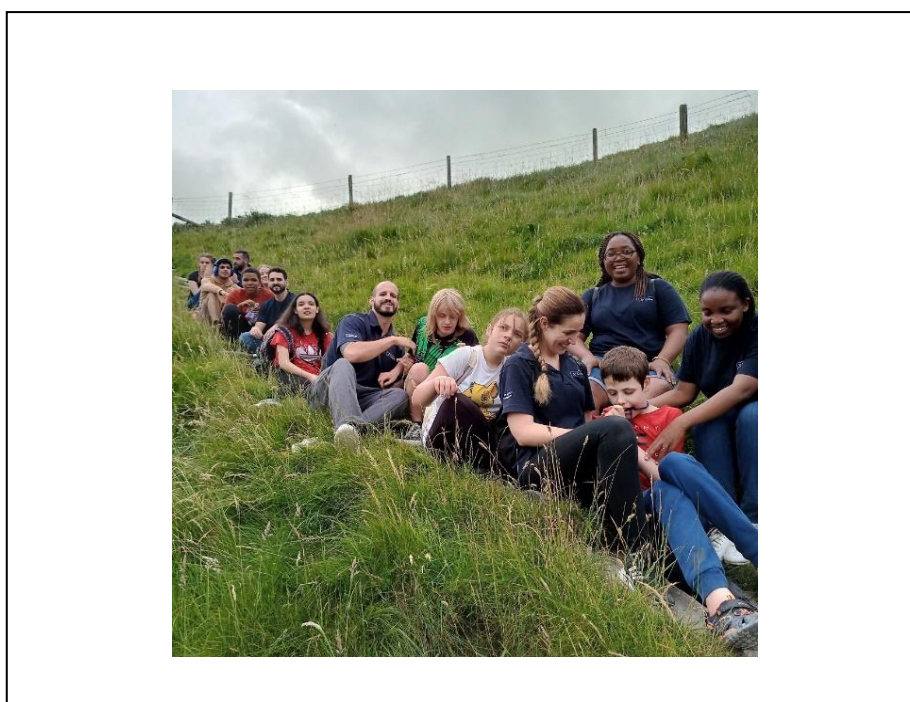




School Self Evaluation
Cambian Hill House School
September 2023

DfE number:	URN:
850/6031	116565



School address:	Proprietor address:
Hill House School Rope Hill Boldre Lymington Hampshire SO41 8NE	Leighton House, 33-37 Darkes Ln, Potters Bar EN6 1BB
Tel: 01590 672147	Tel: 0800 1381418

School capacity	Currently on roll	Age range
30	29	11-19yrs

Context of the School:

Hill House School opened in September 1992 and provides education and care for young people with severe learning difficulties and challenging behaviour. The majority of young people are on the Autism Spectrum Condition (ASC) and present with severe learning difficulties. The school provides for up to 30 young people aged 11-19 years

The school is also a registered children's home

Hill House is situated in the heart of the New Forest in Hampshire with easy access to the forest, local beaches, towns and two major cities

Hill House has high expectations for young people's behaviour and achievement. The staff team work successfully in supporting the young people to develop personally and academically, enabling them to take their place as independent, active citizens.

Hill House offers a high-quality curriculum which enables the young people to build their knowledge in many subjects. The planned curriculum incorporates the young people's education, health and care (EHC) plans providing opportunities for them to achieve their own personal EHC outcomes. The curriculum is enriched through the provision of a rich and varied range of experiences, on and off site, in order to prepare the young people for the next stage of their education or employment.

Spiritual, moral, social and cultural development, including the promotion of fundamental British values, is developed through a wide range of activities including trips to the Houses of Parliament, democratic voting opportunities, and reflection on historic events of national importance e.g. the Queen's Platinum Jubilee.

Leaders and staff use highly effective assessment procedures to identify the stage the young person is working at so that future learning is planned to meet their needs. Staff from education, care and therapy work seamlessly to ensure young people make strong progress from when they start at the school.

Leaders and managers follow robust processes of self-evaluation and external monitoring through regular governance meetings and the school's own 'Professional Learning Community (PLC) who provide a balance of high support and high challenge. This, together with robust and regular training and development of the workforce, as well as professional curiosity, enables Hill House to self-reflect and move forward.

Leaders have created a highly effective safeguarding culture and Hill House works hard to provide an open culture, which actively promotes all young people's welfare.

Leaders have established positive partnerships with a range of other provisions, such as Southampton University and Priors Court, offering opportunities for collaborative work and the sharing of expertise. These links enable Hill House to continue to move forward and to develop outstanding practice.

Leaders and managers know the school well. They have a clear vision of how they want the school to develop, and are ambitious at wanting to achieve this aim. Leaders and managers have created a culture of high expectations and aspirations within which young people achieve well. They are proud that they have created a collaborative approach to developing the school, involving young people, staff, parents and stakeholders.

Hill House is a 'One Planet Living' and Eco Schools site which reflects the improvements all stakeholders have achieved in taking actions to look after the planet and sustainability.

