



School Self Evaluation
Cambian Hill House School

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:
31	31	11-19yrs

Context of the School:

Hill House School opened in September 1992 with the aim of providing education and care to young people with Special Educational Needs, primarily severe learning difficulties and challenging behaviour on a 52-week basis. The school has developed to catering to Autism Spectrum Condition (ASC) and the majority of students present with severe learning difficulties and associated challenging behaviours. The school provides for up to 28 residential students and up to 3 day students from the ages of 11 – 19yrs

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 student achievement and outcomes and works to support all young people to achieve their personal best

Hill House offers a curriculum of exceptional quality, providing opportunities for students to achieve their own personal EHCP outcomes and to participate in a rich and varied range of experiences both on and off site in order to prepare students for future success

At Hill House we pride ourselves in the wide ranging promotion of students’ spiritual, moral, social and cultural development. Hill House 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 and learn about a wide range of public institutions

Hill House has vigorous and highly effective 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 robust processes of self- evaluation and external monitoring through the use of Reg. 44 inspection visits and external moderation of work groups. Hill House also has regular governance meetings and their own `Professional Learning Community` who provide a balance of high support and high challenge

Hill House is committed to keeping all students safe and the culture of safeguarding at Hill House is highly effective. Hill House works 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 clear 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

Previous inspection judgements:

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Sixth form provision	Outstanding

Headline statements from previous inspection findings:

- Exemplary leadership of the highest calibre ensures that pupils re-engage with education, achieve very well and are supported conscientiously as they transition into adult life. Leaders go the extra mile to ensure that 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
- Pupil's 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
- Governors and the proprietor make a valuable contribution. However, governor's effectiveness at setting the strategic direction of the school is underdeveloped

Quality of Education

Judgement:

Outstanding

Evidence that supports this judgement:

Intent

- Hill House provides exceptional education to all students
- The Hill House curriculum is broad, rich and ambitious. It 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 curriculum enables all students to work towards, achieve and exceed their individual EHCP outcomes
- The Hill House sixth form study programme offers a distinct and personalised curriculum designed to support students to become independent and learn vocational skills
- The Hill House curriculum prepares students for life after school and instils a sense of `cultural capital` supporting students to become valued citizens both within the school setting and within their wider community
- Teachers planning demonstrates excellent subject knowledge and is highly effective in ensuring that all students are sufficiently challenged and stretched

Implementation

- Teachers and Subject leaders have expert knowledge
- 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
- All students have their own tablet and access to a range of educational apps throughout the school day
- Teachers systematically check the understanding of our complex students who may need differentiated support with their communication, social interaction and sensory processing
- Teachers embed key concepts by using repetition and the generalisation of skills in order that they are transferable to real life settings
- The autism specific environment allows students to learn to their full potential. Teachers use well-judged and imaginative teaching strategies that, together with sharply focussed and timely support and intervention, match individual needs accurately
- Hill House work with a number of external providers who help to complement and extend our curriculum. These include a local sculpture park and arts centre, bush craft, climbing club, Southampton Football Club coaching sessions, the walled garden at a local secondary school and a vocational workshop run by our local mainstream sixth form college
- Students also engage in a range of extra-curricular activities including Wellbeing clubs such as dance, yoga and food explorers club
- Teachers use real time assessment to capture the progress of students with all education staff using a tablet to take photographs and add dialogue which feeds directly into our Classroom Monitor assessment package
- Classroom Monitor offers a bank of `I can` statements that students can work towards across the curriculum
- There are three data collection points throughout the year
- Teachers use effective formative assessment and provide feedback to students, involving them in their next steps of progress
- Through the Hill House curriculum, students have the opportunity to work towards a range of AQA and OCR Nationally recognised awards
- Regular lesson observations, learning walks and moderation of work takes place throughout the year and Hill House is part of an external moderation group

- There is half termly Teacher supervision using a growth model in which Teachers and TA's are encouraged to reflect upon their practice and look to develop as professionals. At the heart of these supervisions are discussions around Student well-being and progress towards both their EHCP outcomes and their individual curriculum targets.

Impact

- 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
- Our highly complex young people make outstanding progress, meeting and exceeding their targets.
- 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 student's individual case studies and learning journeys as well as in the school's academic data analysis;

Progress Data analysis Academic Year 2018/2019

- Hill House continues to develop its 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 made outstanding progress in Literacy and Numeracy.

