

Castle Hill School's **SEF Summary** 2018/19



Castle Hill School

Our SEF summary gives the reader a general overview of the school. Please refer to our full SEF for more information

Philosophy

As an outstanding school, we continue to strive for improvement through a process of continued self-reflection and challenge. We are proud to see ourselves as a restless school striving for perfection in order to provide all of our pupils with the best learning opportunities possible.

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Self-Assessed Judgements

Outcomes for children and other learners 1 - Outstanding

Effectiveness of leadership and management 1 - Outstanding

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Personal development behaviour and welfare 1 - Outstanding

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Schools Strengths		
Curriculum, Assessment, Wellbeing, Safeguarding, Transition and Professional Development		
Tools/Strategies	Impact	Evidence
Curriculum		
Curriculum Guides	Quality , enriched and appropriate learning experience	-Assessment reports
Curriculum overview		-Planning
Curriculum audit		-Learning Journals
Curriculum teams -Literacy -Numeracy -SMSC -Knowledge and Understanding of the World -Physical Development -Creativity -Sensory	Outstanding curriculum coverage. Smart subject specific student progress Comprehensive curriculum understanding and application Application of precise and accurate next steps in learning for basic skills Appropriately targeted reading/writing strategies	-PIP progress documents -MAPP progress -EHCP progress -Evidence of work files -Orange books -Qualifications -Curriculum leader monitoring files -Planning Planning assessment process
Learning pathways		
Planning framework	Robust planning providing outcomes for learning, and providing a strong and clear element of continuity and progression	
Enrichment sessions	Strong and broad learning experience	
Staff meeting agendas including: Lesson studies Moderation Learning environment improvement Literature, it's use in the classroom.....	Outstanding knowledge base Embedded culture of enquiry Refining and enriching practice	-Staff meeting minutes -Lesson study -case studies

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

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

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IMPACT on learning for 2017-18

The termly Progress Reports, when compared over the academic year, show the progress of the pupils at Castle Hill School. The Progress Reports largely follow the following cycle:

Autumn – Baselines and target setting

Spring – Progress towards targets and interventions required

Summer – Achievements and conclusions

Achievement of pupils including reference to Awards and Accreditation

See all reports <https://www.castlehillschool.org.uk/school-life/assessment-planning-and-progress/assessment-reports/>

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

Summer 2018 Headlines

Early Years

Pupil progress across all areas of Development Matters indicates steady progression. Although the majority have remained to be developing within the 16 – 26 month range this measure has moved from emerging to developing. The MAPP report continues to show pupil progression relating to their EHCP outcomes.

Refer to p.10-12 of our Summer assessment report <https://www.castlehillschool.org.uk/school-life/assessment-planning-and-progress/assessment-reports/>

Primary

Steady progress across KS1 and KS2 in line with expectations from progression guidance for SEND pupils (p.14-16*). Where two pupils have been identified as regressing this has been previously noted during target setting and relates to a discrepancy in levels when transferring from mainstream to SEND (p.16*).

*Refer to of our Summer assessment report <https://www.castlehillschool.org.uk/school-life/assessment-planning-and-progress/assessment-reports/>

Secondary

KS3 pupils have generally shown an increase in P Levels, however there is a dip around P3ii-P4 in reading (p.15*). Literacy (specifically the formulation of developmental pathways) will be a focus in the new CHIP and lesson observations during Spring 2019. KS4 pupils have generally stayed within their banding (p.15,17*).

*Refer to of our Summer assessment report <https://www.castlehillschool.org.uk/school-life/assessment-planning-and-progress/assessment-reports/>

Sixth Form

Progress as expected for Sixth Form pupils and their starting points from our in-house progression guidance (p.18*).

*Refer to of our Summer assessment report <https://www.castlehillschool.org.uk/school-life/assessment-planning-and-progress/assessment-reports/>

Target Setting

Majority of pupils are making good to outstanding progress. Maths was a focus of improvement this year (p.19*). A small cohort of pupils were identified as making less progress than expected in reading, developmental pathways are planned (see previous reference above).