Previous inspection judgements:

Overall effectiveness	Outstanding
Leadership and management	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Sixth form provision	Outstanding

Headline statements from previous inspection findings:

- Pupils lives are transformed by attending this school
- Leader's high ambitions drive every element of the school's work
- Staff focus constantly on preparing pupils for adulthood. As a result, pupils' personal, social and communication skills develop significantly. This supports pupils to move on towards successful future lives
- Carefully planned routines settle pupils quickly into the school. This helps them to access meaningful learning
- Pupils engage enthusiastically with the rich range of life experiences that leaders open up for them, both in and out of school. These enable pupils to practise vital skills such as communication and co operation
- In the school café, pupils queue up patiently, make healthy choices for lunch and enjoy eating lunch alongside the adults who care for them. This is just one example of how pupils learn to manage their behaviours and interactions with others
- Hill House is a safe and caring place to be
- Leaders and staff understand pupils' complex needs extremely well
- Education, care and therapy staff work seamlessly together. Their thoughtful work keeps pupils' wishes, views and needs constantly in mind. Consequently, pupils thrive
- Over time, leaders have sustained high standards of education and care at Hill House
- The team strive to provide for pupil's specific needs, seizing every opportunity for pupils to develop
- Learning is an integral part of everything that happens, so that pupils gain maximum benefit from being at the school
- The curriculum supports pupils extremely well. It helps them to develop highly relevant knowledge, skills and attributes to enhance their future lives. Leaders have thought very carefully about how to do this in an accessible and ambitious way
- Learning enables pupils to achieve goals well beyond those in their education, health and care plans
- Leaders' work to support pupils' behavioural development begins long before they join the school...over time, pupils become increasingly effective at managing their own emotions
- Language and communication are at the heart of the school's curriculum
- The sixth form provides a highly effective transition for pupils as they move from the lower school towards leaving the school
- Leaders have a deep understanding of pupil's potential vulnerabilities and take their responsibility to keep pupils safe extremely seriously

Quality of Education

Judgement:

Outstanding

Evidence that supports this judgement:

“The curriculum supports students extremely well, it helps them to develop highly relevant knowledge, skills and attributes to enhance their future lives.” OFSTED JANUARY 2020

Our Students

Often students will have had a difficult time in education before coming to Hill House. Many will have had barriers to engaging with the curriculum and learning. They may have been segregated from some activities and from other young people and often excluded from school altogether. For most of our students prior to coming to Hill House school their experience and enjoyment of the world around them had become very limited. Our students are in need of a curriculum that recognises their strengths and potential in which progress is measured in wider developmental outcomes. Students can often feel isolated and disengaged with learning before coming to Hill House and after entering the school they begin to feel as if they belong and that the curriculum is right for them.

Our Curriculum Intent

Hill House School we have developed an ambitious and meaningful curriculum. It is a curriculum that ensures our students are able to engage in and enjoy a broad and rich experience of linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

It is a curriculum that has been designed to be appropriate to their needs and takes into account the ages, aptitudes and the various barriers to learning that of all our students face.

It is a curriculum that enables our students to acquire communication, self-regulation, listening, literacy and numeracy skills which prepares them academically, socially and emotionally for the opportunities for their next steps into adult life.

Our Expectations

By the end of their Curriculum Journey at Hill House School we expect our Students to be able to explore, learn develop and generalise knowledge and skills in the following Key Areas;

Communication

- From their starting points our students will have developed their ability to communicate needs, helping them to make choices, make decisions and choose options that other people act on and listen to.
- Our students will feel more confident and skilled with their ability to communicate, empowering them and ensuring their positive well-being and self-esteem.
- As a result of engaging in this curriculum our students will have developed a sense of autonomy and freedom.

Self-Regulation

- From their starting points our students will demonstrate an awareness, understanding and respect for their environment and of the world around them.
- Our students will have experienced success and have increased self-esteem and self-advocacy
- Our students will be able to use a range of systems of supported advocacy and will develop an awareness of self and sensitivity to others
- Our students will manifest attitudes and behaviours that demonstrate knowledge and understanding of **British Values** and what it means to be a good citizen of the planet.

Resilience

- From their starting points our students will make the small steps and giant steps of progress in order to realise their **EHCP outcomes**
- Our students will be able to engage with a formal curriculum and they will appreciate that this has a meaning and purpose for them
- Our students will have developed the knowledge and skills so that they are able to take risks with their learning, accepting and learning from mistakes and being prepared to try something new.
- Our students will be able to achieve and participate in learning experiences that result in external nationally recognized accreditations

Increasing independence

- From their starting points our students will have developed a range of skills towards independence which best equips them to be able to live in modern Britain.
- Our students with the knowledge and skills appropriate for them which helps to build their **cultural capital** so they are prepared and equipped for the next steps into adulthood.
- Our students will have experienced and responded positively to a journey full of memorable and enjoyable learning experiences
- Our students will have participated in a curriculum that celebrates and shares success and achievement both for themselves and for others
- Our students will have developed their own understanding of autonomy whilst appreciating the relationships of their friends and the adults around them
- Our students will show confidence and ease when out and about and from starting points will have increased their **access to the community and wider engagement in society**.
- Most if not all our students will have experienced the world of work through both on site and off site experiences.

Discovery

- From their starting point we will expect that our students will have developed a love of learning leading to them being able to acquire, develop, practise, apply and extend their skills in a range of contexts across the curriculum
- We expect that our students will become confident, independent learners that encounter, engage and explore
- We expect that all of our students will participate in exciting learning experiences, opening minds, broadening their experience of already existing preferences and choices whilst developing new passions, hobbies and interests.
- We expect that our students to have had exposure to and to have learnt from **the best that has been thought and said**
- We expect that our students will have had the opportunity to experience feelings of awe and wonder developing their curiosity and feelings of responsibility.
- **All our students will have consistently and regularly participated in learning experiences that promote their spiritual, moral, cultural, mental and physical development.**

How is this achieved?

- The Hill House curriculum is designed to meet the learning needs of our students and supports them to develop the key skills and knowledge necessary for them to enjoy and achieve
- We offer a holistic approach where learning takes place across the whole school site and throughout the entirety of the day, both in normal school hours and also beyond these working school hours.
- Students at Hill House rarely begin their journey with us at the start of the normal academic year. Students will begin their curriculum journey from different starting points and many will have had significant issues with access to their previous curriculums. Baseline assessment is essential and 3 month Multi-Disciplinary assessment of knowledge, skills, aptitudes and barriers to learning is undertaken on entry to the school.

