

Hill House SEF Summary

2017 – 2018

Last updated November 2017

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.

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

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

This is an outstanding school

- 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 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

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
- 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
- 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 the local sculpture park, regular Bushcraft and climbing activities. Hill House also support students to undertake off site work experience placements and the school has links with local sixth form colleges where students have the opportunity to complete Skills for Life and Construction based courses
- 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

Further Developments:

- Develop links with other schools in order to improve accreditation opportunities and joint learning experiences for our more able students
- Hold a teacher / house manager / parent evening in order to share and celebrate each student's progress
- Further streamline teacher's planning documentation
- Provide regular opportunities for team teaching and peer observations
- Fully implement the HHS music zone
- Implement individual student timetables for all sixth form students
- Establish work experience opportunities for each sixth form student

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 base
- 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
- 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 council meetings and Hill House has its own 'Purple Post box' where students can share their thoughts, requests and comments
- 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
- The school community is open and cohesive and ensures that equal opportunities for students in a rich, vibrant and nurturing environment

Further Developments:

- Open a sixth form common room
- Implement 'Hill Tube' to enable all students to be able to access the internet in a safe way
- DSL team to complete virtual college e-learning courses to further extend knowledge and understanding
- Hold a teacher / house manager / parent evening in order to share and celebrate each student's progress

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 statement of educational need or EHCP
- Hill House prepares students for their next stage and supports students to make positive transitions into adult placements
- AQA accreditation lead teacher responsible for promoting and ensuring all students work towards achieving both pre and entry level awards in academic subjects. **1,105** AQA awards were achieved last year compared with **493** during the previous year
Progress Data analysis Academic Year 2016/2017 -
- Students at Hill House make outstanding progress in English and Maths and this progress has been sustained and built upon over the past four years as indicated by the four year trend data
- From their starting points in September, 82% + of students have made expected or accelerated progress in core subjects across the term (based upon the DfE progression guidance that has an expectation that students make 0.6 levels of progress across the academic year). This provides evidence for and highlights students are continuing to make outstanding progress
- Hill House continues to have a robust curriculum and provides outstanding levels of teaching and learning for some of the most highly challenging and complex students with rigorous interventions and co-curricular activities which enrich and support the learning experience and stretch and challenge students at all levels
- The progress of students in non-core subjects in KS3/4 is outstanding and the majority of students have made expected or accelerated progress in all subjects
- Science, Art, Design Technology, History, RE and Music are all performing strongly at KS3/4 and this demonstrates the effectiveness of the classroom delivery of these subjects and also the curriculum days, trips and co-curricular activities that form part of our curriculum
- Students across the ability ranges, gender and ethnic or cultural background make outstanding progress

Further Developments:

- Fully embed Classroom Monitor
- Expand accreditation opportunities for sixth form students
- Further develop how sixth form outcomes help to inform 'next steps' as part of the transition process
- Create video based learning journeys for each curriculum subject area
- Create holistic learning journeys across education and care in order to demonstrate the global progress of each student
- Implement second AQA assessor
- Develop links with other schools in order to improve accreditation opportunities for our more able students

SMSC / 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
- 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 our local MP, range of curriculum specialism days including the celebration of different cultural and religious festivals, MFL based days where students learn about a different country, 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

Further Developments:

- Fully implement the HHS music zone
- Fully imbed arts and curriculum co-ordinator in order to further develop curriculum specialist days

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
- Hill House has achieved the ICT Mark and the 'Green Tree School Woodland Trust' Gold award
- 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
- School leaders are passionate about Hill House and the pursuit of outstanding outcomes for all students, tackling the daily challenges Autism brings

Further Developments:

- Embed vocational lead role
- Embed arts and curriculum co-ordinator
- Achieve the 'Food for Life' schools bronze award
- Work with education SIP to reinstate the education working party meetings for education leads across the Cambian schools
- Provide regular opportunities for team teaching and peer observations


Overall Effectiveness: Self - Evaluation: outstanding
<ul style="list-style-type: none"> - 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 <p>Further Developments:</p> <ul style="list-style-type: none"> - Establish work experience opportunities for each sixth form student - Further develop accreditation opportunities - Fully embed Classroom Monitor - Further develop sixth form provision - Create holistic learning journeys across education and care in order to demonstrate the global progress of each student

Student, staff and parent 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

C.F

Self Assessment

1. What subjects do you enjoy doing at school?

music cooking

2. When you get older what job would you like to do?

cook

J.W




Self Assessment

1. What subjects do you enjoy doing at school?

Therapy cooking

2. When you get older what job would you like to do?

LOOK after animals

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 `Recognition of Good Practice` nominations for staff as part of our whole school scheme

"The reviews are really really good, Hill House go through everything, care, education and medical thoroughly. They all have input and give individual presentations with video and pictures. That makes us feel we are part of her life" (Sep 2017)

"Staff at Hill House were so honest and open, making us feel straight away as if we were a part of their team, we were told we could visit when we liked and be part of our son's journey"

"Thanks for making it so easy...we came away feeling very positive about the whole thing and seeing A happy there, we know it is the right decision"

"...we love the ethos of the school and the dynamic approach to improving the provision for these challenged young people"

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 `Recognition of good practise` nominations, the whole school audit, staff questionnaires and within staff meetings

"Thank you for your tireless work and supporting both day and night teams, staying behind when support was needed. For your fantastic support and work with young people, a real ability to support them in crisis, great work and support with our new student. For supporting other staff in re-directing a student at the point of crisis without further support needed" (Recognition of Good Practice 2017)

"Her support in the Beeches – fantastic work with new student, thank you! For her excellent support of students at Climbing Club and for supporting College 2 new team – so many thanks for all of your advice and work every day. For your positive attitude with your new role. Thank you for all your work and support for the 6th form students" (Recognition of Good Practice 2017)

"I have been approached by so many staff from the Beeches all bursting to tell me how well A has been doing. The sense of pride and joy really shines through"

(Occupational Therapist July 2017)

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

"What makes Hill House a great place is enshrined in the individual commitment each member of staff has in carrying out their duties, all working to improve the outcomes and prospects of each child." (Feedback from visitor Oct 2017)

"Being a safe environment for the young people, visitors and staff. I would like to commend the school on their security system and protocols that are in place but also allowing the young people a safe place to have the freedom to move around the school" (Social Worker 2017)

"Thank you for A's PEP which reflects the outstanding work you are doing" (Virtual School – Devon County Council 2017)

"Thank you so much for a very enjoyable and informative visit to your school yesterday. Please pass my thanks on to your team for their warm welcome and for sharing their time. I came away with a strong sense of a committed team that cared deeply for the young people in your care" (Local Authority 2017)

"We are extremely grateful to you and everyone at the school for supporting us so readily and for your generosity in providing training. Today certainly was shaped by what we have learnt through your help and expertise. A great partnership!" (Roche Court New Arts Centre 2017)