

Castle Hill Primary School—Self-Evaluation Report

September 2018



SUMMARY	Headteacher Janet Leggett
	Chair of Governors Mary Carrigan

SCHOOL CONTEXT	PREVIOUS INSPECTION (January 2015) - GOOD
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Castle Hill prides itself on being a welcoming school, with children, their families and the community at the heart of everything. Castle Hill is a popular school. Its population is stable and pupil mobility is low.

This is a slightly larger than average primary school and includes a 37 place nursery. The school numbers have steadily been increasing; August 2010, 237 children on roll; October 2014, 278 children, September 2016, 285 on roll. In 2018 there are 284 children. We now have one place available in school. The majority of children are white British and the proportion from ethnic minority groups and those with English as an additional language is low.

Flexible provision is offered to families with children of preschool age (rising 3s) and this makes starting school at Castle Hill attractive for parents. Foundation stage staff include very young children in high quality early learning opportunities within the ethos of the school.

The school offers Wrap Around Care which is now situated in a purpose built building. Around 50 children attend each session. Wrap Around Care is delivered by staff who also work in the school supporting continuity of our ethos. We have recently changed to start time to 7.00 for Breakfast club, to support our working families. All age ranges are catered for from 3-11.

16% of the children on roll are from homes identified as having high levels of deprivation. The percentage of children eligible for FSM is 11.4 % below the national average. Pupil Premium Ever 6 is 22.1%. Todmorden is in the bottom 30% of deprived areas in the country. The average IDACI for Castle Hill school 13,216 against Calderdale as a whole which is 17,748. (where 1 is the most deprived). 27 of our families are ranked 4583.

The proportion of pupils identified as having SEN and supported through school action is 10.11% and is below the national average as is the proportion of children with a statement. We have three children on EHC plans.

There are school clubs available to the children - Football, Judo, Chess, Choir, Craft Club, Lego Club. There is also a play and stay session run by the Nursery staff for babies and toddlers.

The school was awarded Artsmark gold in July 2018. The school has E safety mark in July 2018. Castle Hill is a THRIVE Licenced school. This year we are participating in the Science Quality Mark. These initiatives are used as tools for continuous professional development and as opportunities to enhance children's learning through a broader curriculum.

Whole school Attendance: Improving Picture

2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017 2018
94.7	95.9	95.6%	96.5%	96.7%	96.9%

Group Data analysis 2017-18

Groups at the end of KS2 provide an improving picture. Disadvantaged children in reading 103.7 were above the NA of 101.9. Writing has slightly improved from 64.9% to 67.6%, which is well below NA of 78.3%. The writing was moderated in May 2018 by the local authority. In maths the standardised score has increased by +1.7 to 104.1 which is broadly inline with NA of 104.4

In KS1 disadvantaged children were above the LA in all areas. Reading was 66.7 and above NA of 60.2%. Writing was an improved picture 66.7% and above NA of 53.1%. Maths increased to 66.7% to 85.7, above the NA of 60.6%.

Our most disadvantaged children are improving and at a rapid rate, as was the same last year.

In KS2, girls' maths was well below the boys 64.7% in comparison to 82.4%. The seven disadvantaged children performed well in GPS 71/4% (NA 62.5%) and maths 71.4% (NA 59.2%). Reading was more inline 57.1% (NA 59.9%) and writing was below 57.1 (NA 62.5%).

In EYFS there was an increase for the school in greater depth in Writing and Maths, however both were below NA. The gap between girls and boys GLD lessened and both groups were above the NA. Boys: 68.4% (NA 64.9%); Girls 84.6% (NA 74.4). Out of four children FSM eligibly one made GLD.