- From this baseline assessment we can begin to set meaningful targets for our students in line with our curriculum expectations
- IEPs. Each student has a range of IEP targets **linked to their overall EHCP Outcomes and our Curriculum Expectations**. These targets fall under the following areas;

Cognition and Learning – these include the academic and learning targets across the Lower School and 6th Form Curriculum

Communication and Interaction

Social, Emotional aspects of learning

Physical, Sensory and Personal Development

Preparation for Adulthood

- These targets are recorded termly on the students IEP which can be found in their Master Care Plan. Each of the IEP targets are set and reviewed on a termly basis.
- A student will have a termly IEP review meeting attended by the multi-disciplinary team and also the student where appropriate. At these meetings the team are able to determine whether a student has made above expected progress towards their target, expected, or below expected progress, discussions will be had as to how to build upon these targets or whether the target should be on-going.
- The team are also able to look at factors that may have affected the success rate. Through termly analysis we are also able to reflect on the quality and suitability of targets which then informs future target setting
- The targets for the small steps of progress across the curriculum and which are recorded in the students' IEP's are informed by the Hill House School Assessment Framework.
- Teachers will use formative assessment daily to monitor progress and to revise or adjust these targets as necessary.
- Each student has a **`Learning Journey`** which captures the curriculum progress journey that they have been on since they arrived at Hill House. The Learning Journeys indicate the barriers to learning faced by the students at the beginning of their journey, the progress made along the way and the goals and learning aspirations for the future.
- The curriculum programmes of learning are designed so that subject based topics of study provide learning experiences which **facilitate progress towards our wider curriculum expectations and the Students EHCP Outcomes**.
- It is structured in such a way as to take into consideration Cognitive Load Theory; recognising that the sequencing of that development needs to take into account the role of memory when helping our students to build the cognitive architecture required to access the whole curriculum effectively.
- As working memory is limited, we sequence our curriculum to reduce that load by drawing on prior knowledge and logically sequencing episodes of learning so that they **accumulate small steps of progress towards their Curriculum goals and EHCP Outcomes** thereby securing understanding at one stage before moving on to the next. Through this, they are able to achieve the high expectations and the intent of our curriculum as whole.
- In KS3/4, literacy, numeracy, PSHE/RSE, science, thematic learning (including the arts and Humanities), MFL and Physical Education are given designated timeslots in the timetable.
- Each academic year is divided into 5 'Terms' of study, each lasting 8 weeks. Students at Hill House access formalised learning for 41 weeks p/a, enabling the 5 terms of study and an additional week to cover assessments, off site activities and whole school events such as Careers Week, celebrations and Special Days
- In the sixth form we offer a distinct curriculum for our older students and this provides a progression from the lower school into a more grown up environment where students will continue to develop their independence and vocational skills

- This post 16 curriculum continues to build on the core skills of Literacy and Numeracy which along with PSHE/RSE have dedicated time in the college timetable. The college also provides the students with an opportunity to develop their Life and Living Skills, Land Science and Animal Care, Expressive Arts and an understanding of the world of work, and work related learning all of which are preparation for next steps into adulthood.
- The post 16 curriculum leads to the students being able to realise and achieve nationally and internationally recognized accreditations e.g. OCR Life and Living Skills Award ,the John Muir and Duke of Edinburgh Awards.
- The post 16 students are supported to and encouraged to communicate their preferred areas of study alongside the core subjects.
- The Individual subjects are adapted to take into account of the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress

Termly Targets working towards EHCP Outcomes

Above Expected Progress
Expected Progress
Below Expected Progress

Total Students in Brackets	Overall Expected & Above Progress	Above Expected	Expected	Below Expected
Cognition and Learning Literacy (26)	(25/26) 96%	(8/26)	(17/26)	(1/26)
Literacy Phonics and Reading (26)	(22/26) 85%	(1/26)	(21/26)	(4/26)
Cognition and Learning Numeracy (26)	(24/26) 92%	(12/26)	(12/26)	(2/26)
PSHE/RSE (26)	(25/26) 96%	(15/26)	(10/26)	(1/26)
Thematic Learning (Humanities and the Arts) (9)	(9/9) 100%	(5/9)	(4/9)	
Science One Planet Living (9)	(9/9) 100%	(4/9)	(5/9)	
Land Based Science (17)	(17/17) 100%	(15/17)	(2/17)	
Communication and Interaction (26)	(26/26) 100%	(12/26)	(14/26)	
Social & Emotional (26)	(26/26) 100%	(10/26)	(16/26)	
Physical and Sensory Personal Development (26)	(26/26) 100%	(11/26)	(15/26)	
OCR Life and Living Skills Award (17)	(17/17) 100%	(6/17)	(11/17)	
Preparation for Adulthood (26)	(26/26) 100%	(8/26)	(18/26)	

What has gone well

The academic year 2022/23 was our first full year working beyond the bubbles. In the summer term students continued to build upon their success and achievements in the autumn and spring terms. Literacy and Communication continue to be a real strength with **96%** of students making expected or above expected progress in Literacy. The teachers set challenging targets for the students but are careful to ensure that they remain achievable, lesson observation and learning walks have enabled us to observe quality teaching and learning across the school and college and students enjoy their learning experiences and the curriculum they engage with.

The results in non-core elements of the Key Stage 3/4 curriculum continue to be a strength with the Thematic approach to the Arts and Humanities enabling students to have a better understanding of and access to these subjects through a single theme. Students engage in topics from geography and history and do this from a variety of subject lenses e.g. the arts and humanities. This approach works for our students and allows them to embed their knowledge and skills with a single topic focus. **100%** of students in the lower school were able to meet or exceed their targets in this area of the curriculum.

