Hilltop School SEF

School Context
• Maltby Hilltop School is an all age range (2-19) Special Needs School.
• There are currently 112 students on roll.
• According to the National Deprivation Scales Rotherham LA is the 52nd most deprived area of England out of 326 and is the 3rd most deprived in South Yorkshire. Maltby is one of the 11 most deprived areas of the Borough.
• The students who attend Maltby Hilltop School have a wide range of learning needs including PMLD, ASC, SLD, speech and language difficulties, communication difficulties, sensory impairment, complex medical needs, behavioural difficulties and SEMH needs.
• The school site is very restricted for space and so works in partnership with a local mainstream primary school to provide two classroom bases for students in EYFS and KS1
• Links with schools within the Trust and a local mainstream secondary school allow for inclusion projects.
• In its last inspection, at the beginning of 2013, the school was judged as good. In June 2016 the school joined the Nexus Academy Trust.
2017/18
• 32.4% of our students receive Free School Meals
• 35 students receive Pupil Premium
• 7 students are Looked After Children (LAC)
• X students have English as an additional language
• Current breakdown of gender is a ratio of 3:1 (boys/girls)

Staff developments 2017/2018
Since September 2017 we now have
• A permanent Head Teacher
• 2 permanent Deputy Head Teachers
• 2 permanent Assistant Head Teachers
• 3 members of Teaching staff have recently successfully completed their NQT year and are RQT members of staff
• 2 NQT members of staff

Effectiveness of Leadership and Management
Grade: Good
• Head teacher and senior leaders have a clear vision of what they want to achieve in the school. (SEF, SIP)
• SLT have high expectations and aspirations for all students to be valued, visible and fully included in our community. They lead by example to promote a high moral culture and fundamental British values. (School ethos, website, celebratory events, curriculum planning)
• Recent curriculum developments have improved the quality of teaching and learning such as the implementation of the Cornerstones curriculum in the primary department and the use of workbooks. (Medium term planning, workbooks,

workbook scrutiny, moderation folders)

- The training and development of all SLT as DSLs to improve the safeguarding procedure, enabling them to triage specific areas of school. Current safeguarding practice is highly effective. (CPOMS)
- Distributed leadership is seen as a strength. Clear roles are defined for SLT, ELT and members of staff on Upper payscale. (Appraisals)
- Multi-agency work is a strength.
- We work closely with Governors who hold senior leaders to account for all aspects of the school's performance. (Minutes of meetings)
- Management of finances and resources is effective. (Budget)
- SLT are open to and actively seek the advice and recommendations from external school improvement partners in order to implement effective change. (External reports)
- SLTs from all the Trust schools work closely together to develop school improvement strategies. (Notes/minutes from meetings)

Areas for development

- We need to work towards a more cohesive approach towards improving student outcomes. We are developing this work through implementation of more rigorous assessment using workbooks, pathways and continued core business cycle.
- Members of SLT have reviewed and rewritten the SEF and SIP including clearer and smarter areas for development.
- We have a focus on improving the building and learning spaces with a planned building improvement programme.

Quality of Teaching, Learning and Assessment
Grade: Good

- Most teaching is good. Practice is monitored through our core business cycle with termly practice observations, planning scrutiny and learning walks. Teacher summary sheets give an overall picture of strengths and areas to develop towards the teaching standards. A rigorous monitoring and evaluation schedule and culture of improvement has led to improved outcomes. Underperformance is tackled effectively by use of support plans and capability procedures. This is all monitored through our appraisal cycle. (Appraisal, lesson observations, learning walks)
- Our effective NQT induction programme has ensured that the NQTs and staff at the early part of their career are quickly developing into highly skilled practitioners and that the learning of students has not been compromised. (NQT folder)
- Teachers use a range of effective teaching styles to personalise learning and meet individual needs. (Pathways)
- Termly pupil progress meetings highlight any barriers to learning. Support and interventions are identified and put in place. Personalised IEPs are implemented and planned jointly with class teams and families. Whole school work on ICE Drivers (Independence, Communication, Engagement; Experience; Exploration) has supported personalisation and progress for lifelong learning. (Pupil progress meeting notes, intervention programmes)
- Teaching Assistants are used effectively to support learning, since the last inspection

there has been considerable work undertaken on improving feedback given to students and the use of questioning. (Training timetables, TA appraisals)

- The school offers a broad and balanced curriculum in line with National requirements including the recent introduction of the Cornerstones curriculum in the lower department (Key Stage 1-3). Key Stage 4 follows a tailored curriculum to meet statutory requirements and allow development of functional and independence skills alongside ASDAN accreditation work. See Post 16 for information on their curriculum and accreditation/qualification profile. (Planning and planning scrutiny)
- The introduction of workbooks in the core subject areas of Literacy, Numeracy, Science and PSHE/Citizenship are helping to show individual progress and are scrutinised regularly as part of core business. (Workbooks and Learning walks – workbook scrutiny)
- The introduction of a whole school marking scheme has enabled us to have a more consistent approach to marking work and recording progress.