Main Areas for Whole school Improvement—2018-19

The school has used Perspective lite to support school evaluation and inform the priorities in the school improvement plan. The SIP has clear milestones and governors monitor key performance indicators. As a result there is a focus on the impact of improvement work. 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 new 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

Key Issues

Pupils' progress at lower Key Stage 2 is not consistently good because activities are not always well matched to pupils' varying needs and abilities.
How we have addressed the issue:

- Rigorous tracking and target setting has been updated through the use of Classroom Monitor; staff have received training on this and meet regularly to update class action planning. LLE monitoring of books has led to increased amount of work, higher expectations of presentation and pride in work. Consistent routines now in place in terms of date/LO etc. Consistent marking in place. Marking policy updated. Impact of this is staff are able to target individuals and intervene quickly to support improvement.
- Experienced middle leader placed in lower key stage 2; PPA timetabled to facilitate team planning and assessment. Work and assessments are moderated through PPA sessions. KS2 leader carried out rigorous work scrutinies and pupil interviews. This has enabled the NQT/RQT to feel supported and offered continuous professional development.
- Quality First Teaching is given precedence over groups taught outside of the classroom; intervention planned is bespoke and quality evidence-based programmes are selected, matched to children's needs and reviewed regularly for impact.
- Middle Leaders have been developed, for example through joint work following work scrutiny identifying strengths and areas for development with feedback to whole staff and individual teachers. Middle Leaders also contribute to cluster moderation, with Castle Hill staff leading Y1 and Y4 sessions.

Work set for the most able pupils sometimes lacks challenge.

- Link governor for SEN has prioritised a focus on More Able and reviews provision on a regular basis. The impact of this is fed back to governors.
 - Cluster provision has included a More Able Writers' Day and a Maths Challenge Day and a Core Conference day for PP children at Todmorden High school.
 - Staff have received training on Mastery in maths, writing and science.
- Too few pupils reach the higher levels of attainment in writing at the end of Key Stage 2.**
How we have addressed the issue:

- More Able writers' day (100% of pupils who attended achieved Greater Depth at KS2 in writing in 2017).
- A new spelling scheme as been introduced and is now embedded across the school as are assessments in spelling, punctuation and grammar; this approach to teaching spelling and grammar is now impacting on the children's ability to embed these skills within their own independent writing and results are therefore improving.

KS2 Higher Standard Results 2016-17

Reading: School 27%	National 25%
Writing: School 8%	National 18%
Maths: School 16%	National 23%

KS2 Higher Standard Results 2017-18

Reading: School 41.2%	National 28.1%
Writing: School 8.8%	National 19.8%
Maths: School 20.6%	National 23.6%
GPS: School 35.3%	National 34.4%

- All teaching staff have received training by the LA in the accurate assessment of writing.
- Trips and topics offer children stimulating experiences ensuring children are given more opportunities to write in different contexts and for different purposes.

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

- How we have addressed the issue:
- Moderation takes place regularly in key stage teams and also across the cluster and at Calderdale events.
 - Enrichment activities are linked to topics within the curriculum to provide more opportunities for writing.
 - A teaching and learning review in the Spring and Summer term of 2017 focused on increasing the quality and also volume of writing opportunities.
 - Cross school opportunities for moderation organised for staff meetings 2018.

Why Castle Hill is a good school.

The school is above the floor standard measures for 2018 and is not coasting.

- Early Years GLD is at 75%, above NA of 71.5%. Effective use of funding, in particular through speech and language support has led to improved communication, language and literacy. Numbers on roll in EYFS are positive, with Nursery being full as a result of a flexible offer including wrap around care which is accommodated in the recently built additional learning space.
- KS1 : CH Reading 78.1% NA 75.4% 3.1% rise since 2017
CH Writing 65.6% NA 69.9% 1.7% rise since 2017
CH Maths 75% NA 76.1% 2.8% rise since 2017
GD in reading and maths were below NA.
- Attainment at the end of KS2 is an improving picture
- KS2 : CH Reading 79.4% NA 75% 11.8% rise since 2017
CH Writing 67.6% NA 78.2% 2.8% rise since 2017
CH Maths 76.5% NA 75.3% 3.5% rise since 2017
CH GPS 82.5% NA 77.4% 1.3% rise since 2017
- Outcomes in GPS were above national however the SLT has identified that pupils do not apply their knowledge and this is a focus of the improvement work in school. There are raised expectations in writing leading to improved quality although pupils still need to further develop their editing skills. GD in writing was down because 4 children who were expected to meet the standard did not through the moderation process. One piece of work was scrutinised by 7 moderators.