*Refer to of our Summer assessment report <https://www.castlehillschool.org.uk/school-life/assessment-planning-and-progress/assessment-reports/>

MAPP Breakdowns

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 (p.24*).

Breakdown of primary need shows that 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 (p.22*).

Very little difference between the progress of males and females (p.25*).

Very little difference between pupils in receipt of any Premium, or those entitled to FSM, to the rest of the cohort (p.26*).

Very little difference between pupils in relation to ethnicity (p.27*).

*Refer to of our Summer assessment report <https://www.castlehillschool.org.uk/school-life/assessment-planning-and-progress/assessment-reports/>

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Communication Groups

Primary (p.28-30*)

All groups have made general progress, however:

- The eye gaze group has made better than average progress, possibly due to the environment within which this is delivered
- Increased independence has been seen after being an action for the music interaction group

Secondary (p.28,31-32*)

All groups have made general progress, however:

- Increasing independence is required for the talking group, and increased generalisation for the Intensive Interaction group, although these pupils will have more profound communication needs

*Refer to of our Summer assessment report <https://www.castlehillschool.org.uk/school-life/assessment-planning-and-progress/assessment-reports/>

Accreditation

A high number of pupils received accreditation certificates at the end of the academic year relating to progress made in both academic and broader curriculum areas (p.33*).

Development

Following analysis of the individual MAPP progress within the class reports it is recommended to create a new cohort group to reflect the progress of our most able MLD Sixth Form students who join us in Yr12, this would also enable further challenge to be applied.

*Refer to of our Summer assessment report <https://www.castlehillschool.org.uk/school-life/assessment-planning-and-progress/assessment-reports/>

Headlines/ Actions from Autumn term Assessment Report 2018/19

Priority: To apply headlines from the Autumn 2018/19 Assessment Report			
Success criteria: Raising performance outcomes and improving assessment processes			
Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
P Level Baseline Key skill pathways will be monitored for higher achieving students through the use of case studies. Case studies will track Pathways – Curriculum Guides - MTP – PIP documents – Evidence of work to provide evidence of application. Monitor curriculum coverage related to Maths – U+A and SSM, particularly for KS3 students. Implement overview of topic coverage. Further develop U+A and SSM activities within	Tracking evidence Summer assessment outcomes	HJ/DP	Collated case studies and tracking evidence Assessment outcomes
	Review in teachers meeting Curriculum guides Learning Walk Tracking evidence	HJ/KD	Learning walk outcomes Collated tracking evidence Assessment outcomes- Summer 2019

