progress Report Headlines 2017-18

We produce termly progress reports on our students' learning throughout school. Each report clearly details P level progression, target setting, and MAPP outcomes. Graduated responses are agreed, applied and reviewed to ensure gaps in learning are addressed. 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

**Previous years' target setting and assessment data is available on request for each pupil, providing evidence of a clear learning journey.**

### Summer 2018 Outcomes

#### **Early Years (EYFS Development Matters)**

Where dips have been identified within each pupil's profiles that are not directly linked to their specific learning needs MAPP targets are put in place and progress is then measured through the PiPs. Areas for development have been highlighted for each student. Outcomes and graduated responses are outlined and applied.

#### **Primary (P Levels)**

##### **Literacy**

KS1 – some movement highlighted between P3ii – P4 in all strands of English.

KS2 – Indicate progress between P3ii – P4, however in the listening and writing strands there is also an indication that 2 pupils working at a higher ability have regressed. This drop in levels was expected and previously flagged up during the target setting process. Both pupils transferred to Castle Hill School from mainstream settings and were baselined too high initially.

##### **Numeracy**

KS1 – some progress highlighted between P3ii – P4 in all strands of maths.

KS2 – Increase in P Levels across all areas apart from the most able pupils as identified previously who have moved from mainstream settings to Castle Hill. Progression in number shows a higher increase of levels.

#### **Secondary (P Levels)**

##### **Literacy**

KS3 – majority of pupils have shown an increase in their P levels, however there has been a dip in progress around the P4 – P3ii level in reading.

KS4 – majority of pupils have remained within the same P level band.

These statements are to feed into actions to be included in the CHIP:

Targeted intervention: Reading Pathway, this is to be applied in the Autumn term. The Spring term observation focus will be related to reading and final outcomes will be measured in the Summer term using the P Levels and MAPP/PIP scores.

Speaking, listening and writing outcomes all show some progression across the lower P levels. However, pathways for these areas are also to be written and applied to ensure future progression. Following application of the baselines progression will be monitored through Plevels and MAPP/PIP outcomes.

##### **Numeracy**

KS3 – all pupils have maintained levels within the same P level bracket, one pupil has increased in the mid-range P levels in SSM.

KS4 – all pupils have maintained levels within the same Plevel bracket (number), the mid-range pupils have shown an increase in levels in Space, Shape, Measure and Using & Applying.

#### **Sixth Form (Achievement Continuum)**

Students in Yr 12 have remained within their level bracket.

The most able students in Yr 13 have increased their levels.

In Yr 14 the increase in levels has been for those pupils working at the top of the Achievement Continuum and working towards Entry Level Qualifications.

#### **MAPP Breakdowns**

Pupils identified as SLD are on average making more frequent progress across all areas.

Pupils with ASD are also on average making more frequent progress than other groups. This progress demonstrates the success of the distinct learning environment and learning opportunities created for these learners.

All groups except for the DS learners show less points progress within the area of generalisation. This reduction in points progress is most noticeable for the pupils who are identified as MSI. This group work closely with interveners and limited generalisation of skills would be expected. The gender split in the data shows that there is very little measurable difference between the progress of males v females. Pupils in receipt of FSM are suggested to be performing better in all areas except for prompting, however on average there is very little difference between the two groups. This insignificant difference is also noticeable in the graph that shows the difference between pupils who have received or who are receiving Pupil Premium. The breakdown of progress in relation to ethnicity indicates that there is very little difference between groups. All groups are following a similar pattern of progress and are within .5 points of progress. The strands that are sitting significantly above/below for generalisation is data taken for one pupil within the ethnic group and therefore is unreliable as an average score. Very little difference between pupils in relation to ethnicity.

## **Autumn 2018 Headlines**

### **Early Years (EYFS Development Matters)**

The baseline data taken from Development Matters indicates that the majority of pupils are working between the Birth – 11 month and 8 - 20 month range. Where spikes and dips are indicated in most cases this relates to the pupils physical, sensory or communication needs (p.8). 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.

### **Primary (P levels)**

#### **Literacy**

The P Level baselines show that the majority of pupils in KS1 are working at early developmental levels with the majority between P1 and P2. A smaller number are working between P4 and P5. Data is comparable to last year's population.

In KS2 The majority of students are working at P4 and P5 specifically in Speaking, Listening and Writing, although comparable number of students are working at the early developmental stages. A number of students are working a P8, specifically in reading. **HEADLINE: A reading developmental pathway has been applied over the previous two terms, further monitoring of the progress of this group will be monitored throughout the year.** Data is comparable to last year's population, although there were fewer students in the Listening P3 cohort and there is more even distribution of ability within reading this year.

#### **Numeracy**

In KS1 there are generally more students in the early developmental category which is comparable to last year's population.

In KS2 more students are achieving well within Number and SSM than in U&A. A small number of students are achieving P6 to P8. **HEADLINE: These students will benefit from the application of the Castle Hill School Number pathway, further monitoring of the progress of this group will be monitored throughout the year.**

### **Secondary (P levels)**

#### **Literacy**

In KS3 the majority of pupils are working at P4 and P5 with no students at the very early developmental levels (P1-P2). A smaller number of students have achieved P6 to P8. **HEADLINE: These students will benefit from the application of key skill pathways for learning, further monitoring of the progress of this group will be monitored throughout the year.** Data is generally comparable to last year although there are more students achieving in the P6 to 8 category.