KS2 progress 2017-18

The school has achieved sufficient progress scores in all three subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing
Castle Hill Progress:
Reading Progress +1.8
Writing Progress -2.4 (above Coasting expectations)
Maths Progress -0.2

- Teaching is good with some that is outstanding. This is because teachers are particularly effective in devising activities that engage and captivate pupils' interests. Cohorts are analysed through THRIVE approach and whole class screening takes place to tailor Social, Emotional and Mental Health aspects of learning to individual classes and/or individual children.
- The school's provision for cultural development is very strong. The curriculum provides many opportunities for pupils to learn about other cultures and religions.
- The curriculum provides many opportunities for pupils to enjoy their learning. They take part in a wide range of clubs, sporting and musical events. The curriculum is designed to meet the needs of children, with a significant commitment to outdoor learning, including Forest Schools. The SSEO observed children in all classes being highly engaged in learning on a tour of the school (June 2018).
- Pupils behave sensibly and display good attitudes to learning. Behaviour for learning was seen as a strength during SSEO (June 2018) visit with children working independently, asking questions and demonstrating effective team work. The school's work to ensure the curriculum meets needs, to develop self-esteem and resilience and to support vulnerable children results in few behavioural issues. All staff have been Team Teach trained which has upskilled them in de-escalation techniques.
- Parents are positive about the school and say their children learn well. They are given regular opportunities to find out about the work of the school.
- School leaders are proactive in developing a sustainable staff team and have invested in 'growing their own' staff, being a partner in Calderdale TSA initial teacher training. As a result, there is a full staff team who have a good understanding of the school's expectations, policies and procedures and who understand and are committed to the school ethos and values.
- Governance has been strengthened with addition of new governors with appropriate skills. These include a mathematics teacher who has experience in supporting primary schools. The CoG has a wealth of expertise in education and as a result provides highly effective support and challenge to the HT and other leaders. The CoG has supported the LA this year with School improvement initiatives.

