

Hill House SEF Summary

2018 – 2019

Last updated October 2018

Hill House : The context of the school

Hill House School provides education and care to young people with Special Educational Needs, primarily Autism Spectrum Condition (ASC), severe learning difficulties and challenging behaviour on a 52-week basis. The school is also a registered children's home

The school provides for up to 28 residential and 2 day placements. The age range of the students is 11-19

Hill House has robust assessment procedures in place and can demonstrate where students have made exceptional progress from their original starting points; this can be attributed to the seamless and collaborative working across education, therapy and care

Hill House has high expectations for student achievement and outcomes

Hill House has robust processes of self- evaluation and external monitoring through the use of school improvement partners, Reg. 44 inspection visits and external moderation of work groups. Hill House also has regular governance meetings and their own `Professional Learning Community`

At Hill House we pride ourselves in the wide ranging promotion of students' spiritual, moral, social and cultural development and we offer a wealth of opportunities for all students both on site and within the community. Hill House also actively promotes the fundamental British values of democracy, the rule of law and individual liberty and encourages mutual respect and tolerance. Students also have the opportunity to access a wide range of public institutions.

Hill House is committed to keeping all students safe and work hard to provide an open culture which actively promotes all students' welfare

Hill House is outward facing and has links with a range of other provisions, offering opportunities for collaborative work and the sharing of expertise. These links enable Hill House to continue to move forward and to develop

The Leadership and Management Team at Hill House have vision and ambition for the school and have created a culture of high expectations and aspirations and pride themselves in their collaborative approach involving students, staff, parents and stakeholders

Summary of Key findings from last Ofsted inspection – June 2017

This is an outstanding school

- Exemplary leadership of the highest calibre ensures that pupil's re-engage with education, achieve very well and are supported conscientiously as they transition into adult life. Leaders go the extra mile to ensure all pupils experience success, realising their personal best. This is a continually improving school
- Through a wide range of activities including training, visits and work placements in the community, this school is changing attitudes towards pupils who experience significant difficulties. Equally, all who work with the school's pupils gain much in return
- The curriculum is rich and varied and is used wisely as a vehicle for providing pupils with an experience of education that sees no upper limit. The school's mantra 'everyone has a personal best' is explored fully through all activities
- Notwithstanding pupils' complex social and communication needs, staff ensure that all pupils' voices are heard. This is a highly cohesive school community, with pupils' needs and aspirations at the heart of its work
- Pupils, including those in the sixth form, achieve well and make significant progress from their starting points in a range of subjects. All pupils gain external accreditations and make significant gains in their social and personal development
- Pupils make substantial progress in their ability to self-manage their behaviour. As a result, many pupils are able to integrate with their peers successfully
- Teachers, therapy staff and support staff all place each pupil's needs at the centre of their work. Because of an exceptional level of collaboration and high level of expertise among staff, pupils make outstanding progress
- Pupils' ability to keep themselves safe, including beginning to manage risk for themselves, is promoted strongly. As a result, pupils make rapid gains in becoming increasingly independent young adults

Points for development from last inspection

- Further develop the role of governors so that they contribute even more to the strategic direction of the school –

As well as termly governance meetings, we have introduced our own 'Professional Learning Community' (PLC) This is made up of key members of the local community representing Education, Care, Health and Wellbeing. The PLC meets regularly and the group is integrated into the life of the school including representatives making unannounced visits. The PLC provides 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