Areas for development

- SLT are working with class teams to ensure a more consistent approach to evidencing work in workbooks, use of the marking scheme and clear next steps.
- A more rigorous moderation cycle is being undertaken across the Trust and cross-authority wide.
- We are using more effective data analysis to focus on closing the gaps in learning and highlighting interventions.

Work is being developed on learning pathways to meet the needs and abilities of all of our students.
- Yellow Pathway – aimed at PMLD students utilising the Routes for Learning Assessment tool.
- Blue Pathway – aimed at students with autism and utilising the Autism Education Trust Assessment Framework and SCERTS.
- Green Pathway – aimed at students working between P1-8
- Orange Pathway – aimed at students working above P8 using the Age Related Expectations Framework (ARE).
- To introduce a half termly TA CPD session to ensure robust quality and consistency of practice is achieved.

Personal Development, Behaviour and Welfare

Grade: Good

- The School's arrangements for safeguarding students are very effective and meet all statutory requirements. (Safeguarding file, meeting notes)
- The Safeguarding policy and procedure is robustly followed and monitored. (Staff training, SCR)
- The introduction of CPOMS (Child Protection Online Management System) 18 months ago has greatly improved the monitoring and evaluation of safeguarding and behaviour incidents in school.

- Regular training and updates in required key areas of safeguarding including E-safety are delivered at least annually. (Staff training programme)
- Behaviour of students overall is good both in and out of class. (Behaviour data)
- All staff have high expectations of good behaviour and students are encouraged to be responsible for their actions. (Behaviour plans, Team Teach training records, behaviour data and interventions)
- Student voice is captured through our School Council activities. Students are encouraged to express their views. They are aware where to go to for help. (School council meetings)
- Any incidences of bullying or abuse are dealt with effectively and immediately. (CPOMS data)
- We have a behaviour support team who monitor the effectiveness of individual behaviour support plans and offer advice on strategies to support.
- There are 2 Team Teach Tutors at Hilltop School. All staff have regular training and the emphasis on the 95% de-escalation is embedded within the school's ethos and culture. Behaviour data on CPOMS supports this. (Team Teach training records)
- Attendance, whilst below expected levels is monitored regularly by the Head teacher and interventions are put in place where appropriate. (Attendance data)
- Physical activity is a strength with HLTAs employed specifically to deliver dance, hydrotherapy, PE and Rebound activities. (Timetables, lesson observations, planning)
- We provide opportunities for a range of out of school activities including After School Clubs, Residentials. (Photographs, documentation)
- Out of School learning opportunities include regular use of local community facilities, and work experience with local businesses. (Planning)
- Family are supported by regular opportunities to meet with other families to share useful experiences with the help of our Family Support Worker and volunteer Parent Carer Ambassador.

Areas for development

- Further staff training on use of CPOMS for all Teaching staff.
- SLT are all trained as Deputy Safeguarding Leads and will develop this role by providing a "triage" system using CPOMS across school
- Developing School Council roles including anti-bullying ambassador
- Calm zones to support behaviour and welfare
- Targeted interventions with specific families to help improve Attendance are in place
- The on-going development of E-safety is a focus.
- The recent appoint of a Family Support Worker is enabling families to more easily access support, interventions and early help.

Outcomes for Students

Grade: Good

- Students are making good progress over time. (Data, evaluated IEPs)
- All students have progressed from their starting point. (Data, evaluated IEPs)
- Students in KS3 are introduced to accreditation, which is then built upon as they progress through school leading to higher level qualifications. (Accreditation files)

- Introduction of the new class workbooks has increased the rigor of moderation and tracking of progress. (Workbooks, moderation files, data)
- The curriculum journey through school deepens knowledge and understanding equipping students with transferable skills for life. (Curriculum plans)

Areas for development

- Introduction of the new Pathways will ensure personalised learning depending on primary need.
- School improvement priority is development and training on ICT skills.
- Development of robust systems for pupil progress data
- Scrutinise and monitor workbooks to establish consistency across the school using exemplars of good practice.
- Pupils will be set Aspirational targets in order to raise expectations.