The effectiveness of leadership and management is good.	The quality of teaching, learning and assessment is good.	Pupils' personal development, behaviour and welfare is good.	The outcomes (attainment and progress) for pupils are good.	The effectiveness of Early Years provision is good																																																								
<p>The Headteacher, Leadership team and Governors 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.</p> <p>The Headteacher continues in her role as Cluster Lead for seven primary schools. This position enables her to engage with colleagues at a strategic level to promote improved provision. The Headteacher has been involved in school to school support and is currently supporting a newly appointed Headteacher of a school in Special Measures, with the approval of governors. The impact of this has been seen in the most recent HMI report.</p> <p>The school engages well with external support and challenge. An experienced SIP carries out reviews, work scrutinies etc. and also acts as External Advisor for Headteacher's performance management. Peer reviews are arranged within the cluster and the school is working with Shade and Cornholme last year. CoG stated peer reviews are vital and support the school in moderating and validating judgements.</p> <p>All staff contribute to accurate self-evaluation that is informed through high quality, rigorous and comprehensive systems. Self evaluation is accurate and staff are committed to continuous self improvement.</p> <p>Middle leaders are being supported to raise standards in their subjects through lesson observations, book monitoring and pupil interviews. All aspects of school improvement are regularly and rigorously monitored by the senior leadership team for impact. These key actions have ensured that standards are improving as is seen in the data for 2017-18. Staff at all levels have the opportunity to be a leader eg our EYFS practitioner, leads our Wrap around care.</p> <p><u>Safeguarding checks are in place and include:</u> Children at Castle Hill feel safe and they know who to talk to if they need support. A current Single Central Record and monitoring log Safeguarding notice for visitors - a copy of which is displayed in the Reception area and is given to all visitors as they sign in. Checking teacher qualified status against the Secure Access database All staff are required to complete online safeguarding training, including that pertaining to the Prevent agenda. Senior leaders in each key stage have attended Designated Safeguard Lead training. The school uses CPOMS and all staff are required to electronically record any safeguarding concerns through the system which are then automatically passed to the senior designated person. Regular meetings with a senior leader ensure that vulnerable children are closely monitored.</p> <p>Performance management, of all staff is regular and relevant, through targets that are linked to school improvement priorities.</p> <p>The budget is managed well with regular year on year surplus that enables a range of school development opportunities to be completed.</p> <p>In depth pupil premium review documents and monitor plans show the impact of pupil premium spending. Detailed accounts of spending and efficiency are maintained.</p>	<p>Teachers and teaching assistants use planning well to help children learn. Planning is linked to a bespoke curriculum written from the key performance indicators from 2014 National Curriculum (Website Curriculum Statement). As a school we have ensured that we offer a broad and balanced curriculum, that allows children to thrive in any area. We are committed to ensuring that children are offered a range of activities. Many of the activities contribute to their children's well being through SMSC.</p> <p>The school has well structured processes in place to ensure that teachers know the children's strengths and weaknesses and can target children through formative assessment. Time is allowed within lessons for children to reflect on their learning. Feedback to the children is timely and constructive.</p> <p>There is a good quantity of work in books which evidences a range of teaching styles. Pupils are committed to improving their work and they have pride in their presentation. This allows the children to reflect upon the progress they make over time.</p> <p>Teachers have secure subject knowledge through targeted CPD which links to the SIP (see CPD doc) Misconceptions are addressed quickly.</p> <p>Teachers regularly deliver high quality lessons which engage, stimulate and challenge their pupils. Carefully planned enrichment activities, trips, (3 per year) and themed days to contextualise learning and increase children's joy of learning. Teachers and teaching assistants are reflective practitioners and strive to make the learning for the children the best it can be. Staff are proactive and use new initiatives.</p> <p>Pupils enjoy lessons and behaviour for learning is good. Pupils support each other, for example in paired work and buddy reading. Disruption by pupils in lessons is minimal. The excellent behaviour in the school allows children to feel comfortable enough to make mistakes and try different strategies in a supported environment.