Quality of Teaching, Learning and Assessment : Self - Evaluation: outstanding

- At Hill House the students have a wide range of learning styles which are catered for by the variety of teaching approaches
- Teachers generate high levels of participation to ensure lessons are fun and interesting to engage the students
- The Hill House `Total Linked Curriculum` provides highly positive, memorable experiences and rich opportunities for high quality learning. This has an impact on student's behaviour and contributes to achievement, SMSC and personal development
- The Hill House sixth form study programme offers a distinct and personalised curriculum designed to support to develop student's independent and vocational skills
- Teachers have high expectations for student outcomes and are highly ambitious and are not afraid to take risks and in each class and college there is a positive climate for learning
- Teachers planning demonstrates excellent subject knowledge and is highly effective in ensuring that all students are sufficiently challenged and stretched
- Teachers collect progress in real time and this is shared with the students
- All students have their own tablet and access to a range of educational apps throughout the school day
- Teachers use effective formative assessment and provide feedback to students, involving them in their next steps of progress
- Teachers systematically check the understanding of our complex students who may need differentiated support with their communication, social interaction and sensory processing
- Students' engagement in extra-curricular activities is high and provides a diverse extension to the curriculum
- Additional provision includes; trips to the Houses of Parliament, visits to a local sculpture park, regular Bushcraft and climbing activities. Hill House also support students to undertake off site work experience placements at the local village shop and at a local secondary school's walled garden. The school has links with a local sixth form college where Hill House sixth form students work at their skills centre learning trades such as marine engineering, brick laying and plumbing, carpentry and upholstery.
- The autism specific environment allows engaging, emerging and extended learners to learn to their full potential. Teachers use well-judged and often imaginative teaching strategies that, together with sharply focussed and timely support and intervention, match individual needs accurately
- Weekly updates and a sixth monthly progress report ensure that parents and local authorities are well informed on how well their child is progressing
- Regular parent afternoons provide opportunities for teachers to share and celebrate student progress

Further Developments:

- Update the school's SRE curriculum
- All teachers to have the opportunity to access other outstanding provisions and to attend external moderation meetings
- Education staff to complete TEACCH training
- Sixth form students to achieve OCR awards in `Life and Living Skills`
- Every sixth form student to have access to a work experience opportunity
- Fully embed new sixth form pathways study programme

Personal Development, Behaviour and Welfare : Self - Evaluation: outstanding

- Considering the students' starting points, the quality of students' welfare, safety and behaviour is outstanding as students are extremely well supported in all aspects of health and safety but not so much as to stifle managed risk taking which encourages learning and individual development
- Students' welfare is of paramount importance and all aspects of the school are dedicated to ensuring that this is promoted. This is ensured by robust policies and procedures to ensure students are safeguarded and that they have a voice at all times. Training of staff is up to date and implemented regularly
- Students are largely placed at Hill House School because of their challenging behaviour. Hill House is committed to providing a positive, nurturing environment that keeps students safe, supports their behaviour and creates innovative and detailed strategies to positively amend behaviour and move towards self-management
- Hill House is committed to ensuring all students take part in education and have robust and comprehensive plans in place for those students who may struggle to make the transition to the classroom or college
- Hill House has its own therapy team who offer support for students and guidance for staff as part of a multi-disciplinary approach
- Students adopt healthy lifestyles that are promoted on a daily basis
- 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
- Students are encouraged to take part in debrief sessions which enable them to recognise their own emotions and feelings and learn strategies which they can use to help them to cope with challenging situations
- Students are supported to use talking mats to communicate how they are feeling and students are also supported to learn to use 'clever actions' through a bespoke programme available on their tablet
- Each student has their own E-Safety Risk Assessment and procedures are in place to support students to learn how to keep themselves safe when using the internet. Students take part in regular lessons and activities about internet safety and cyber-bullying such as E-Safety Day
- Students at Hill House have a voice and are consulted about developments within the school on a regular basis. Students take part in regular student meetings and are supported to make a range of choices about their life
- The Hill House curriculum contains comprehensive RE, PSHE and Citizenship schemes of work
- Hill House supports and prepares students in their next stages and offers an excellent careers programme and opportunities for work experience for all
- The school community is open and cohesive and ensures equal opportunities for students in a rich, vibrant and nurturing environment

Further Developments:

- Update the Hill House SRE curriculum
- Implement a Hill House Siblings group and be involved in the Siblings research programme at Southampton university
- Every sixth form student to have access to a work experience opportunity
- Further develop 'Let's Eat' by providing a tasty and nutritious menu and an inviting eating environment
- Create a family room for family visits and Hill House day students to use at lunchtimes

