



School Self Evaluation
Cambian Hill House School
September 2021

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	30	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 young people present with severe learning difficulties and associated challenging behaviours. The school provides for up to 28 residential placements and up to 3 day placements 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 young people’s achievement and outcomes and the team works to support all young people to achieve their personal best

Hill House offers a curriculum of exceptional quality, providing opportunities for young people 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 individuals for future success

At Hill House we pride ourselves in the wide-ranging promotion of young people’s 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. Young people 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 young people 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, regular governance meetings and the school’s own ‘Professional Learning Community’ (PLC) who provide a balance of high support and high challenge

Hill House is committed to keeping all young people 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 young people’s 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 young people, staff, parents and stakeholders

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
- They 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 students 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 pupils extremely well, it helps them to develop highly relevant knowledge, skills and attributes to enhance their future lives.” OFSTED JANUARY 2020

Curriculum Intent, Implementation and Impact

- At Hill House School we have an ambitious and meaningful curriculum that ensures our students are able to engage in a broad and rich experience that is appropriate to their needs and prepares them academically, socially and emotionally for the opportunities for their next steps into adult life
- Our curriculum is designed with the intention of promoting in our students a love for learning. It is designed so that the students will be able to follow a wide range of subjects in Key Stage 3 & 4 (including the full range of National Curriculum subjects)
- Our curriculum offers a holistic approach where learning takes place across the waking day
- 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 develop their independence and vocational skills
- Our curriculum enables our students to learn and develop new skills and knowledge that builds on what has been taught before and takes into account their individual needs and understanding.
- Whilst our curriculum promotes subject specific learning we believe that all subjects should and do contribute to the development of skills and competencies in Literacy/Communication, Numeracy, Personal, Social and Health education

Intent/ Aims of the Curriculum

- We offer our students a broad and balanced curriculum so that they develop a love of learning by providing opportunities to acquire, develop, practise, apply and extend their skills in a range of contexts across the curriculum
- We want our students to become confident, independent learners that encounter, engage and explore and develop a range of skills towards independence to best equip them to be able to live in modern Britain
- Our curriculum supports the students to communicate needs, make choices, make decisions and choose options that other people act on and respect
- The Hill House curriculum increases learner’s awareness, understanding and respect of their environment and of the world
- The Hill House curriculum promotes self-esteem and self-advocacy through the use of a range of systems of supported advocacy and enables students to develop an awareness of self and sensitivity to others
- The Hill House curriculum celebrates and shares success and achievement
- This provides our students with the knowledge and skills which helps them to build their **cultural capital** and to prepare them for adulthood
- It enables the students to make the small steps of progress in order to realise their EHCP outcomes
- It provides our students with memorable and enjoyable learning experiences
- It promotes our student’s knowledge and understanding of **British Values and promotes the spiritual, moral, cultural, mental and physical development** of our pupils.
- It is a curriculum that supports our student’s **access to the community and engagement in society**

Implementation

- We offer a holistic approach where learning takes place across the waking day

- In KS3 and 4, core and foundation subjects are given designated timeslots in the timetable
- The sixth form curriculum continues to build on the core skills of Literacy and Numeracy which along with PSHE/RSE continue to have dedicated time in the college timetable. The college also provides the students with an opportunity to develop their Life and Living Skills, an understanding of the world of work and work - related learning, all preparation for next steps into adulthood
- The individual subjects are adapted to take into account the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress
- The progress of students in each subject is broken down into small steps –“I Can” statements based upon the P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are in engaged with
- Students are set targets broadly in line with the historic progression guidance and students are expected to make the equivalent to a **level of progress** across the school year in the **core subjects**.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and internal and external moderation.
- Accreditation - we offer our students external accreditations; AQA unit awards at entry and Pre-entry Level and in the sixth form students access the OCR Life and Living skills award
- Our sixth form students are given opportunities to experience the world of work and work - related learning both on and off the school campus
- Teachers have expert knowledge and generate high levels of participation to ensure lessons are fun and interesting
- Teachers systematically check the understanding of our complex young people who may need differentiated support
- The autism specific environment allows young people 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, 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
- Young people 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 young people with all education staff using a tablet device to take photographs and video to develop an individual learning journey for each student
- There are three main data collection points throughout the year
- Teachers use effective formative assessment and provide feedback to students, involving them in their next steps of progress
- 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 young people's well-being and progress towards both their EHCP outcomes and their individual curriculum targets
- Our curriculum is underpinned by Positive Behaviour Approaches and celebrates the progress made by the students on their learning journeys. Our curriculum approach takes into consideration the needs of the whole student and is delivered with the support of our Multi-Disciplinary Team and incorporates a wide range of Sensory, Communication, Personal Emotional and Social strategies which are all built into the learning