Our approach to Science is built around the whole school approach to 'One Planet Living' and this curriculum continues to meet the needs of our learners. They are able to experience science in a way that is meaningful to them and to enjoy and achieve in this area of the curriculum. This engagement and enjoyment of the One Planet Living curriculum is evidentially supported with **100%** of students meeting or exceeding their targets.

PSHE is a golden thread throughout the curriculum in both the school and college. Students continued to work hard on developing the knowledge and skills that help them to understand themselves and the world around them. **96%** of students (25 out of 26) were able to make expected or above expected progress with their targets in this curriculum area. The one student not making the expected progress was set an aspirational target relating to the higher levels of Zones reasoning and they were still able to partially achieve their target.

In the college, the developments of the previous term's Land Based Science and Animal care is now embedded and this area of learning is now an established part of the college curriculum. This is a universal offer for all students in the college and school, however some of our sixth form students have made clear choices about wanting to have this make up more of their learning experience and this is reflected in their timetables. The work done this year has been captured and contributes to both the student's **OCR Life and Living skills award** and the **John Muir Award**. Not only did **100%** of students in the college meet or exceed their targets in Land Science this term, but also the hard work over the year has meant that two of our students have already been able to achieve their John Muir Award!

OCR Life and Living skills continues to prove itself as the most appropriate foundation to the college curriculum with **100%** of college students making expected or above expected progress towards realising this award across the academic year.

Accreditation Outcomes overview 2023

OCR Accreditation Awards

- Accreditation in the curriculum has focused upon the students developing their e - portfolios of evidence for their **OCR Life and Living Skills** Introductory and Entry level award
- The OCR award offers a flexible yet more comprehensive approach to accreditation for our 6th form students. It is an approach which enables us to bank evidence of skills and knowledge the students have learnt over time
- Dependent on how much evidence each student has against the Life and Living skills framework means we are able to enter the student for the Introductory or Entry Level award when they reach the end of their 6th form curriculum
- This year in Life and Living Skills, the young people have focussed on the environment and community and personal skills
- The young people have accessed the OCR learning in many ways, such as work experience in the on-site café and work experience offsite and in our school allotment.
- The subjects covered were recognising community, identifying local community and facilities and my rights and responsibilities, everybody matters
- **Thirteen** of our young people have been accredited this year at the Introductory and also Entry Level and have received their certification from OCR.

John Muir Award

- The John Muir Award encourages people of all backgrounds to connect with, enjoy and care for wild places. It is an environmental award scheme focused on wild places. It is inclusive, accessible and non-competitive, that sets appropriate challenges for each of our college students. The Award encourages awareness and responsibility for the natural environment through a structured yet adaptable scheme, in a spirit of fun, adventure and exploration
- Our sixth form young people have taken part in a range of activities under our `One Planet Living` initiative, working towards the John Muir award
- Young people have been working in the school maintaining bee and insect friendly plants, helping to keep our environment healthy and beautiful, they have been Beach cleaning at Milford on Sea to protect the beach, the ocean and support local tourism. They have been learning about conservation, going bird watching at Lymington Wetlands, taking part in conservation activities within our school and have been exploring our National Park
- **Two** young people have received a Nationally recognised accreditation for their work and the award has nurtured a true appreciation of the natural world and a responsibility that we all have to look after it

Hill House sixth form

`The sixth form provides a highly effective transition for students as they move from the lower school towards leaving the school...The relevant qualifications that students gain give them vital currency when exploring options for their future` OFSTED January 2020

- Hill House offers a distinct sixth form curriculum. This provides progression from the lower school into a more grown up environment where students are supported to develop their independence and vocational skills even further
- Hill House has high expectations for achievement and progress in the sixth form and stretches its young people
- All students have the opportunity to develop their skills, knowledge and understanding through access to our careers programme
- Students learn about the world of work and have the opportunity to participate in on-site and off-site work experience
- Each sixth form student works towards achieving accreditation from the OCR `Life and Living Skills` award which they can take with them into adult life
- The impact of the Hill House sixth form curriculum is strong. This is demonstrated in the progress that our sixth formers continue to make and is also evidenced within our destination information

Behaviour and Attitudes

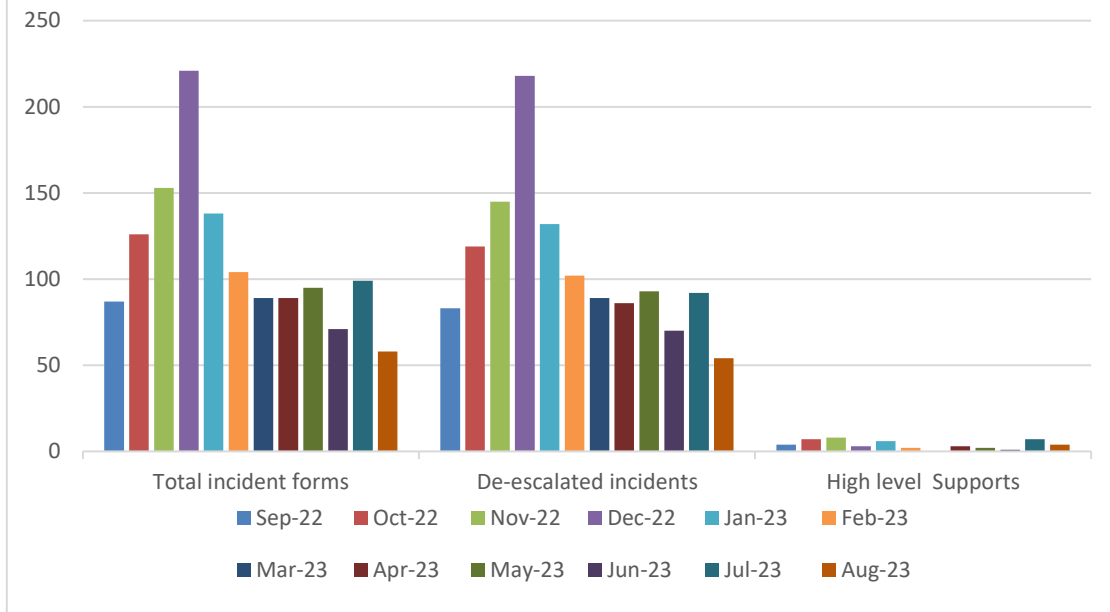
Judgement:

Outstanding

Evidence that supports this judgement:

- Hill House provides a positive, safe and calm environment which enables young people to feel safe and happy and able to engage and learn. Attendance and punctuality are outstanding
- Through positive relationships, staff model respect so that students build respect and positive attitudes to each other and adults.
- Young people learn how to stay safe through the preventative curriculum, including learning about healthy relationships and sex education.
- Young people are extremely well supported in all aspects of their life but not so much as to stifle managed risk taking which encourages learning and individual development
- All young people have an individual behaviour plan, an individual risk assessment and E-Safety risk assessment. Plans are focussed on the use of positive, proactive strategies with the goal of self – management to enable development of talents and interests
- A range of strategies support young people to recognise and understand their emotions and access `clever actions` to enable them to feel calm, happy and safe. These include; TalkPads, Use of the `Zones of Regulation` and reflection sessions
- Individual plans such as sensory diets are implemented and embedded throughout the day. This enables young people to feel in a `just right` place
- Our Green Room offers opportunities for Nurture sessions
- Hill House has its own Behaviour support Team (BST) who ensure consistency of implementation of agreed interventions, reflection and review as needed
- Hill House has its own multi-disciplinary (MDT) therapy team including; Speech and Language Therapist, Occupational Therapist, Assistant Psychologist, Clinical Psychologist, Clinical Psychiatrist and Music Therapist who work in an integrated model with education and care colleagues to deliver a holistic therapeutic approach
- Hill House has a health care manager to oversee and co-ordinate all health care needs
- Hill House has a wellbeing practitioner who champions well-being at every level and promotes the OPL principle of Health and Happiness
- The teams work closely with all staff and young people to promote positive behaviour and to ensure that everyone feels safe
- The Behaviour Support Team, Wellbeing Practitioner and MDT staff are integrated and direction is planned through joined up service development
- The senior leadership team meets every morning to read through all incident forms. This enables close scrutiny of events and any actions to be completed within a 24hr timescale
- A representative from each discipline meets every Monday morning to discuss each student as part of the weekly risk meeting. A RAG rating is used to identify any young people who may require further discussion within a strategy meeting or any young person who may need some additional support that week
- The Behaviour Support Team meet with staff on a regular basis to offer time for a debrief session to reflect and learn from situations
- Young people adopt healthy lifestyles that are promoted on a daily basis through the Hill House café
- Hill House has a robust anti-bullying and behaviour policy and students take part in regular lessons and whole school activities such as Anti-bullying week
- Young people at Hill House have a voice and are consulted about developments within the school on a regular basis. They take part in `get together` times and are supported to make a range of choices about their life
- Hill House has been part of the `100 voices` project with SMARTBOX where young people at Hill House have been given their own Talk Pad device in order to support their communication needs
- Students have direct access to the Hill House Childrens Guide on their Talk Pads
- Live data is used to inform behaviour management and support plans through evidence-based reflection and review

September 2022 - August 2023



Personal Development

Judgement:	Outstanding
Evidence that supports this judgement:	

- Hill House promotes confidence, resilience and self – esteem in the young people
- The Hill House curriculum and ethos teaches young people to engage within their community and develop a sense of respect
- The Hill House curriculum offers a rich variety of experiences both at the school and out in the community such as whole school music, drama and dance activities
- The staff at Hill House work as one team with the education, care and therapy team working within a seamless approach
- Young people are supported to learn how to stay healthy and all students have an individual On Line risk assessment to help them to stay safe on line and when using technology
- The Hill House Wellbeing Practitioner works with the whole school community to support everyone to be safe, healthy and happy
- Hill House uses the `One Planet Living` framework comprising of 10 intuitive principles:



- Hill House adopts these principles and works towards an on – going action plan based on `Everyone at HHS to be leading happy, healthy lives within the natural limits of our one planet`
- Hill House has been awarded the Eco Schools Award with distinction

SMSC

- The school's thoughtful and wide-ranging promotion of spiritual, moral, social and cultural development and their physical wellbeing enables young people to thrive in a supportive, highly cohesive learning community. It helps them to adopt knowledge and respect
- A wealth of SMSC opportunities and experiences are on offer throughout each academic year. All young people are encouraged and supported to take part and these also include MFL lessons. Young people learn social skills and cultural development
- SMSC offers a creative and imaginative approach to learning, enabling young people to learn about themselves and others from around the world. Our curriculum in the school and college encourages learner creativity and provides experiences that allow them a sense of awe and wonder

British Values

- Cultural Capital is embedded in the life of the school
- The provision of SMSC actively promotes the fundamental British values of democracy, the rule of law and individual liberty. It provides young people with the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people's lives. It encourages tolerance and harmony between different cultural traditions as well as mutual respect and tolerance of those with different faiths and beliefs
- Hill House works towards preparing students for life in modern Britain
- SMSC at Hill House enables young people to learn about right from wrong and to respect the civil and criminal law of England
- SMSC provision enables young people to acquire a broad general knowledge of and respect for public institutions and services in England. Young people have the opportunity to visit a range of places including the Houses of Parliament, local museums and libraries and attend events such as local services