Outcomes for students : Self - Evaluation: outstanding

- Our highly complex young people make outstanding progress. Students are making rapid and sustained progress in most areas of learning over time given their starting points and capabilities. They develop a wide range of skills commensurate with their complex profiles
- Hill House can demonstrate outstanding progress and outcomes for students evidenced in the school's academic data analysis
- The school can demonstrate that students are making expected or accelerated progress in the vast majority of the curriculum. Considering the students' starting points (often coming from school refusal, multiple exclusions, periods of non-access to school or internal exclusion) they progress exceptionally well
- Students work towards cohesively planned individual education targets across the waking curriculum that are reviewed and developed in line with their EHCP
- Hill House prepares students for their next stage and supports students to make positive transitions into adult placements
- Hill House has an accreditation lead teacher responsible for promoting and ensuring all students work towards achieving both pre and entry level awards in academic subjects. **1,169** AQA awards were achieved last year compared with **1,105** during the previous year

Progress Data analysis Academic Year 2017/2018 –

- Hill House has made the transition to a new assessment model, a progress driven model using “I can” statements and supported by classroom monitor
- Students at Hill House continue to make outstanding progress in English and Maths and this progress has been sustained and built upon over time as indicated by the trend data
- From their starting points this year, students at Hill House have exceeded the DfE guidance of 75% of students attaining 0.6 levels of progress in English and Maths as stated in the Progression Guidance. This provides evidence for and highlights that Hill House is continuing to make outstanding progress in the vital areas of literacy and numeracy
- The progress of students in non-core subjects in KS3/4 is good and during the transition period from assessment using B-Square to the Assessment using the model student progress has been demonstrated with the completion of external accreditation (AQA) in these subject areas. AQA awards were successfully completed in all these subjects across the academic year. Non – core delivery has also been enhanced by the introduction of new “Thematic” approaches to learning which have covered the Arts, Humanities and PSHE, over the course of the year students in KS3/4 have studied three thematic units. This has allowed the school to demonstrate the continued effectiveness of the classroom delivery of these subjects and also the Curriculum Days, trips and co-curricular activities that form part of the curriculum and support the delivery and experience of these subjects whilst in this period of transition
- A new assessment model and curriculum has been designed for the students working beyond p10. This assessment model provides these students with an assessment framework that leads to external accreditation – entry level and beyond across a range of subjects
- Students across the ability ranges, gender and ethnic or cultural background make outstanding progress

Further Developments:

- All teachers to access other outstanding provisions and attend external moderation meetings
- Review sixth month and annual review documentation to more clearly demonstrate progress on EHCP outcomes
- Host trainee teachers
- TEACCH training for all education staff
- Sixth form students to achieve OCR awards in `Life and Living Skills`
- Further explore teaching school status
- Every sixth form student to have access to a work experience opportunity
- Implement new sixth form pathways study programme
- Implement consistent support staff teams in the classrooms

SMSC / SRE / British Values and Public Institutions: Self - Evaluation: outstanding

- The school's thoughtful and wide-ranging promotion of students' spiritual, moral, social and cultural development and their physical wellbeing enables them to thrive in a supportive, highly cohesive learning community
- A wealth of SMSC opportunities and experiences are on offer throughout each academic year. All students are encouraged and supported to take part
- The curriculum enables students to develop their self-knowledge, self-esteem and self-confidence
- SRE topics run throughout the curriculum and individualised SRE programmes are devised for students who may need extra support and guidance
- The provision of SMSC actively promotes the fundamental British values of democracy, the rule of law and individual liberty. It provides students 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
- SMSC at Hill House enables students to learn about right from wrong and to respect the civil and criminal law of England
- SMSC provision enables students to acquire a broad general knowledge of and respect for public institutions and services in England
- SMSC offers a creative and imaginative approach to learning where students are enabled to learn about themselves and others from around the world