KS4 Generally comparable numbers of students are working between P1 to P3 and P4 to P7. One student is working at P8. The students with the higher developmental levels will benefit from the application of key skill pathways for learning. Data is generally comparable to last year although there were slightly more students achieving in the P6 to P8. **HEADLINE: These students will benefit from the application of key skill pathways for learning, further monitoring of the progress of this group will be monitored throughout the year.**

#### **Numeracy**

KS3 data shows that there is more of an even distribution of ability in Number than in SSM and UAM. **HEADLINE: KS3 students are a focus regarding their U+A and SSM skills. The Numeracy group will formulate actions and interventions, outcomes will be monitored throughout the year.** Data is

comparable to last year apart from this anomaly. There are also more students in the P6 to P8 category this year.

KS4 data indicates there are generally more students in the P4 to P5 category than any other and there are more students in the early developmental stages. Last year's data indicates that there were generally more students achieving P6 to P8.

### Sixth Form (Achievement Continuum)

The baseline data uses the Achievement Continuum (comparable to P Levels) and Entry Levels 1-3. There are a wide spread of pupils, weighted towards the upper end of the Achievement Continuum due to more able SLD/MLD pupils joining in Y12. There are 3 accreditation pathways to reflect the range of student abilities:

- ASDAN Personal Progress Qualification
- ASDAN Personal and Social Development Qualification
- OCR Functional Skills for Entry Level 1 -3

**HEADLINE: Monitor the application of differentiated qualification pathways to reflect wide range of pupil need.**

### 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. As a result, end of Key Stage Targets are now set using the Pre Key Stage Standards for those pupils who are engaging in subject specific learning at the end of Year 2, Year 6 (statutory) and Year 9 and Year 11 (non-statutory). The target setting process takes into consideration starting points and professional knowledge of the pupil to set appropriate challenging targets. For pupils who are not yet engaged in subject specific learning we will continue to assess end of Key Stage against P levels P1i – P3ii/P4 for English and Maths until a suitable option is suggested from the Rochford Review. For all pupils challenging targets are set on an individual basis with teachers to ensure progress is achieved. 36% of pupils are working towards Pre Key stage Standards. 64% of pupils are working below Pre Key Standards.

**HEADLINE: Monitored application of Engagement Profiling for specific students at the early developmental levels.**

**Application of Literacy and Numeracy learning pathways for Pre Key stage standard students.**

**Monitored progress of students working within Pre Key Stage Standards.**

**Sixth Form:** The target setting process is completed in November. Progression Guidance is used to predict lower, mid and upper quartile targets. Professional conversations determine the target to be set for each pupil. Sixth Form students are making outstanding progress with 62% in the Mid quartile and 38% in the upper quartile. **HEADLINE: Monitor the application of differentiated qualification pathways to reflect wide range of pupil need.**

### MAPP Breakdowns

**Student 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:** Breakdown of SEN categories shows that MLD and SLD pupils are making more frequent progress across all areas. This can be attributed to these pupils' abilities to take and apply skills at a greater rate. ASD pupils are also generally making more progress, which could be attributed to their relative high level of support.

Pupils in all categories reported on in 2017-18 have seen an increase in progress year on year. **HEADLINE: Comparitors to be produced year on year to ensure that this continues.**

Very little difference between pupils in relation to ethnicity.

Little difference between the progress of males and females. Both groups have made more progress when compared to the previous Autumn Term.

Very little difference between pupils in receipt of any Premium to the rest of the cohort.

**Headlines: MAPP data shows the that recently applied descriptors for PMLD pupils changes outcomes, giving a higher score for Maintenance and Generalisation and higher scores in general compared to some other groups. Descriptors will be reviewed to ensure a more effective comparison between groups is achieved.**

### Appendix 3: Baseline Target Setting for 2018 - 2019

	P Levels English				PKS Reading			PKS Writing		
	P2i - ii	P3i	P3ii	P4	S1	S2	S3	S1	S2	S3
KS1 (11)	4 (36%)	3 (27%)	2(18%)	1 (9%)	1(9%)			1(9%)		

KS2 (12)		1 (8%)	3 (25%)	1 (8%)	3 (25%)	2 (17%)	2 (17%)	5 (42%)	2 (17%)	
KS3 (4)			2 (50%)		1 (25%)	1 (25%)		2 (50%)		
KS4 (9)	2 (22%)	1 (11%)	2 (22%)	1 (11%)	1 (11%)	2 (22%)		2 (22%)	1 (11%)	

	English				Maths		
	LT	MT	UT		LT	MT	UT
Sixth Form (13)		8 (62%)	5 (38%)			8 (62%)	5 (38%)

	P Levels Maths				PKS Maths		
	P2i - ii	P3i	P3ii	P4	S1	S2	S3
KS1 (11)	4 (36%)	3 (27%)	2 (18%)	1 (9%)	1 (9%)		
KS2 (12)		1 (8%)	3 (25%)	1 (8%)	3 (25%)	3 (25%)	1 (8%)
KS3 (4)			2 (50%)		1 (25%)	1 (25%)	
KS4 (9)	2 (22%)	1 (11%)	2 (22%)	1 (11%)	1 (11%)	1 (11%)	1 (11%)