- Young people take part in regular `get together` times where they have the opportunity to have a voice and vote on issues that impact them and make choices about their everyday life
- Young people are encouraged to take part in a variety of charity events and make a regular contribution to the local community
- Individually planned trips cater for specific cultural or religious needs such as a trip to the mosque
- Hill House hold an annual careers week where everyone can learn and experience the world of work

RSE

- Hill House is committed to supporting student's personal and social development by helping them to develop the skills and understanding they need to live confident, safe, healthy and independent lives
- Underpinning the PSHE / RSE curriculum is the school's ethos which gives a high priority to positive relationships between all members of the community
- The school treats all students as individuals, recognising and respecting individual needs, interests and abilities
- RSE is delivered as part of the wider PSHE curriculum and elements of RSE are embedded across curriculum areas
- We recognise the individual levels both cognitively and developmentally and address this individually through young people having their own RSE plan where required
- The plans are reviewed termly during the outcomes meetings and are shared with parents, social workers and other appropriate external bodies during student reviews
- Peer Supervision of the RSE plans and programmes of study take place with partner schools in order to share practice and offer peer review

Leadership and Management

Judgement:	Outstanding
Evidence that supports this judgement:	
<ul style="list-style-type: none"> • Hill House has a strong safeguarding ethos based on a whole school approach that allows all students to be kept safe • The school's policies and procedures for safeguarding young people are robust and exceed statutory requirements. The school protects students from radicalisation and extremism • We treat child – on – child abuse very seriously and recognise this as a form of abuse • We have a distinct training video `In conversation with...` based on what child on child abuse and sexual violence and harassment between children might look like at HHS • We have a clear Pathway response to any cases of child on child abuse • Hill House identifies any risk of harm quickly and all allegations are managed in a timely and effective way • At Hill House we take all concerns seriously and have detailed `Low Level concern` guidance and procedures • Safer Recruitment is managed with utmost importance and Hill House use a high level of scrutiny, always remembering that `It could happen here` • The Designated Safeguarding Team work hard to ensure that safeguarding is fully embedded in the life of the school and ensures that all staff understand their responsibilities under `<i>Keeping Children Safe in Education</i>` as evidenced in the Workforce Development Plan and MYRUS online training platform • The Designated Safeguarding Lead sends out a weekly safeguarding email to all staff asking them a specific safeguarding question, highlighting a safeguarding issue or sharing a piece of safeguarding news with the team • We have a specific safeguarding drive on the school network where safeguarding resources can be accessed by all staff • All young people have a safeguarding and individual On-Line Safety Risk Assessment <p>Filtering and Monitoring</p> <ul style="list-style-type: none"> • All mobile devices are protected by Kaspersky and monitoring and filtering is individually set up for each student dependent on their level of risk • Safe search blocks the student from being able to access inappropriate content from search results on Bing, Google and Yahoo. Kaspersky safe kids additionally blocks the following website categories from appearing in search results; Adult content, Alcohol, tobacco, narcotics, Profanity, obscenity, extremism, racism • A review of student needs regarding monitoring and filtering is undertaken annually as part of the review of the individual on – line safety risk assessment or as when necessary and requested as need/concerns arise • All incidents of monitoring alerts are kept and a record of follow ups is included. This record is updated weekly • The IT Lead follows up requests for further information • The school has a Local Online safety and Acceptable use policy which is reviewed annually • The IT Lead renews licences and manages the Kaspersky App ensuring that all new devices are protected • The IT Lead keeps a record of onboarding and off boarding devices • The IT lead ensures that all devices are kept in good order and that all necessary safeguarding, monitoring and filtering protections are activated <ul style="list-style-type: none"> • We recognise that governors have a strategic leadership responsibility for their school's safeguarding arrangements and work closely with governors and our Professional Learning Community who carry out regular safeguarding audits 	

- All leaders, including governors have a clear and highly ambitious vision for providing high quality education to all young people. This is reinforced through strong, shared values, policies and practices that are regularly monitored and reviewed through the ISS framework
- Senior staff lead by example and have high expectations
- School leaders and managers have an uncompromising drive to improve achievement and outcomes for all students irrespective of their ability and challenges
- School leaders and managers have a deep and accurate understanding of young people, staff and the school's performance in all areas
- Staff engagement is very important at Hill House, leaders engage with staff through a range of methods in order to listen to and involve them in the development of the school. This includes the school staff `Focus Group` who meet regularly to work on key development areas. Regularly scheduled supervision and appraisal supports all staff to reflect and develop
- Hill House also engage with parents and stakeholders in order to also gain their views, which have been beneficial in terms of improving communication and information sharing e.g. postcards home and newsletters
- School leaders implement and drive new and dynamic initiatives such as One Planet Living, Eco Schools, Talk Pads, Let's Eat Café, outdoor learning.
- Hill House implements a staff training programme that enables teachers and teaching assistants to improve their knowledge and enhance the teaching of the curriculum. A rich programme of CPD is highly effective in developing the school
- Rigorous self-evaluation and performance management ensures outstanding outcomes
- Robust action planning ensures well informed strategies are in place in order to develop the school
- The school offers placements for trainee teachers
- Termly governance board meetings are held at Hill House to ensure that the management of the school is closely scrutinised and held to account in all areas of responsibility
- The Hill House PLC - `Professional Learning Community` also provides a balance of high support and high challenge, accountability and a focus on outcomes. The PLC brings an external perspective to the school and helps the school to set stretching targets
- This governance enables Hill House to have clarity of vision, ethos and strategic direction
- At Hill House we are outward facing and have links with a number of schools outside of the group as well as with other external providers and establishments
- Being part of a greater network prevents isolation and enables Hill House to share outstanding practice. It also enables the Hill House team to make professional connections with other people and to develop skills and knowledge from collaborative working opportunities
- Hill House work closely with Southampton University and are members of the ACoRNS group - **`Autism Community Research Network @ Southampton`**
- This work has also led to the development of individual `I am` digital stories for young people to support the process of moving to their new home
- Hill House work closely with **Southampton university** and also with Wildern Partnership SCITT programme and the School Direct Programme in order to host teacher training placements
- The Hill House induction package is shared with external providers e.g. part of the SCITT teacher training CPD programme
- Hill House are members of the **Roche Court Arts Centre Teachers Advisory Panel**
- Hill House work closely with another outstanding education provider where education leads complete peer audits and offer opportunities for teachers in both settings to work alongside each other
- The Responsible Individual attends peer supervision forums