Opportunities for students include;

- Hill House student council meetings
- Regular consultation to enable students to be involved in everyday choices
- Visits to the Houses of Parliament and visits from the local MP
- A range of curriculum specialism days including the celebration of different cultural and religious festivals
- MFL based days where students learn about the culture of a different country
- A range of cultural music and drama events both on and off site
- Opportunities to take part in a range of charity events
- Links with local institutions e.g. local church, libraries and museums
- Individually planned trips to cater for specific cultural or religious needs
- Hill House have positive links with the local community. These include Roche Court Arts Centre, Brockenhurst sixth form college and Priestlands Secondary school
- Hill House support its local community for example sixth form students work at the local community shop and take part in local events

Further Developments:

- Update the school's SRE curriculum
- Develop a Hill House Siblings Group

Effectiveness of Leadership and Management: Self - Evaluation: outstanding

- All leaders and managers are highly ambitious for the students and lead by example. School managers have an uncompromising drive to improve achievement and outcomes for all students irrespective of their ability and challenges
- School managers have a deep and accurate understanding of students, staff and the school's performance in all areas
- School leaders have a clear understanding of how to drive improvement and achievement, developing new and dynamic initiatives
- The school's curriculum provides highly positive, memorable experiences and rich opportunities for high quality learning, has a positive impact on all student behaviour and contributes very well to the students' achievement in their spiritual, moral, cultural development and personal development. The curriculum offers a holistic approach with shared `Dimensions` across education and care
- The school prepares students for life in modern Britain and promotes the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance. This is a result of the school's diversity and a robust PSHE curriculum
- The school's arrangements for safeguarding students are robust and extend statutory requirements. The school protects students from radicalisation and extremism
- The school has excellent relationships with parents and stakeholders and engages with them regularly
- Rigorous self-evaluation and performance management ensures excellent outcomes for students
- Robust action planning ensures well informed strategies are in place in order to develop the school
- Professional development opportunities are timetabled for both teachers and teaching assistants offering opportunities to continuously develop teaching and learning
- The school offers placements for trainee teachers
- The Hill House PLC 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
- Regular teacher / parent afternoons offer an opportunity to share and celebrate individual progress
- School leaders are passionate about Hill House and the pursuit of outstanding outcomes for all students, tackling the daily challenges Autism brings

Further Developments:

- All teachers to access other outstanding provisions / attend external moderation meetings
- Review of sixth month and annual review documentation
- Implementation of an electronic registration system
- Offer the Hill House induction programme to external professionals
- Update the current supervision and appraisal documentation
- Continue to host trainee teachers
- Develop a Hill House Siblings group

Overall Effectiveness: Self - Evaluation: outstanding

- At Hill House teaching, learning and assessment is outstanding enabling the best outcomes for all students
- At Hill House there is outstanding practice which ensures that all students have high levels of literacy appropriate to their age
- Staff have the highest expectations and aspirations for all students and best practice is spread effectively in a drive for continuous improvement
- The school's thoughtful and wide-ranging promotion of students spiritual, moral, social and cultural development and their physical wellbeing enables them to thrive in a supportive, highly cohesive learning community
- Opportunities to broaden the students' horizons and excel is embedded in the culture of the school. Students are supported to be open to new ideas and the school promotes the acceptance of others, cultural diversity and difference
- Students engage in world issues, showing care, respect and consideration for other's traditions and viewpoints. Growing self - confidence in each individual student is promoted by their access to a wide, rich and engaging programme of living and learning opportunities within the school
- Students receive excellent multi-disciplinary guidance and strategies to support their behaviour. Students 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. Hill House work with Southampton University and are involved in research projects, the local ACoRNS group (Autism Community Research Network) and the teacher training programme