</p> <p>Newly purchased Chromebooks have had an impact upon children's enjoyment of ICT and working collaboratively. Google classroom has allowed teachers to bring computing into the heart of real life activities and problems. The chrome books offer effective homework activities and good home/school partnerships through Google Classroom.</p> <p>The school has a strong team of qualified mentors and co-ordinators for School's direct. NQTs are very well supported in all key stages due to well qualified, experienced staff.</p> <p>British Values are regularly promoted through out school and the core. Through whole class THRIVE and 1:1, staff teach children to know their core identity and their own values.</p>	<p><u>Vision and Values:</u> These have been updated since the last Ofsted (see website for details). All staff, pupils, parents and governors were involved in this process. The school's behaviour policy was also reviewed and updated. Staff have been trained in Team Teach (positive handling) <u>Community links:</u> School ensures home visits take place in EYFS. Parents are welcomed into school regularly for workshops, meetings and events as part of school's community engagement and open door policy. <u>Transition:</u> School have a transition booklet which forms part of the induction / new starter pack. School is involved in developing an improved transition programme via the Calderdale Transition Project, funded by the NHS as part of the Open Minds agenda. The aim of the project is to consider the emotional health and wellbeing of our young people. There are comprehensive transition arrangements at all points, from joining the school, moving from EYFS to KS1, KS1 to KS2 and transition to high school. There is a strong partnership with Todmorden High School, driven by the cluster. THS attends the cluster. <u>Counselling:</u> School provides a bespoke service to target any gaps in wider service provision for vulnerable children and those with emotional health needs. This includes: Lego club, art therapy, play therapy, therapeutic stories, etc. <u>Emotional Well Being</u> Personal development and wellbeing are strong. A Teaching Assistant is a trained counsellor and has been part of the Transition Toolkit working party. All children take part in the school's THRIVE provision, held in a new, high quality learning space. This is led by the Learning Mentor and other trained staff and is used to track children using 'soft' targets. The SSEO in June 2018 suggested the school considers being part of the Health and Well-being working group. The Learning Mentor has also led on developments to improve attendance which have been effective, with absence and persistent absence being below national.</p> <p><u>Reward systems:</u> Children are rewarded in many ways for positive behaviour, attitude and attainment. Examples include: class points, House points, certificates, attendance certificates and governors' awards. <u>Other provision:</u> Incidents of racist and sexist behaviour are rare and are dealt with rapidly. We record any incidents of inappropriate behaviour and also SEN using CPOMS; this provides a thorough chronology of events and enables all key staff to remain updated with relevant information. School provide an excellent wraparound care provision; this facility is enhanced by a new purpose built community building on site where the children can take part in a wide range of creative activities including: cookery, sewing, arts and crafts, etc. Our provision is benchmarked against local providers to ensure excellent value for money.</p>	<table border="1" data-bbox="1736 115 2276 252"> <thead> <tr> <th>Year 1 Phonics (2018)</th> <th>2017</th> <th>2016</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>92.3%</td> <td>100%</td> <td>94.6%</td> <td>88.9%</td> </tr> </tbody> </table> <p>Although there was a dip in phonics this year, our average score was 37 in comparison with National which was 34.</p> <table border="1" data-bbox="1771 399 2252 588"> <thead> <tr> <th>KS1 TA</th> <th>2018</th> <th>2017</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>78.1%</td> <td>75%</td> <td>63.9%</td> </tr> <tr> <td>Writing</td> <td>65.6%</td> <td>63.9%</td> <td>47.2%</td> </tr> <tr> <td>Maths</td> <td>75%</td> <td>72.2%</td> <td>58.3%</td> </tr> </tbody> </table> <table border="1" data-bbox="1771 604 2252 892"> <thead> <tr> <th>KS2</th> <th>2018</th> <th>2017</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>RWM</td> <td>55.9%</td> <td>62.2%</td> <td>42.9%</td> </tr> <tr> <td>Reading</td> <td>79.4%</td> <td>67.6%</td> <td>54.3%</td> </tr> <tr> <td>Writing</td> <td>67.6%</td> <td>64.9%</td> <td>57.1%</td> </tr> <tr> <td>Maths</td> <td>73.5%</td> <td>73%</td> <td>62.9%</td> </tr> <tr> <td>GPS</td> <td>82.4%</td> <td>81.1%</td> <td>62.9%</td> </tr> </tbody> </table> <p>Improving attainment across all subjects in KS1 & 2</p> <p><u>Targets</u> The school uses FFT to support target setting based on standardised scores and previous attainment. This