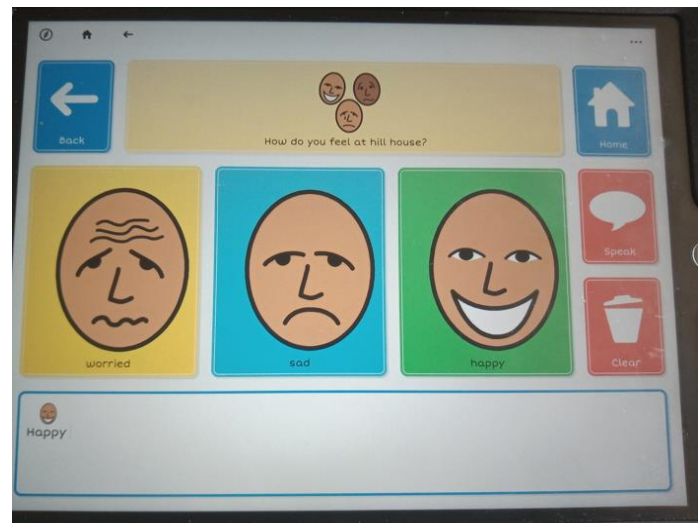
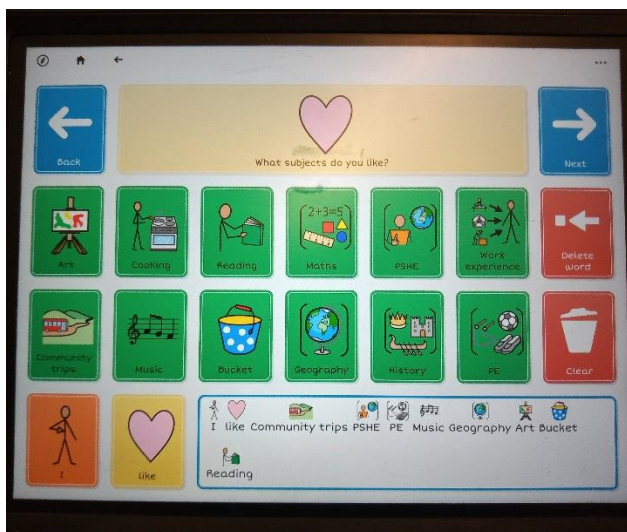
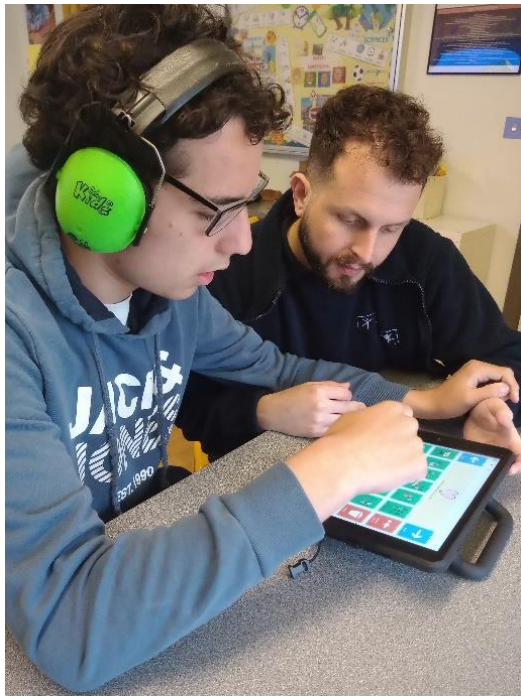
Overall effectiveness



Judgement:	Outstanding
Evidence that supports this judgement:	
<ul style="list-style-type: none"> - At Hill House young people are kept safe - At Hill House the quality of education is outstanding, enabling the best outcomes for all young people - At Hill House there is outstanding practice which ensures that all young people have high levels of literacy appropriate to their age - Staff have the highest expectations and aspirations for all young people and best practice is spread effectively in a drive for continuous improvement - The school's thoughtful and wide-ranging promotion of spiritual, moral, social and cultural development and individual's physical wellbeing enables them to thrive in a supportive, highly cohesive learning community - Opportunities to broaden young people's horizons and excel is embedded in the culture of the school - Young people are supported to be open to new ideas and the school promotes the acceptance of others, cultural diversity and difference - Young people engage in world issues, showing care, respect and consideration for other's traditions and viewpoints - Growing self - confidence in each individual is promoted by their access to a wide, rich and engaging programme of living and learning opportunities within the school - Young people receive excellent multi-disciplinary guidance and strategies to support them to recognise and manage their emotions and responses to these - Young people who have previously not engaged with school re-engage with learning due to the detailed individualised strategic approach - Leaders promote an outward facing ethos and have established links with other outstanding provisions enabling best practice to be shared and celebrated - At Hill House we always look forwards and seek to ever continue to further develop opportunities for our young people and staff group 	