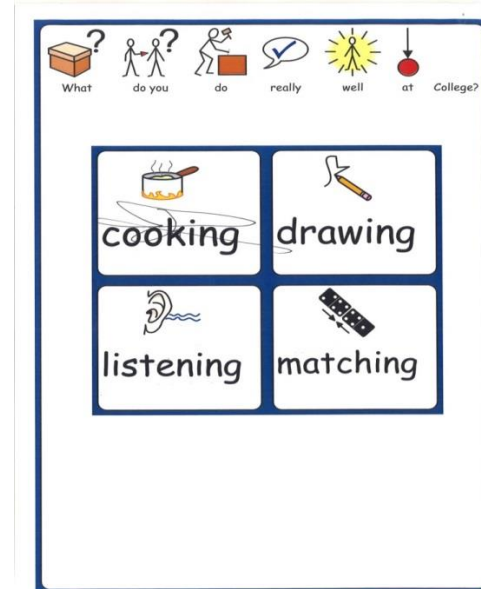
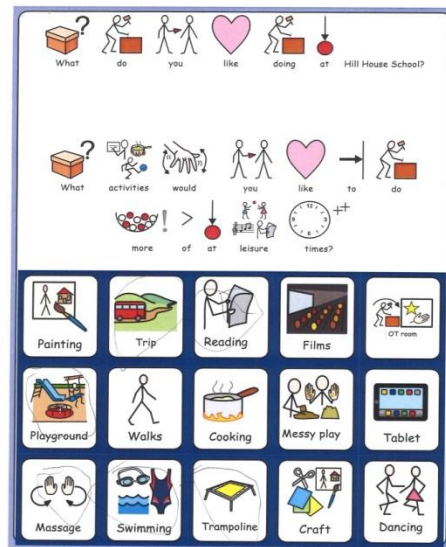
Further Developments:

- Offer the Hill House induction programme to external professionals
- Develop a Hill House Siblings group
- Host trainee teachers
- Implement a family room for students and family visits
- Complete inclusive communication environment audits and coaching for staff
- Consistent support staff teams in each class

Student, staff, parent and stakeholder feedback

Students

We believe that all students have the right to a voice to be heard and wherever possible they are encouraged to make choices and express their views for themselves. Students learn to make decisions about their own life and are also encouraged to make a contribution to the whole school. Staff may need to act as advocates by listening to an individual's communication attempts and interpreting their behaviour as a given communication attempt. Student's choices form part of the development plan of the school and help to inform the individual's future



Parents

We value the views and opinions of parents. It is parents who know their child better than anyone else and it is vital that parents are kept involved. Parents are encouraged to make a contribution to the annual review process and a feedback questionnaire is sent out prior to every meeting. Parents attend the review meetings and always have the opportunity to provide feedback on how well they feel their child is doing at the school. Parents are also involved in the setting of IEP targets. Parents are consulted and have the opportunity to contribute to the targets before they are fully implemented. School questionnaires are sent to parents on a regular basis seeking their views about the school. Parents are also asked to contribute ideas towards the School Development Plan

Parents also have the opportunity to submit `Making a Difference` nominations for staff as part of our whole school scheme

"I just wanted to say a massive thank you for inviting us to your Harry Potter Sports day last Friday. We both had a fantastic time and we haven't stopped thinking about how special the afternoon was. Your whole school staff were amazing and it was so great to see J enjoying himself and taking part. I was overwhelmed by the amount of effort that went into the event. It was so lovely to see all the students enjoying themselves. This was the first sports day I had seen J take part in. He was so proud to show the family his medal when he came home and was so talkative about the owl and the other animals he saw earlier that day. Thank you again for your wonderful hospitality and thank you to all the staff – they did an amazing job." (Parent of current day student)

"...G has done so well this year. Considering he was reluctant even to walk into a classroom, let alone do anything. This is brilliant. B has a kind, happy personality which works well with G, I am more than happy with my son's progress and that is down to B who has done a fantastic job. Thank you." (Parents of current student)

".....Thank you once again for all the help and support and understanding our sentiments and emotions especially to move her closer to family..." (Parents of student who moved closer to home)

"A year ago – H came to live at Hill House. It was the hardest decision ever to make but clearly the best. A year on and she's come so far and is clearly happy with you all there. You make us all feel so welcome and I know she's in the best hands and can't thank you enough for making this transition in life so much easier for us all. Keep up the good work, let everyone know they're all amazing and doing a great job. H is so very lucky to have you as her carers. It definitely makes us feel happier knowing she's happy. Thank you....." (Parents of current student)

Parents are invited to attend regular parent's afternoons. These meetings focus on student progress in school and college and allow for the parents to discuss and raise questions about the progress being made, the nature of assessment and the curriculum being followed by their children.