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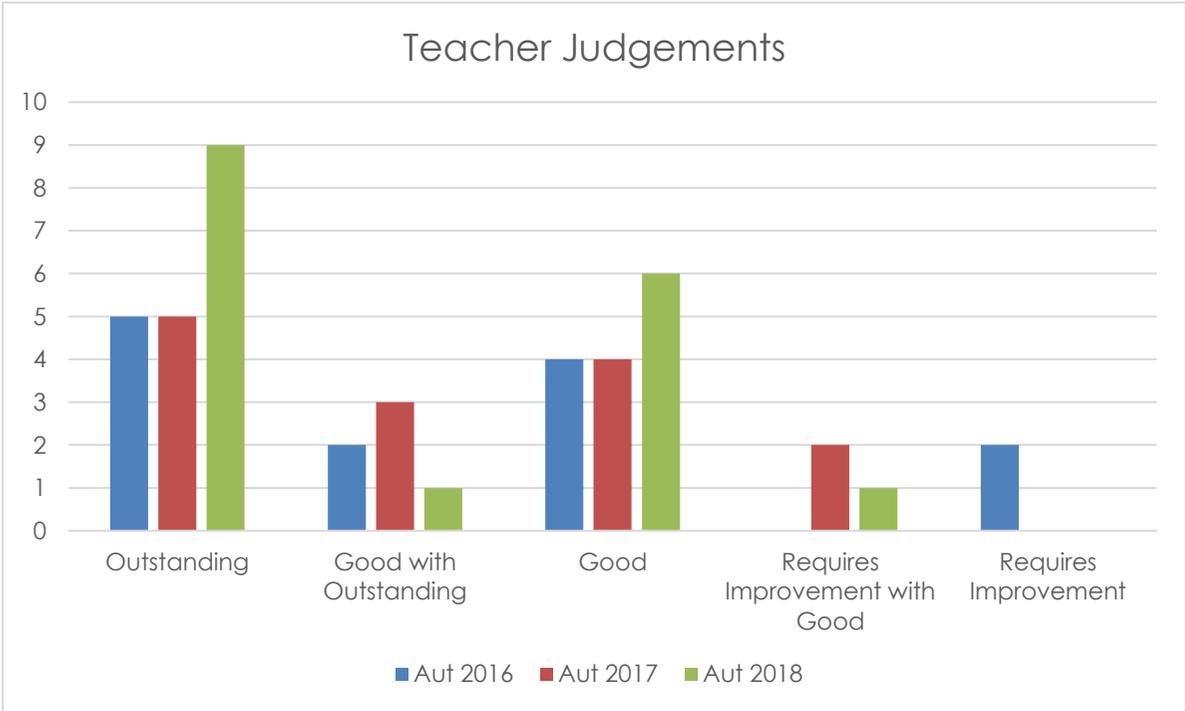
<p>curriculum guides. Monitor implementation of curriculum guides, tracking evidence of curriculum guides – MTP – Evidence of work.</p> <p>Sixth Form Monitor the application of differentiated qualification pathways to reflect wide range of pupil need. Are there alternative qualifications which could broaden our offer?</p> <p>Target Setting Monitored progress of students working within Pre Key Stage Standards. Do the standards need to be broken down further to indicate small steps of progress?</p> <p>Monitored application of Engagement Profiling for specific students at the early developmental levels. Is the process effective enough in ensuring progress is achieved for this group of learners? Does the process require refinements/alteration?</p> <p>Application of Literacy and Numeracy learning pathways for students engaging in subject specific study (Pre Key Stage Standards). Case studies will track key skill pathways – Curriculum Guides - MTP – PIP documents to provide evidence of application.</p> <p>MAPP 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. A working party has been established to further refine the continuum for all groups to enable comparisons of data across all learners.</p>	<p>Summer assessment outcomes</p> <p>Report and report outcomes</p> <p>Assess outcomes and apply small step descriptors</p> <p>Analysis of Engagement Profiling and progress of students at the early developmental levels</p> <p>Tracking evidence Summer assessment outcomes</p> <p>New descriptors provided from Working Party</p>	<p>AM</p> <p>HJ/DP/AL</p> <p>KD</p> <p>HJ/DP</p> <p>HJ/PH/ZP</p>	<p>Report to SLT regarding plans and outcomes</p> <p>Outcomes of small step descriptors Analysis of Summer data</p> <p>Analysis of Spring and Summer data</p> <p>Collated case studies and tracking evidence. Analysis of Summer data</p> <p>Outcomes of collaborative work</p>
<p>Impact: Improved assessment processes Increased opportunities for learning</p>			

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Quality of teaching

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.