Impact

- The Impact of our curriculum approach can be measured in increased access to education for our students
- Increased access to the community and participation in co-curricular activities
- The students meeting and exceeding their EHCP Outcomes and targets

- Our Yearly and Termly progress Data - our students consistently meet or exceed expectations
- Our students are able to discover and explore new interests
- Our students are equipped with the appropriate knowledge and skills to be able to take the next steps beyond Hill House School and into Adulthood
- We have happy students who have enjoyed their learning journeys and challenges
- Our students develop their communication skills – building on their self-esteem, confidence and a range of Positive Mental Health Outcomes
- Young people 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 young people evidenced in the individual case studies and learning journeys as well as in the school's academic data analysis;

School and College

Progress and Attainment of IEP Targets 2020/21

Termly Targets working towards EHCP Outcomes

Above Expected Progress
Expected Progress
Below Expected Progress

Total Students 29	Overall Expected & Above Progress	Above Expected	Expected	Below Expected
Cognition and Learning (Literacy and Numeracy)	29/29 100%	15/29 52%	14/29 48%	0 0%
PSHE/RSE (28 students)	28/28 100%	15/28 54%	13/28 46%	0 0%
Thematic Learning (Arts ,DT & Humanities) (14 students)	14/14 100%	8/14 57%	6/14 43%	0 0%
OCR Life and Living Skills Award (15 students)	15/15 100%	5/15 33%	10/15 67%	0 0%
Communication and Interaction	29/29 100%	15/29 52%	14/29 48%	0 0%
Social & Emotional	29/29 100%	18/29 62%	11/29 38%	0 0%
Physical and Sensory Personal Development	29/29 100%	19/29 66%	10/29 34%	0 0%

2020 – 2021 Progress Report – termly targets working towards EHCP outcomes;

- All students made outstanding progress towards realising and achieving their IEP targets

- The students continued to make excellent progress with, and achieve their academic goals in line with their Cognition and Learning Outcomes and all the students made expected or above expected progress towards their Cognition and Learning EHCP Outcomes
- 100% students made expected or accelerated progress in Reading and Literacy
- 100% students made expected or above expected progress in Numeracy
- 100% students made expected or above expected progress in PSHE - PSHE continues to be one of the “golden threads” running throughout our whole school and college curriculum. The targets set for PSHE compliment and work alongside those set for Social and Emotional development
- The student outcomes for Communication and Interaction continued to be outstanding. The introduction of Talk Pads across the summer term 2021 has supported the students to reach their learning targets in communication and Interaction and we will be working on specific “Talk Pad - I Can” targets
- The progress towards Social and Emotional Outcomes was outstanding - The majority of the targets in this area related to the student’s further knowledge and understanding of the use of the `Zones of Regulation`. The students continued to build upon their knowledge, understanding and application of the Zones with twice daily sessions led by the teacher and supported by the OT and Assistant Psychologist. The language of the Zones and its application are firmly embedded within the curriculum. The evidence from the students learning journeys show that this approach and our students’ ability to self-regulate and choose “clever actions” has been an important factor in enabling our students to be in the optimum “green” zone for learning and has allowed such significant progress for them across the curriculum
- The Thematic Learning curriculum continues to be an area of strength in the lower school and the achievements and progress of the students continues to validate this approach. The delivery of the Arts, Humanities and D&T are unified by a single theme. This approach inspires the teachers to deliver enjoyable and memorable learning experiences, student levels of engagement and understanding were high and they were able to achieve their individual targets in each subject area