Core curriculum - Literacy Numeracy

- There has been continued strong performance across the school and college. 97% of students made expected or accelerated progress in one or more areas of literacy whilst 97% also made expected or above expected progress in one or more areas of Numeracy. This continues strong trend performance in these vital core subjects.
- The two students who started to access the Entry Level Assessment in English and Math's across spring and summer terms made good progress and Teacher feedback continues to be supportive of our way of assessing progress for these more able students.

PSHE

- It is excellent to see the continued improvement in progress for students in PSHE with 100% of students making expected or above expected progress. PSHE has been a focus for improvement and revision of assessment targets across the school year 2018-19.

Science

- The performance of students in science is a strength, the "I Can" targets for this subject were revised at the beginning of 2018 to allow for greater coverage of topics studied and this has enabled us to better capture student progress in this subject area

Arts and Humanities

- Strong performance in the arts and humanities across the school has been validation of the new thematic approach to the curriculum in these subject areas. There has been lots of very positive feedback from the teachers and support staff delivering this approach, feeling that this allows greater creativity and better student understanding and engagement with these subject areas.
- The Hill House school curriculum and 6th Form Offer enables Students across the ability ranges, gender and ethnic or cultural background to make outstanding progress.

- 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. **1,836** AQA awards were achieved last year compared with **1,169** during the previous year
- Students work towards cohesively planned individual education targets across the waking curriculum that are reviewed and developed in line with their EHCP
- Regular EHCP outcome meetings ensure that Education, Therapy and Care work together to monitor individual student's progress towards their EHCP Outcomes
- 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) their progress is outstanding
- Hill House prepares students for their next stage, ensuring they have a bank of skills that supports them to make positive transitions into adult placements
- 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

Hill House sixth form

- Hill House has high expectations for achievement and progress in the sixth form and stretches its students
- The Hill House sixth form curriculum builds on existing skills and knowledge and supports students to develop new skills and to become as independent as possible
- It enables students to practice skills in different settings, most importantly out in the community where they can also develop their social and personal skills
- Hill House offers a rich set of experiences and supports students to undertake an off - site work experience placement for example at the local village shop or 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
- Hill House offers high quality careers guidance and works with an external provider `Talentino` who offer support that is relevant for our young people
- The impact of the Hill House sixth form curriculum is strong. This is demonstrated in the progress that our sixth form students continue to make and also is evidenced within our destination information

Identified areas / action points which link to the School Development Plan:

- Further develop the RSE provision
- Further develop the HHS curriculum offer
- Implement individual curriculum maps demonstrating how the Hill House curriculum helps students to reach their EHCP outcomes
- Continued achievement of OCR awards in `Life and Living Skills`
- Continuously improve the premises with a schedule of repair and renewal – proactive Site Management
- Further develop Quality Assurance in both Education and Care Settings

