

Hilltop School Evaluation Form 2020-21

Vision & Values	Context	Progress since in the last three years/Key areas of work			
		Key Areas	2018-19	2019-20	2020-21
<p>All priorities are aligned to the school's mission statement: - At Hilltop school we want everyone to "Be the best we can be" We do this by:</p> <ul style="list-style-type: none"> · Putting the needs of our students first; · Working in partnership with families and professionals; · Creating opportunities to achieve and enjoy; · Having a personalised curriculum; · Developing our skilled and experienced staff; · Treating all with care, respect and dignity; · Being open, clear and honest; · Developing practical life and social skills for a better future. <p>The key themes for 2019-20 are:</p> <ol style="list-style-type: none"> 1. Continue to focus on a robust 'Core Business Cycle' to assure the quality of teaching, learning and assessment. 2. Continue to work with Nexus to produce a whole school 'Scorecard', comparable pathway data, examine behavioural incidents and assure a secure Single Central Record and robust safeguarding processes. 3. Create a well-being strategy for pupils and staff including Workplace Wellbeing Champions. 4. Develop our work with families – lead by the family support team to develop key workers roles and links between school and home. This will include restructuring the team to meet future needs. 5. Staff training and development so all staff know and can record pupils' targets and progress. 6. Develop interventions to ensure all of our students make at least good progress. 7. Develop a three year plan for the school. 8. Develop careers education in line with Gatsby Benchmarks. 9. Develop a effective transitions/destinations strategy for Post 19. 	<p>Maltby Hilltop School is an all age range (2-19) Special Needs School. There are currently 130 students on roll with agreed places of 103. 39 of our students receive Free School Meals, 40 students receive Pupil Premium 7 students are Looked After Children (LAC) 19 students have English as an additional language There are 93 male and 31 female students 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, behavioural difficulties and SEMH. To meet the needs of our students we focus on the ICE curriculum drivers (Independence, Communication & Experience) and offer sensory integration and a range of other therapies to support pupil engagement and progress. The school is very restricted for space and so works in partnership with a local mainstream primary school to provide two classroom bases for students in KS1.</p> <p>The school has worked hard to ensure budget is now offering 'best value' with staffing percentage of the budget reducing from 93% to 81% currently. This has allowed us to focus on other key resources and development of our learning spaces. This includes a new library, a Sixth form Learning House, therapy suite and building development including a new classroom and remodel EYFS classroom. Safeguarding policy and procedure is highly effective. Staff follow a robust training plan to cover relevant updates including radicalisation/extremism, CSE, CCE, FGM, peer on peer abuse & E-safety. In January 2018, the school employed a Family Support Worker and in March 2019 a further 'Joint' FSW was employed and this has extended the Family Support Learning Team to offer more support to parents and families in areas such as communication, behaviour and sleep. Links with schools within the Trust and local mainstream schools allow for inclusion projects. The school offers a wide range of holiday/after school clubs and works in conjunction with Nexus to support their borough wide opportunities. Students are given opportunities to participate in the world of work throughout school from classroom based activities to links with local businesses. We celebrate and instill British Values including mutual respect for all faiths. We promote a positive culture in the school and encourage and support each child to communicate effectively with us. This includes at a basic level keeping them safe and allowing them to communicate their basic needs and support these. As our pupils skills develop we encourage them to become a key part of society and to be aware of the 'rules' that help us all. We have an active school council which impacts on the work of the school and is part of any interview process. Key stages 1-4 delivery of RE curriculum encompasses the principles of British Values and develops the social, emotional and cultural understanding of pupils. This is delivered through immersive school learning in half days focused upon celebrations reflecting faiths of pupils in school. A timetable of class assemblies enriches pupils' awareness and appreciation of the wider world. In June 2016 the school joined the Nexus Academy Trust. The Nexus Trust was awarded the NGA Award for Outstanding Vision and Strategy in Summer 2017. In its last inspection, in May 2019, the school was judged as good. The school currently holds Healthy School Gold Award and is working towards Arts Mark. We continue to buy into ROSIS and Learners First training organisations for CPD. Students from KS3 upwards begin to engage with careers education including having access to independent Advice and Guidance in line with the Gatsby Benchmarks.