Accreditation

- Last year the lower school students achieved over **700** AQA awards across a range of curriculum subject areas
- All students in the sixth form have been able to contribute evidence to their E - portfolios of work towards the OCR `Life and Living Skills` accreditation. These E - portfolios contain evidence of students work towards the “World of Work” unit and include their work - related learning experiences, mini enterprise projects and life skills around the home and college

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
- Throughout the education week, students travel through three main pathways; Core Academic; Passport to adulthood Life Skills, Careers and Work - Related Learning; Arts and Humanities
- 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
- Hill House work with an external careers’ advisor `Talentino`
- 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 also is evidenced within our destination information

COVID 19

- Covid – 19 is an on – going reality and at Hill House, we are prepared to adapt to the changes that are needed in order to keep everyone safe. This includes the ability to adapt to home – based learning and remote learning if needed
- The home - based curriculum has been effective in enabling our students to maintain their access to high quality teaching and learning through a broad and balanced curriculum
- Where day students are working from home, a programme of daily live lessons led by a class teacher can be provided for these students. These live lessons are supported by a programme of independent work focused on the achievement of AQA unit awards
- It is a planned and well-sequenced curriculum so that knowledge and skills are built incrementally. The remote curriculum is designed to support the students with their progress towards their EHCP outcomes

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

- Develop the role of a vocational lead for the sixth form to further develop the school's resources of a design technology workshop, allotment and woodland area
- Sixth form students to have the opportunity to work towards OCR accreditation awards in music and art to develop aesthetic appreciation
- Further develop IT for all education staff in order that they can continue to create high quality learning journeys for each young person
- Implement the `Show me progress` app
- Add two slides to the young people's learning journeys for home teams to populate. This will enable them to demonstrate how the young people are working towards their IEP targets in the home setting

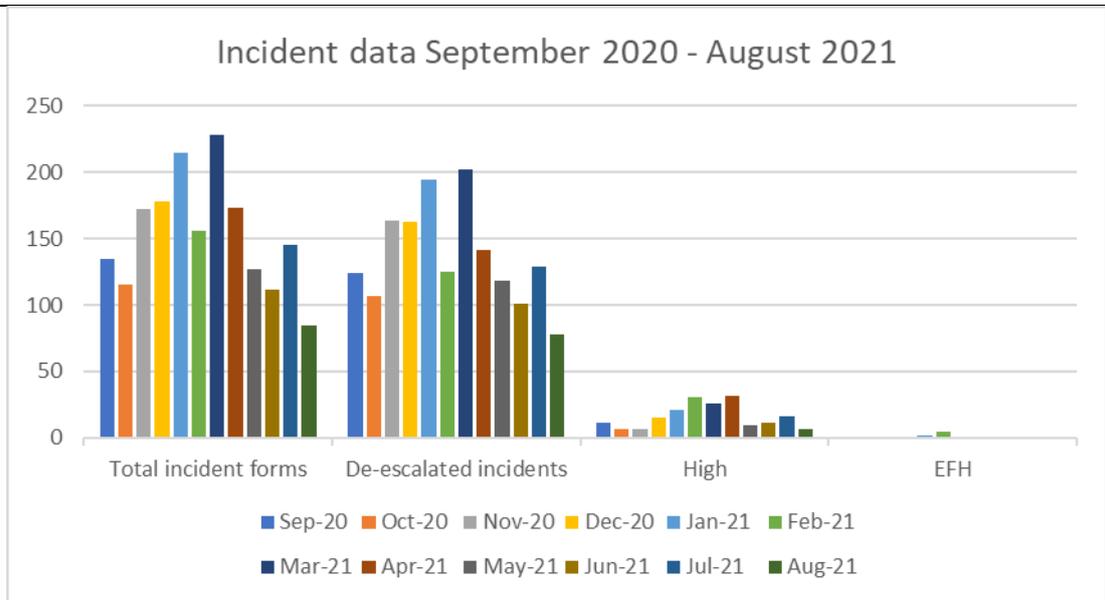
Behaviour and Attitudes

Judgement:

Outstanding

Evidence that supports this judgement:

- Hill House provides a positive, safe and calm environment
- This enables young people to feel safe and happy and therefore be able to engage and learn
- The school promotes positive attitudes and respect and staff role model this
- Young people are taught about peer – on – peer abuse and how to stay safe through the HHS curriculum, including RSE
- 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
- 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)
- 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
- Hill House has a health care manager
- Hill House has a wellbeing practitioner
- 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 people 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 and 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
- Young people at Hill House have a voice and are consulted about developments within the school on a regular basis. They take part in regular `get together` times and are supported to make a range of choices about their life
- Hill House is part of the `100 voices` project with SMARTBOX where young people at Hill House have been given their own Talk pad in order to support their communication needs
- Live data is used to inform behaviour management and support plans



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

- Further develop use of Talk Pads for young people to be able to communicate their needs in a range of settings
- Implement 'How was your day?' opportunity for all young people – an opportunity to use their TalkPads to share how they are feeling and ask for help if they do not feel safe

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 E-Safety risk assessment to help them to stay safe
- 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`

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 weekly 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

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 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 formers have careers education and advice enabling them to further develop skills for future success
- Hill House hold an annual careers week where everyone can learn and experience the world of work

RSE

- Hill House is committed to supporting students 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
- 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

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

- Implement `How was your day?` opportunity for all young people – an opportunity to use their TalkPads to share how they are feeling and ask for help if they do not feel safe
- Continue to work on the Hill House `One Planet Living` action plan
- Implement `Rainbow` themed days across the year to celebrate diversity
- Create personalised digital `I am` stories for new young people joining the school as part of their moving in plan and evaluate the outcome of this intervention for the young people

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 safeThe school's policies and procedures for safeguarding young people are robust and extend statutory requirements. The school protects students from radicalisation and extremismWe treat peer – on – peer abuse very seriously and recognise this as a form of abuseHill House identifies any risk of harm quickly and all allegations are managed in a timely and effective waySafer 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>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 teamA safeguarding newsletter for staff and also parents enables the team to share information and current initiativesAll external providers receive training from Hill House on safeguardingAll young people have a safeguarding and individual E-Safety Risk Assessment <p><u>COVID 19</u></p> <ul style="list-style-type: none">Staff continue to follow the Child Protection procedure and advise the safeguarding leads immediately about concerns they have about any child, whether in school or not. We believe that COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standardsAt Hill House we recognise that keeping young people and teachers safe during any remote education is a priority. The teacher delivering remote education online will be aware that the same principles set out in the school's staff code of conduct and their responsibilities around KCSIE will apply to any remote curriculum deliveryWe have clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote online educationAll 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 reviewedSenior staff lead by example and have high expectationsSchool leaders and managers have an uncompromising drive to improve achievement and outcomes for all students irrespective of their ability and challengesSchool leaders and managers have a deep and accurate understanding of young people, staff and the school's performance in all areasMiddle managers – the lower school and sixth form department leads oversee key responsibility areas and support on – going development of the schoolStaff 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 <i>`Focus Group`</i> who meet monthly to work on key development areasHill 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 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 and supports them through their first year of teaching
- 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 involved in action research opportunities and have links with **UCL**
- 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 in both settings to work alongside each other
- The Responsible Individual attends peer supervision forums

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

- Further develop a Pathway response to any incidents of peer – on – peer abuse
- Implement a distinct training session for all staff on peer – on – peer abuse
- Develop the role of a vocational lead for the sixth form to further develop the school’s resources of a design technology workshop, allotment and woodland area
- Implement a safeguarding drive for all staff to be able to access a range of information related to safeguarding
- Further develop practitioner / collaborative enquiry through research opportunities