Behaviour and Attitudes

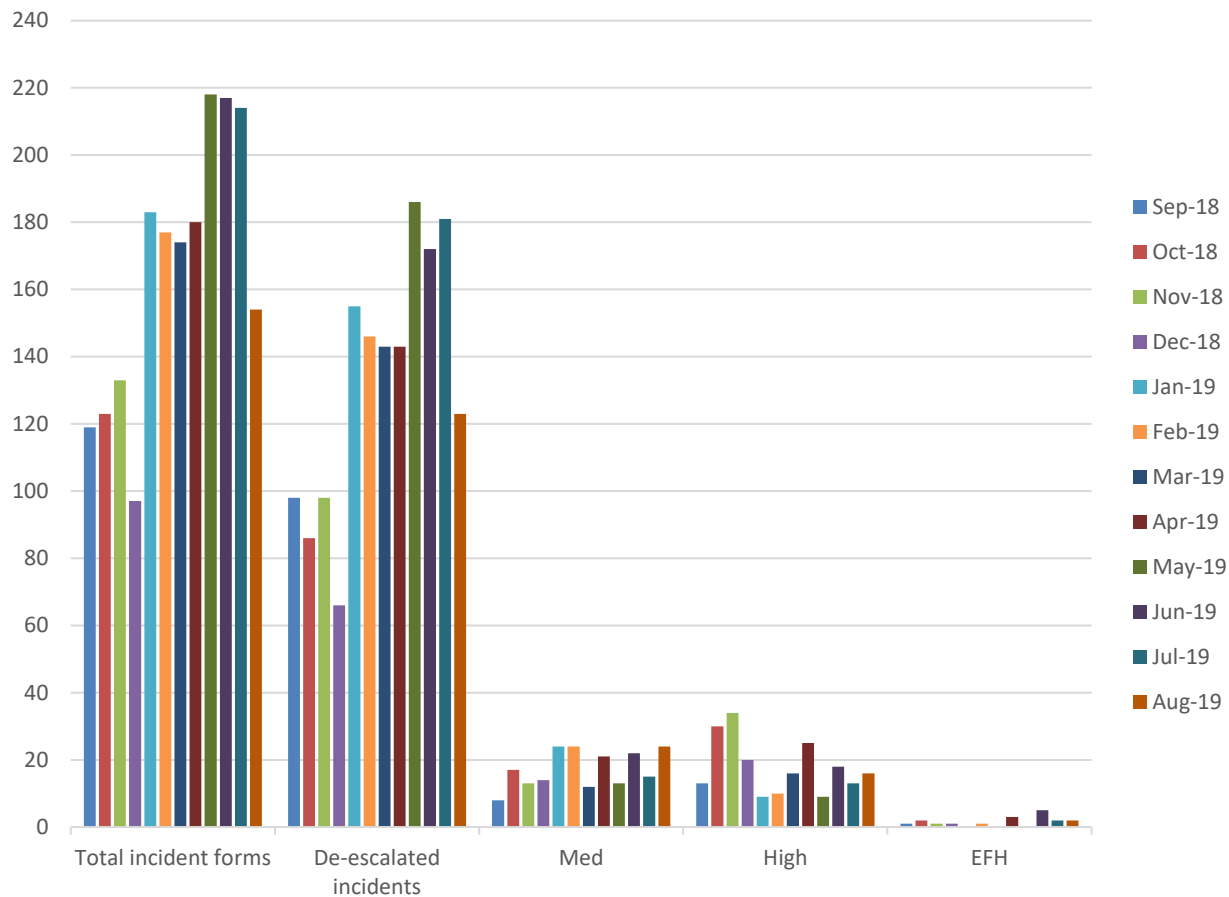
Judgement:

Outstanding

Evidence that supports this judgement:

- Hill House provides a positive, safe and calm environment
- This enables students to feel safe and happy and therefore be able to engage and learn
- The school promotes positive attitudes and respect
- School Council ensures all staff perspectives feed into development
- Students 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 students have an individual behaviour plan, individual risk assessment and E-Safety risk assessment. Plans are focussed on the use of positive, proactive strategies with the goal of self – management
- A range of strategies support students to understand their anxieties and know how to manage these, for example the use of talking mats, student debrief sessions, emotional regulation work and the use of a `clever action` app available on the student's tablet
- Hill House has its own Behaviour support Team (BST)
- Hill House has its own multi-disciplinary(MDT) therapy team including; Speech and Language Therapist, Occupational Therapist, School nurse, Assistant Psychologist, Clinical Psychologist, Clinical Psychiatrist and Music Therapist
- The teams work closely with all staff and students to promote positive behaviour and to ensure that everyone feels safe
- The BST, Wellbeing and MDT staff are integrated and direction is planned through joined up service development
- Individual plans such as sensory diets are implemented and embedded throughout the day. This enables students to feel in a `just right` place and therefore enables them to learn
- 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 students who may require further discussion within a strategy meeting or any students 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
- Students adopt healthy lifestyles that are promoted on a daily basis through the Hill House café and a weekly Food Explorers Club
- 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 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
- Live data is used to inform behaviour management and support plans

Incident data Sep 18 - Aug 19



Identified areas / action points which link to the School Development Plan:

- Wellbeing/DMT/BST integrated service Development
- Support and skills development for middle managers
- Food and Healthy living education and support across settings
- Staff Council input to Senior Management meetings
- Sleuth system input development to maximise potential of data analysis
- Continue to promote healthy lifestyles
- Upgrade staff room facilities
- Develop the breadth and purpose of Sleuth to inform positive behaviour management
- MDT/BST service development

Personal Development

Judgement:

Outstanding

Evidence that supports this judgement:

- Hill House promotes confidence, resilience and self – esteem in the students
- The Hill House curriculum and ethos teaches students 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
- Students are supported to learn how to stay healthy and all students have an individual E-Safety risk assessment to help them to stay safe
- The Hill House Wellbeing Practitioner works with students and staff to support everyone to be safe, healthy and happy