Links to the Hill House School Development Plan

- **DISCOVERY** - Further develop practitioner / collaborative enquiry, research opportunities in order to develop and improve practice to support positive outcomes for young people and staff
- **COMMUNICATION / SELF – REGULATION / RESILIENCE / INCREASING INDEPENDENCE / DISCOVERY –** Development of the Polytunnel / Raised beds reconfiguration / Wildlife trail / Development of animal care to further develop a meaningful vocational outdoor learning centre
- **COMMUNICATION / SELF – REGULATION / RESILIENCE / INCREASING INDEPENDENCE / DISCOVERY –** Launch the Eco Cabin as a base for One Planet Living activities to have a designated area for OPL learning
- **COMMUNICATION / SELF – REGULATION / RESILIENCE / INCREASING INDEPENDENCE / DISCOVERY –** Offer Duke of Edinburgh award to stretch and challenge learners
- **COMMUNICATION** – Implement the CODEs assessment and Gestalt training to support individual communication and reading progress
- **COMMUNICATION / SELF – REGULATION / RESILIENCE / INCREASING INDEPENDENCE / DISCOVERY –** Building our work - related learning / work experience offer to provide quality work - related learning and work experience opportunities
- **COMMUNICATION / SELF – REGULATION / RESILIENCE / INCREASING INDEPENDENCE / DISCOVERY –** Development of integrated learning journeys in order to develop the skills of the team to capture progress and development of students
- **COMMUNICATION / SELF – REGULATION / RESILIENCE / INCREASING INDEPENDENCE / DISCOVERY –** Termly MDT IEP reviews to ensure a fully integrated and individual approach for each young person to achieve their EHCP outcomes
- **COMMUNICATION / SELF – REGULATION / RESILIENCE / INCREASING INDEPENDENCE / DISCOVERY –** Create a student social space in `The Loft` - designed and supported by students to enable socialisation and relaxation opportunities
- **COMMUNICATION / RESILIENCE / INCREASING INDEPENDENCE / DISCOVERY –** `Our Voice and Choice` group launch and link with Youth Parliament to encourage social activism
- **INCREASING INDEPENDENCE** – Further develop the `Moving home` pack to create an inclusive and supportive approach



“We wanted to thank you for all your hard work and efforts achieved by all this year. A has shown he loves classes and the Willows. He loves word search, looks at me for the meaning of each word and uses his Talk Pad a lot more to communicate and chat” **(Parent)**

“The curriculum is highly flexible with an emphasis on Communication, Resilience, Regulation, Independence and Discovery. Provision is informed by very careful consideration of pupil’s previous experiences....the curriculum is designed to broaden their access and secure their progress....the vision and ambition all staff have for all pupils is for them to achieve the best level of personal autonomy they can and be happy, content and comfortable in their environment” **(Local Authority)**

“Today’s feedback on C was another stellar example of good practiceyou gave me a wonderful amount of granular detail which helps paint a thoughtful pen portrait of the C you see in class and helps me with understanding his routine and the positive influences on his mental wellbeing now” **(Consultant Clinical Psychiatrist)**

“I met with my trainees who were singing the praises of HHS. They said they really enjoyed the enhanced placement and were very impressed with the environment at HHS and the way all the staff knew the pupils so well that any difficulties were diffused very quickly. They also said the Zones of Regulation were very well embedded in all that you do” **(Southampton Inclusion Partnership Teacher Training Programme Lead)**

“It was very clear to us that the aspirations and ambitions that you have for the children living in Hill House are very focussed on enabling them to have fulfilling and positive lives. We were impressed with your commitment to make sure that everyone works in an integrated way with children and young people, helping them to have choice, voice and to achieve what they wish for” **(National Child Safeguarding Practice Review Panel)**

Developing the emotion regulation skills of autistic pupils in a residential special school

EMOTION REGULATION
Emotion regulation describes an individual's ability to understand what emotions they are feeling, and then to manage how and when they express them.
Being able to regulate our emotions helps us to interact with others and our environment, and allows us to engage in learning.

THIS PROJECT
Autistic people are more likely to have difficulties learning to regulate their emotions, so research to help us understand how schools can support the development of these skills is important. This project aimed to explore how Hill House School, a residential special school, support their young people to develop their emotion regulation skills.

METHODOLOGY
Participants: 4 young people and 17 staff members were involved in this project.
Methods:
1. Staff wrote down their observations from working with the young people
2. I observed the young people at Hill House School
3. I conducted semi-structured interviews with staff
Analysis: Reflexive Thematic Analysis (Braun & Clarke, 2022)

RESULTS
From the information gathered, four themes were generated to explain how Hill House School supports their young people to develop their emotion regulation skills.

Theme 1: Evolutionary Ethos
Evolution is a core part of the school's ethos, at an individual and whole school level.
There is the view that "everyone around these children needs and wants to grow", and the school proactively support staff development.

Theme 2: Reciprocal Relationships
Positive, trusting relationships between young people and staff are important at Hill House. These elements were described as important:
• Conveying a calm persona
• Consistency of approach and routine
• Getting to know young people as individuals.

Theme 3: Communication: attuning, asking and adapting
Staff attune to all types of emotional communication, including facial expressions, body language and behaviour.
Staff seek and respect young people's views.
Staff adapt their communication so it is accessible for the young people.

Theme 4: Expressing emotions every day
Emotions are explored through direct interventions (e.g., Transporters, 'clever actions', Zones of Regulation) and indirectly through labelling and validating emotions.
Young people have opportunities to try and use different emotion regulation strategies.

CONCLUSIONS
Hill House School staff were found to prioritise building relationships, and getting to know their young people as individuals, in order to provide bespoke support to develop their emotion regulation skills.
The focus was not only using specific intervention programmes, but the context, culture and relationships within the school.

By Joanne Bennett (Trainee Educational Psychologist)
With thanks to the young people, families and staff at Hill House School.

Cambian Hill House School
UNIVERSITY OF Southampton
THANK YOU

(Trainee Educational Psychologist)