

CASTLE HILL PRIMARY – THE GOVERNORS UPDATE

The health and happiness of our children is incredibly important to us. As part of our commitment to *build independence, broaden horizons and brighten futures*, we monitor our performance on a regular basis; celebrating our successes as well as acting on the opportunities for improvement.

As parents and carers – we all want the best for our children – and so we thought you would like to hear about what we have done since our last Ofsted inspection, what we have achieved and what we are planning to do.

FEEDBACK FROM OFSTED INSPECTION (JAN15) AND OUR PROGRESS

- *The effectiveness of leadership and management is good;*

“The Headteacher (and) Leadership team ... are ambitious, industrious and totally committed to ensure the highest possible outcomes for children at Castle Hill. The Headteacher sets high standards, leads by example and expects all staff to do the same.”

- *The quality of teaching, learning and assessment is good;*

“Teachers regularly deliver high quality lessons which engage, stimulate and challenge their pupils. The curriculum is varied and provides a variety of extracurricular activities to broaden the children’s experiences including a wide range of clubs, sporting and musical events as well as outdoor learning through the Forest School.”

- *Pupils personal development, behaviour and welfare is good;*

“The value placed on children’s personal development and wellbeing is strong and the school actively screens social, emotional and mental health through the THRIVE programme. Children at

Castle Hill feel safe and children are rewarded in many ways for positive behaviour, attitude and attainment. The school works hard to ensure lessons are structured to develop self-esteem and resilience. Behaviour for learning is seen as a real strength with children working independently, asking questions and demonstrating effective team work. Finally, developments to improve attendance have been effective, with absence being below the national average”.

- *The outcomes (attainment and progress) for pupils is good;*

KS1	2018	2017	2016
Reading	78.1%	75%	63.9%
Writing	65.6%	63.9%	47.2%
Maths	75%	72.2%	58.3%

(Years 1 and Year 2)

KS2	2018	2017	2016
Reading	79.4%	67.6%	54.3%
Writing	67.6%	64.9%	57.1%
Maths	73.5%	73%	62.9%

(Years 3 to 6)

- *The effectiveness of Early Years provision is good (Nursery and Reception)*

EY	2018	2017	2016
GLD*	75%	71%	64%

*GLD : Good Levels of Development

THINGS WE COULD IMPROVE ON (JAN15)

1. ***Pupils’ progress at lower Key Stage 2 is not consistently good because activities are not always well matched to pupils’ varying needs and abilities.***

We have address the issue through a variety of developments including:

- Better target setting which teachers use to improve lessons and experiences;
- Increase review of book work which has led to improvements in volume and appearance;
- Consistent routines and marking now in place – with the marking policy updated;
- Increased checking and moderation of work has helped with supporting individual children with specific needs.

2. *Work set for the most able pupils sometimes lacks challenge.*

We have address the issue through a variety of developments including:

- Provision has included a More Able Writers' Day and a Maths Challenge Day and a Core Conference day for children at Todmorden High school;
- Teachers have received training on Mastery in Maths, Writing and Science.

3. *Too few pupils reach the higher levels of attainment in writing at the end of Key Stage 2.*

We have address the issue through a variety of developments including:

- More Able writers' day (100% of pupils who attended achieved Greater Depth at KS2 in writing in 2017);
- A new spelling scheme has been introduced as well as assessments in spelling, punctuation and grammar; this is now impacting on the children's independent writing abilities and so results are improving;
- All teaching staff have received training in the accurate assessment of writing;

4. *Opportunities to develop pupils' writing skills as part of work across the subjects they study are sometimes missed.*

We have address the issue through a variety of developments including:

- Moderation takes place regularly in all key stages;
- Enrichment activities are linked to topics within the curriculum to provide more opportunities for writing;
- A review of teaching and learning 2017 focused on increasing the quality and the volume of writing opportunities.

OUR CHILDREN'S DEVELOPMENT

The Government sets targets for schools to measure children abilities.

Overall the school is above those measures.

In 2018, 75% of children achieved the expected ability levels (or above). This was **5% more** than the overall number in Calderdale and **1.5% above** the national average.

In our **Early Years** a child's development is measured through their progress and in 2018 our children are learning more and faster than the UK national average.

We have seen improvements in our **KS1 children** too, with more of our children achieving the expected level in reading, writing and maths. On average 73% of our KS1 children are at their age-expected level; against the Government's target of 60%.

We have also achieved sufficient progress scores in **KS2** in all areas – with particular high standard results in Reading.

Overall teaching is considered good – with areas of 'outstanding' as we pay particular attention in creating lessons that are engaging and captivate our children's interest.

MAIN SCHOOL IMPROVEMENT AREAS: 2018-19

School leaders are ambitious for the school, in terms of outcomes and in developing the learning environment.

Significant investment has been made to provide the new learning space used for out of school care and THRIVE provision and also the highly engaging outdoor area used for Forest Schools.

There is a new purpose built library installed Summer 2018.

- To develop and support the newly formed Leadership team;
- To create 'Expert' teaching assistants throughout the school
- To attain Primary Science Mark
- To streamline assessment systems in school
- To be a Family THRIVE school
- To further enhance behaviour for learning throughout lessons
- To improve outcomes for children: KS1 writing all groups, Girls' attainment in Maths, KS2 Writing all groups
- EYFS: To improve the experiences and learning opportunities for nursery through The Curiosity Approach
- EYFS: To improve outcomes for children: Girls' maths, greater depth in writing and expressive arts

We hope you find this information helpful in sharing our progress and areas for improvement. If you have any questions or would like a full copy of the self-evaluation report or Ofsted Report, please contact the office on: admin@castlehill.calderdale.sch.uk