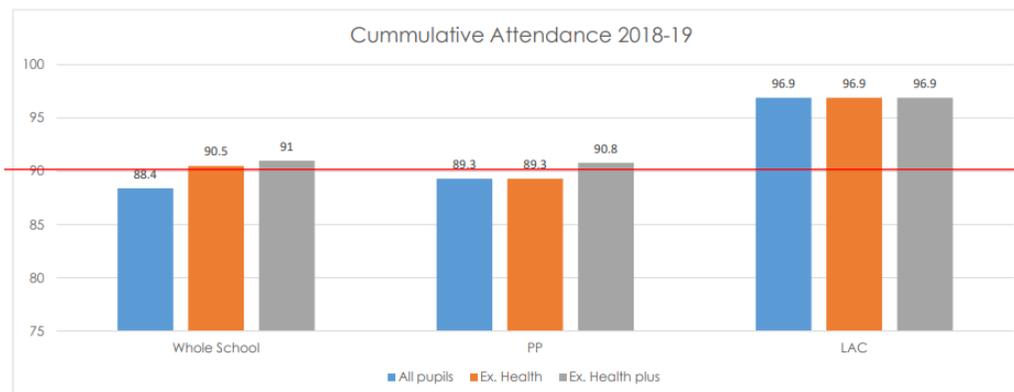
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Pupil attendance

Follow the link for up to date attendance reports

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



Exclusion of health/medical related absence refers to those pupils who are off school for significant periods of time (70% in a given period) due to reasons relating to their condition. Medical appointments and general health absences are included.

Analysis of cumulative attendance:

The red line indicates the 2016-17 national DfE statistic data for attendance in Kirklees Special Schools (90.2%).

The cumulative whole school attendance continues to be close to the DfE statistic, although slightly lower than last month*. Once pupils with long-term absences due to health issues are factored, the attendance is above the statistic. For the purposes of September to February, three pupils' attendance fall below 30% due to health needs. These are as follows: 1 pupil with complex medical issues; 1 pupil with a degenerative condition; 1 pupil long term hospital stay. For the purposes of the cumulative attendance these three pupils are not included to create the Ex. Health column.

*The whole school attendance is lower compared to last month due to a pupil who was waiting for adaptive transport now has this in place and their attendance has now risen above 30% for the year so far. Including their low attendance brings down the average slightly. To illustrate this, the Ex. Health Plus column has been added for this month which includes this pupil in accordance with previous months in this academic year to date. Attendance can be seen to rise with this pupil taken into consideration.

Outcomes:

The Family Liaison Support officer continues to track absences and keeps in regular contact with families whose children are absent from school. Where there is a significant reduction in attendance, monitoring has been put into place. This includes weekly discussions between the Principal and FLOSO. Home visits and phone calls home are made on a regular basis to support integrating the pupils back into school. For pupils on longer term illness, work has been sent home where appropriate.

Staff attendance

Staff attendance for academic year 2016-17 was 91.51%.

Staff attendance for academic year 2017-18 was 92.75%.

Staff attendance for 03/09/18- 05/04/19 was 93.52%

Teaching School

Castle Hill took over as the lead teaching school of the Pennine Alliance in September 2017. Over the past year we have completed an audit on the current alliance in order to develop a clear action plan to move the alliance and teaching school forward.

We have established a steering group for the Alliance consisting of 11 Strategic partners who will support the alliance in moving forward.

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As we move rapidly through the new academic year the work of the Teaching School is beginning to progress.

The data hub returns have been completed and we met our KPIs in 2017-18 as set by the DfE.

Although unsuccessful in the Round 3 Strategic School Improvement Fund Bid we are continuing to work with 2 other Kirklees Teaching schools and the Local Authority in delivering the work of the successful round 2 bid.

Work has begun developing our CPD offer for both SEND and mainstream schools. This is ongoing and is designed to meet the needs of the partner schools.

One of the main focusses for the Teaching School is to support all mainstream schools with addressing the needs of pupils with SEND. In November 2018 we led a moderation session for the new Pre Key Stage standards. This has been highly attended reaching at least 49 Primary schools in Kirklees and has highlighted the need for further quality support in SEND for the authority.

As well as providing support in schools we are also focussing on developing leaders of the future. We are collaborating with Carnegie in order to deliver the highly recognised NPQ qualifications in Middle and Senior leadership. We now have 2 cohorts running for the NPQML and one cohort for the NPQSL. Further cohorts are planned for the summer term.

<http://www.penninealliance.org>