Feedback from these consultations has been very positive;

"I was shown examples of my son's work and an explanation of how he had or would complete the work was fully explained. I was shown pictures of my son doing, and enjoying education tasks. I was shown results of his work, how he had achieved the results and fully informed of the levels he had achieved."

"..... has done really well this year. Considering he was very reluctant even to walk into a classroom, let alone do anything this is brilliant."

"I really enjoyed the quality of the discussion. As a parent who usually only sits down with the staff who work closely at the review meetings, it was wonderful to ask lots of questions and ask to see random videos and pictures and talk more generally about the various aspects of health and development in the different areas. Speech and Language therapist and his class teacher both really understand character, his strengths and challenges. It was so nice to have some quality time to talk to them away from the box ticking focus of the social services team who are usually directing the focus of the meeting with very limited timing. "

"I really appreciated the time M was able to spend with us. It was great to see the progress J is making with his learning and to see the college environment. We enjoyed J joining us at the end of the session giving us a guided tour of the music room, allotment and new sensory area. It was also good to meet some of the staff involved with J on the education side. We hope that a similar event can be arranged again in the not too distant future"

Staff

We value the views and opinions of staff and consult staff on a regular basis. It is vital that we listen to those who work with the students every day. Staff have the opportunity to contribute ideas and provide feedback on issues that impact their class or flat group, themselves and their work as well as the whole school. Staff are consulted in a range of different ways including the monthly `Making a Difference` nominations, the whole school audit, staff questionnaires and within staff meetings

*"Just a quick update – the whole trip ran like clockwork and E was a superstar throughout. On the way she entertained a packed tube train from Embankment to Blackfriars with a variety of Christmas songs and judging by the smiles and joyous looks on people's faces, she brought a little bit of happiness to their day. She was very quiet and unsure when we collected her from home, however recovered quickly. A huge triumph for E." **(Team Manager)***

*"Congratulations to T who was nominated for the positive difference she has made to our students through the effective use of strategies and her calm and compassionate approach. She has been an exemplary role model for us all. Thank you T!" **(Email to all staff from Assistant Deputy Head)***

*"Congratulations to R who was nominated for the positive difference he has made to our students and staff through his willingness to go the extra mile and his resolute approach. He is an excellent role model for us all. Thank you R !" **(Email to all staff from Assistant Deputy Head)***

Local Authorities and Visitors

We value feedback from Local Authorities and visitors and pride ourselves in good and open communication. The annual review process provides a forum for discussion and feedback on student placements. Tours of Hill House enable providers and visitors to come and see our school and learn about the work that we do and the progress we make

“This academic year the teachers were given a target to produce a learning journey presentation for their subject area. Throughout the year they collected evidence of progress and shared their findings with the rest of the team.

It was a moving and inspiring experience to watch the different approaches taken by subject staff and to see the incredible progress the young people had made. In all presentations there a real sense of purpose, motivation and challenge and a clear emphasis on enjoyment and celebration of progress. The subject and cross-curricular links were innovative and excellent. This was a great visual way to demonstrate and reflect on the successes of the year and it backs up the extensive written data on assessment, progress and outcomes” (August 2018 - PLC education representative)

“It has been an absolute pleasure working with you and your young people this year – hope to do it again next year” (Local comprehensive school)

“Thank you again for spending time with me last week. I found the visit enjoyable and helpful. Both young men are making very good progress in a range of areas.” (Hertfordshire Virtual School Visit)