The Effectiveness of EYFS

Grade: Good

- Adults have high expectations of students.
- Evidence from lesson observations show that teaching in EYFS classes is a strength. (Lesson observations)
- Students are offered a broad and balanced curriculum with a range of experiences. (Planning)
- The EYFS offers a stimulating learning environment with a focus on promoting communication and independence. (Learning walks, lesson observations)
- Student learning and development is assessed using the Early Years Development Journal. (EYFS data)
- Adults record observations (written and photographic) of learning and development which form part of the students learning journeys. (Learning journeys)
- Students make at least good progress from their starting points. (EYFS data)
- Students have positive attitudes to learning and behaviour is good. (Lesson observations, behaviour plans and CPOMS data)
- Opportunities for inclusion with mainstream peers are offered at our joint provision based at Maltby Redwood Academy.
- Safeguarding is effective and school policies and procedures are followed.
- Transitions into school are personalised to meet the student and family needs. (Parent questionnaires)
- The EYFS leader attends termly Local Authority network and moderation meetings. (Paperwork from meetings)
- Each new starter has a Person Centred Review (PCR) during the first year which helps to identify any concerns or worries early on. (PCR action plans)
- EYFS teachers keep in regular contact with families via home/school diary, phone calls and meetings. (Home/school diaries, evidence of meetings)

Areas for development

- Further develop the use of data analysis to focus on 'narrowing the gap' in learning.
- More effective and robust moderation cycle to check judgements – link with Kelford and other special schools in the local authority.
- More focussed work with families to support student's learning and development at

home.
- Further develop use of Early Years Developmental Journal to link with whole school development of pathways.
- Work alongside newly appointed Family Support Worker to offer early support to families.
- Develop greater outdoor learning.
- Develop transitions into Y1.

The Effectiveness of Post 16
Grade: Good

- Every student has an entitlement to programmes of study in core areas of learning. (Planning, personalised timetables, curriculum mapping)
- The Post 16 curriculum has a focus on skills development, using Personal Learning and Thinking Skills as an assessment tool alongside accreditation. (PLTS data)
- Students will achieve a combination of accreditation from the following courses: ASDAN PSD, PP, ASDAN Employability, Edexcel Functional maths and literacy, CERTA Construction, Arts Award (Bronze), Sports Leaders. We access some accreditation though other centres. (Accreditation files and evidence)
- The remaining timetable is prioritised to ensure that students are adequately prepared for their Post 19 destination. There is a strong focus on developing self esteem, confidence and life skills, through leisure, enterprise, the arts (Panto, S Factor and Shakespeare) and WRL. Much of the curriculum is focussed on using the community as a learning environment. (PCR evaluations, Employability accreditation, Arts award accreditation, timetables)
- Work experience is a strength and all students have at least one placement (the average is 3) whilst in Post 16. Some students leave Hilltop having secured sustained work experience in their local community. (Work experience packs)
- Individual Post 19 pathways are discussed and planned for throughout years 12-14. Students and parents are supported throughout this process by the Post 16 team, organising visits, involving other agencies and ensure everyone is able to make an informed decision. The annual "My Futures" night is a pivotal part of this decision making process which is open to all Nexus families Post 16. (PCR process, interim action plans)
- Partnerships with Post 19 destinations are strengthened through joint working and planning. (Transition action plans)
- All students are given opportunities to think about future careers and provision through work related learning and PCR (Person Centred Review) enabling them to set clear, personalised aspirations. Through accessing a varied programme of work experience students are able to make more informed choices.

Areas for development

- Literacy and Numeracy areas of learning are currently being developed using a range of qualifications and accreditations and working across the Trust.
- Development of Post 16 spaces – Learning house, Workshop, Polytunnel to enhance the current provision and enable a wider offer of experiences and accreditation.

- To achieve the Gatsby Benchmark to ensure quality and impartial careers and enterprise advice and guidance.

Overall Effectiveness of School
Grade: Good
- All students make progress from their starting points. (Data analysis)
- Most teaching is effective and we address areas of development through our Core Business Cycle and support plans. (Lesson observations, learning walks, appraisals, support plans)
- Overall behaviour is good and pupils are supported by a consistent whole school behavioural approach. (CPOMS data, behaviour support plans)
- Safeguarding is very effective and policy and procedures are robustly adhered to. (External reviews)
- School leaders understand the strengths and weaknesses of the school. (SEF, SIP)
- The curriculum is enriched through a range of extended and inclusive learning opportunities. (Planning, website, celebratory events, curriculum planning)
- The ICE curriculum drivers underpin all learning opportunities. (Displays, planning, lesson observations)
Areas for development
- SLT are working with class teams to ensure a more consistent approach to evidencing work in workbooks, use of the marking scheme and clear next steps.
- A more rigorous moderation cycle is being undertaken across the Trust and cross-authority wide.
- We are using more effective data analysis to focus on closing the gaps in learning and highlighting interventions.
- Develop transitions between key stages or new classes to ensure a clear picture of each student's needs and abilities is communicated.
- Targeted interventions with specific families to help improve attendance are in place. Seek external advice regarding strategies to improve long term and persistent absenteeism.