SMSC

- 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. It helps students to adopt knowledge and respect
- A wealth of SMSC opportunities and experiences are on offer throughout each academic year. All students are encouraged and supported to take part and these also include weekly MFL lessons. Students learn social skills and cultural development
- SMSC offers a creative and imaginative approach to learning where students are enabled to learn about themselves and others from around the world

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 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. Students 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
- Students take part in regular student meetings where they have the opportunity to have a voice and vote on issues that impact them and make choices about their everyday life
- Students are encouraged to take part in a variety of charity events and contribute to the local community by working in the village community store and running a stall at the summer fete each year
- Individually planned trips cater for specific cultural or religious needs such as a trip to the mosque
- Sixth form students have careers education and advice enabling them to further develop skills for future success
- Hill House hold an annual careers week where all students can learn and experience the world of work

RSE

- RSE topics run throughout the whole Hill House curriculum we also plan to ensure that each student receives the appropriate relationships and sex education relevant to their needs and understanding.

This personalised approach will be mapped out in each student's individual RSE plan.

- The Individual RSE plan will outline the broader RSE programmes that the student will experience from the curriculum as well as any more specific programmes of study or intervention that may be appropriate for that student.
- The plans will be reviewed termly during the Outcomes meetings and will be shared with parents, social workers and other appropriate external bodies during student reviews.
- Peer Supervision of the RSE plans and programmes of study will take place with partner schools

Identified areas / action points which link to the School Development Plan:

- To hold termly whole school Wellbeing Days
- To further develop RSE curriculum and individual RSE plans - Peer supervision of RSE Plans with Partner Schools
- To join a peer supervision group to evaluate and moderate RSE planning
- To further develop the HHS siblings group
- To ensure regular Safeguarding Team supervision and development
- To ensure regular Staff Council input to Senior Management Team

Leadership and Management

Judgement:

Outstanding

Evidence that supports this judgement:

- All leaders, including governors have a clear and highly ambitious vision for providing high quality education to all students. This is reinforced through strong, shared values, policies and practices that are regularly monitored and reviewed.
- 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 students, 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
- Hill House also engage with parents and stakeholders in order to also gain their views
- School leaders implement and drive new and dynamic initiatives
- Hill House has a strong safeguarding ethos that allows all students to be kept safe
- The school's policies and procedures for safeguarding students are robust and extend statutory requirements. The school protects students from radicalisation and extremism
- Hill House identifies any risk of harm quickly and all allegations are managed in a timely and effective way
- Safer Recruitment is managed with utmost importance and Hill House use a high level of scrutiny 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 `Keeping Children Safe in Education 2019`
- The Designated Safeguarding Lead sends out a weekly safeguarding email to all staff asking them to think about a specific safeguarding question or issue or sharing a piece of safeguarding news with the team
- A safeguarding newsletter for staff and also parents enables the team to share information and current initiatives
- All external providers receive training from Hill House on safeguarding
- All students have a safeguarding and individual E-Safety Risk Assessment

- Hill House implements a staff training programme that enables teachers 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 for students
- Robust action planning ensures well informed strategies are in place in order to develop the school
- The school offers placements for trainee teachers and supports them through their first year of teaching
- Induction for staff – further development of process
- Transition for students – further development of this process – how can we ensure next provider effectiveness?
- 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 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 has involved being part of research projects and working towards setting up a Siblings group at Hill House
- Hill House work closely with the university and also the Wildern Partnership SCITT 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 Teachers Advisory Panel
- Hill House work closely with another outstanding education provider where education leads complete peer audits and offer opportunities for teachers to work alongside other teachers
- Hill House is part of an external moderation of work group
- The Responsible Individual attends peer supervision forum

Identified areas / action points which link to the School Development Plan:

- Education KPI system
- Leadership peer audit with external provision – additional layer of scrutiny and challenge
- Inclusion of HHS training programme within Wildern SCITT teacher training
- Provide further accredited ELKLAN training courses – Speech and language support for children with severe learning disabilities run by the SALT
- Responsible Individual Action Plan
- Further development of staff induction process