Overall effectiveness

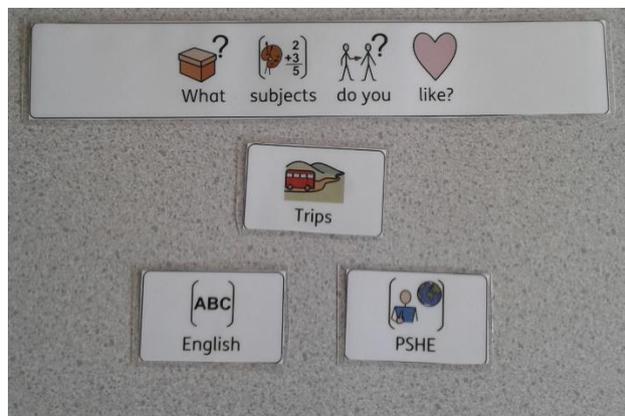
Judgement:

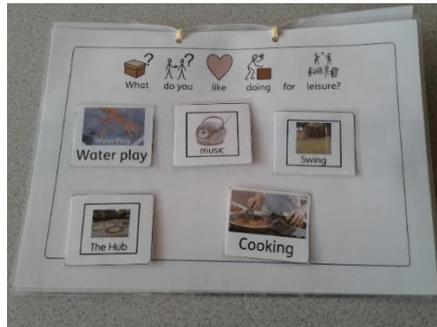
Outstanding

Evidence that supports this judgement:

- 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

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





(Young person's contribution to their annual review meeting)



(Young people using their SMARTBOX TalkPad to communicate choice)

"P seems to have coped so well even through the difficulty of lockdown. This has been a particularly challenging time for us as a family, especially since P had only been at HHS for a month when the restrictions kicked in. Relying on skype was upsetting and difficult without being able to understand exactly what she was feeling and thinking. We were very concerned that she would forget who we all were. However, P certainly seems to have thrived, and now that things are gradually getting back to 'normal' with home and school visits, we feel that she has two homes. She recognises everything when she comes back to Bath and slips back into the routine of home life. Furthermore, she is relaxed and happy to return to school after home visits, which is lovely to see now" **(Parent)**

"I just wanted to say I was very impressed with you all at the review. I have been in this role as IRO for 4 years and a Social Worker for over 20 years and never had a presentation of information that was so excellent in all my years so many thanks for that and for all you're doing for E, she is clearly making progress" **(Independent Reviewing Officer)**

"J has matured into a caring, happy, independent talkative young man since joining Hill House which is so lovely to see. J has never liked school and it has always been a constant battle to get him to school every day. Since starting at Hill House this has changed. He enjoys every day he spends there and is very happy to go each morning. I am so grateful that he goes to this school. It has well and truly exceeded my expectations" **(Parent)**

"It's been 4-years today that we left H in your capable hands to start a new life. Clearly the hardest decision to make but definitely the best! Every year we sing your praises because we truly believe she's at the best place. The care you provide is second to none and we always know that H is safe and well cared for. It's been another strange year and we will miss coming into The Beeches as you make us feel so welcome, you are like our extended family. It scares us knowing that she will move into her new home in the near future and we just hope she receives the same high standard of care (and love) as she always has at Hill House. Once again, thank you all so much for everything you do for H. You're all amazing and we can't thank you enough." **(Parent)**

"I have never seen my son present so calm and engaged...." **(Parent)**

"The teaching methods used are very appropriate to meet the child's need. The staff are always very approachable and willing to take the time to discuss any areas of the child's development or social care" **(Local Authority Representative)**

"Our son is mostly calm and happy now. You can see by the way he interacts with all his carers and staff that this is his home" **(Parent)**

"We feel privileged to have become a part of Hill House School. Our son's life, and ours, has been fulfilled and calm since he joined" **(Parent)**