data has not been validated by the DFE yet (Oct 2018)</p>	Year 1 Phonics (2018)	2017	2016	2015	92.3%	100%	94.6%	88.9%	KS1 TA	2018	2017	2016	Reading	78.1%	75%	63.9%	Writing	65.6%	63.9%	47.2%	Maths	75%	72.2%	58.3%	KS2	2018	2017	2016	RWM	55.9%	62.2%	42.9%	Reading	79.4%	67.6%	54.3%	Writing	67.6%	64.9%	57.1%	Maths	73.5%	73%	62.9%	GPS	82.4%	81.1%	62.9%	<p>Our Early years has two teachers, two EYFS practitioners and three support assistants. There are 39 children in reception and 25 part time children in nursery. The EYFS leader has had a significant impact on the whole structure of EYFS and outcomes for children. Expectations have been significantly raised and through inspirational leadership, there is a strong team ethic in Foundation Stage. The EYFS leader has been DSL trained September 2017 and safeguarding policies have been reviewed and procedures have been developed.</p> <p>The new 2Simple assessment system has had a significant impact upon learning.</p> <p>Self evaluation is effective and changes to planning further reinforce this positive direction. Staff now plan "in the moment" and activities and provision are much more children centred. The EYFS practitioners are completing "The Curiosity Approach" this year, which is an accredited course. The ethos is to make the learning environment full of authentic resources to stimulate curious minds.</p> <p>Children's behaviour is good because the curriculum is planned to their needs. They listen carefully to adults and Provision for a range of children with SEN Forest school initiatives such as Welly Wednesday for our nursery children and in the moment planning.</p> <p>Staff are confident at using channels of communication within the school to refer children to external agencies. They are proactive and work with efficiency to ensure that children get the best start.</p> <p>Within our school cluster there is a very strong EYFS team, regular attendance at cluster meetings, with a focus on prescient topics ie supervision Lines of communication with parents are strong, who have regular dialogue with the school and regular in school sessions</p> <p><u>EYFS: Good Level of Development</u></p> <table border="1" data-bbox="2312 1176 2795 1302"> <thead> <tr> <th>2018</th> <th>2017</th> <th>2016</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>75%</td> <td>71%</td> <td>64%</td> <td>72.2%</td> </tr> </tbody> </table> <p>In 2018 75% of children achieved good level of development above Calderdale's 70% and above national 71.5%</p> <p>In September 2018, nursery embraced the Curiosity approach.</p>	2018	2017	2016	2015	75%	71%	64%	72.2%
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<p>Governor minutes Questionnaires Minutes Governors hold school leaders to account through effective challenge and during individual meetings with subject leaders. British value day Link governors. Challenge from the governing body. CPD for governors</p>	<p>Planning scrutinies, lesson drop ins, pupil interviews and books scrutinies carried out by HT, SLT and subject leader on half termly basis. Cohort Action Plan: progress/attainment Group planning for children who need specific targets IEPs Planning for TAs Tailored and bespoke CPD Written dialogue between T and Pupil in books Evolve trips Work scrutiny proforma SENCO is now mentor at Leeds Becket.</p>	<p>Learning mentor Reward systems in class Use of strategies pupil to pupil to improve behaviours Talent shows—personal development, residential, Inclusion TA who facilitates work on the playground Learning mentor & SENCO who are trained in THRIVE School Council and House Captains Qualified counsellor in school Employed an Educational Psychologist in the local cluster Rewritten Vision and Values</p>	<p>In year tracking (Classroom Monitor) Published data Progress of groups (gender groups, Pupil Premium, SEN) Case Studies (SEN and PP) Headteacher's Report to governing body Governing body minutes to discuss progress Staff workshops to governors Workshops to parents (reading, phonics, spelling, mastery in maths) Moderation (in school, cluster, Calderdale)</p>	<p>Accelerated and sustained progress and attainment from baseline Case studies of individual children Learning journeys Referrals D Catch funding Use of nursery 30 hours to support vulnerable children Meet and greet</p>																																																								
The effectiveness of leadership and management is not yet outstanding because:	The quality of teaching, learning and assessment is not yet outstanding because:	Pupils' personal development, behaviour and welfare are not yet outstanding because:	Outcomes (attainment and progress) for pupils are not yet outstanding because:	The effectiveness of Early Years provision is not yet outstanding because:																																																								
New senior leadership team in place	Standards are not fully embedded.	Some inconsistencies in behaviour for learning across school.	Progress in writing from KS1 to KS2	Trend of new systems need to be analysed but first year has had impact from Nursery to Reception.																																																								