Overall effectiveness

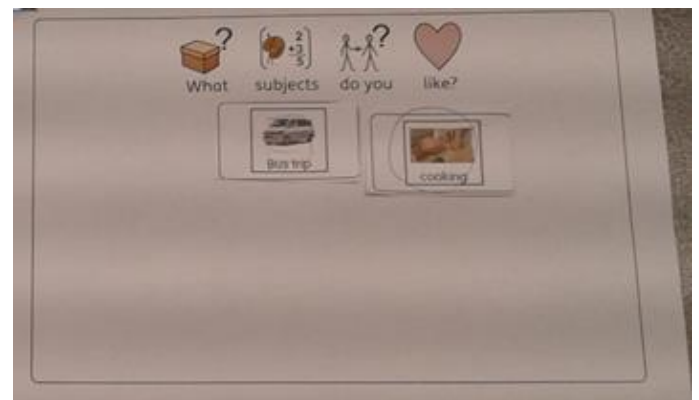
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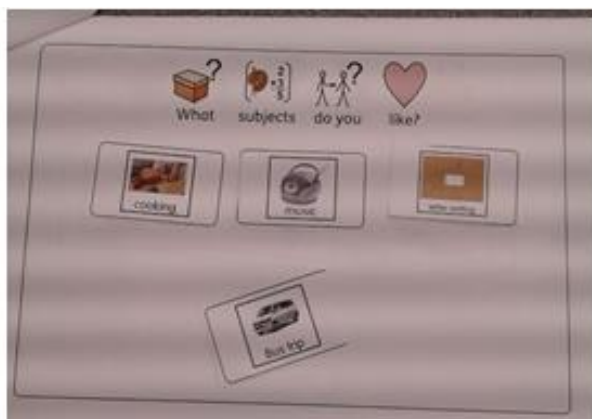
Outstanding

Evidence that supports this judgement:

- At Hill House teaching, the quality of education 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 enabling best practice to be shared and celebrated
- At Hill House we always look forwards and seek to ever continue to develop opportunities for our students and staff group

Feedback from students, staff, parents, stakeholders and visitors:





"I have really appreciated all the work, therapies and focused activities that HHS have carried out with my son during the last year. I have been delighted and amazed by the progress J has made and how well the school handle the challenges J can present...J is a sensory motivated child with a love of nature, walking in the woods, by the sea and dancing to music. The activities are always welcome and much needed when balancing the more focused work of school and college life..." **(Parent feedback)**

"I appreciate how much support you, Kate and all the other staff have supported J. You have made him shine and his confidence has grown so much which is lovely to see....you have all been such a massive part of J's progress..." **(Parent email to Deputy Head)**

"I received a phone call from Mr C to say that R is continuing to do well at his adult placement, he goes home regularly and accesses lots of community activities. Mr C wanted to say thank you to HHS as he feels that this success is all down to R being with us." **(Phone call from parent of ex-student)**

"Just wanted to say thank you to you and your team for the visit...it was so good to see how you support young people, we were very impressed by the level of expertise and commitment of your team and staff.." **(Prospective parent)**

"I have just spent some time going through the accreditation for Hill House and am exceptionally impressed with the outcomes for our students. It is a clear testament to the packages on offer allowing formal achievement at a pace that allows for success" **(Regional Educational Lead)**

"I came to HHS for a week in March as part of my teaching training through the University of Southampton and had a fabulous time at your school!....the main purpose of my email was to ask about whether there is any opportunities to come in and gain more advice from your knowledgeable staff bas...." **(Teacher Trainee)**

"Thank you so much for hosting H and I yesterday and for the opportunity, it was incredibly insightful and we were made to feel very welcome....we were both hugely impressed by the facilities, the enthusiasm of the staff and their passion for educating and caring for children with such varied and complex behaviours and needs..." **(Southampton University)**

"I was looking forward to feeling good and re-energised, I was not disappointed. A brilliant timetable had been organised that took in the skills of staff and external friends of the school which enabled all young people and staff to take part in a range of stimulating activities....there was a wonderful, relaxed atmosphere throughout the school with everyone engaged..." **(PLC member after whole school wellbeing day)**

"Please pass on our grateful thanks that your team from HHS were able to come to the Fete 2019...it was great the students brought homemade breads and seedlings and plants for their stall...." (**The Boldre Vicarage**)

"I would like to take this opportunity to thank HHS for all the excellent care that has been given to A. A has made a lot of positive progress since he first came to HHS and this is due to the proactive support he has received from the dedicated team.." (**Social worker**)

"As a small charity the training you provide us is essential, not only for when we work with your young people but with all schools that we work with. Through your generous training we keep up to date with initiatives and requirements...through watching the `How do I feel` videos a greater understanding of allowing more time for processing and responses" (**External Provider Training**)

Sibling survey / research with Southampton University – Siblings reported that their sibling is "looked after and makes friends" and "has lots of fun and is happy"