</p>	<p>Robust 'Core Business' cycle to ensure at least good teaching, learning and assessment.</p>	<p>Governors and subject leaders involved in learning walks and book scrutiny. Joint external observations of teaching and learning. External moderation cycle started.</p>	<p>External moderation for core subjects. Introduction of probationary period for new staff. Data pathways develop across Nexus. Appraisals for all TAs.</p>	<p>External support for postholders by ROSIS & lead by TLR & new deputy. Continue with core business cycle with ELT and external moderation. Complete/start previous appraisals by November.</p>
		<p>Improve attendance</p>	<p>Made links with EWO. Headteacher and FSW visited families at home. Monitoring of attendance.</p>	<p>Closer monitoring of attendance. Examine holiday forms Parents letters/meetings. Routine implementation of attendance policy.</p>	<p>Same & Attendance Rag rating on Ars and pupil profile document. Develop system of rewards.</p>
		<p>Improve curriculum, teaching, learning and assessment</p>	<p>Introduction of Gatsby benchmark and Compass assessment tool. Development of Cornerstones resources.</p>	<p>Develop pupil writing skills. Ensure challenging learning tasks for all. Develop intervention programme.</p>	<p>Green/orange pathway TLR established September 2020. This will focus on SLD curriculum & assessment.</p>
		<p>Improve the use of adults to ensure learning and progress</p>	<p>Pupil targets personalised and linked to EHCPs – TA's involved in planning. Appointment of 2nd FSW.</p>	<p>Develop pupil independence. Consistent use of symbols and communication aids. Family support team to lead organisation of interventions.</p>	<p>Obtain specialist advice around AAC & work with SaLT to develop work. Focus on IEPs linked to EHCP and independent learning/skills.</p>
		<p>Safer Recruitment & duty to safeguard</p>	<p>Ofsted judged the school as having effective safeguarding procedures in place. Working with parents on internet safety.</p>	<p>Deputy, Assistant Head & Family Support Team Leaders complete DSL training. Safer recruitment training. Attendance at DSL.</p>	<p>Expand input into CPOMS. Possibly work on common approach with Kelford.</p>
		<p>Develop skills of all staff in ensuring progress in learning of every child.</p>	<p>Recording next steps in learning & level of independence. Introduce B2B.</p>	<p>Introduce B2B for all. Probationary period for new staff. Teachers as managers of learning via appraisal & good practice.</p>	<p>Introduce basic numeracy/literacy skills expectations for all. Refocus on recoding in books.</p>
		<p>Statutory Duty to publish on school website policies & GDPR</p>	<p>Website reviewed by Nexus IT Lead. Compliance documented.</p>	<p>Website reviewed termly by Nexus IT Lead. Policies routinely updated.</p>	<p>Continue to update policies.</p>
		<p>Development of school buildings & resources.</p>	<p>ICT investment. Furniture refreshment. New spaces created.</p>	<p>PMLD outdoor play & therapy suite. Fundraising for new class & canopies.</p>	<p>Grant applications for canopies, training/class space & grounds development.</p>
		<p>Development of joint learning and support home/school.</p>	<p>Appointment of 'senior' FSW's to organise interventions team (link to safeguarding). New roles established.</p>	<p>Plan for FSW team and interventions for next 3 years. Development & clarity of new roles.</p>	<p>Regrade all FSW team and establish new roles. Extend team to establish full time ELSA.</p>
		<p>Significant Developments since the last Inspection</p> <p>There have been changes to the school's leadership and governance since the last inspection. SLT changed from 1 deputy and 2 assistant heads to 2 deputies and 1 assistant head. This planned additional capacity will support development and planning for future leadership of the school. TLRs for EYFS established September 2019 to add to TLRs for Yellow & Blue pathways and Literacy. The school has recruited new staff including 3 more experienced qualified teachers. In September 2020 a TLR for Green/Orange pathway established to develop our SLD curriculum. We have appointed a 'transitions' and extended services position as part of the family support team. We have appointed a full time ELSA/ wellbeing post from September 2020. We are trying to access additional support one day a week from a SaLT consultant to focus on communication and AAC. The school continues to offer greater numbers of school places from 98 three years ago to 130 September 2020.</p> <p>Ofsted 2019 – Next steps for the school: Leaders and those responsible for governance should ensure that: All pupils have sufficiently challenging learning tasks They continue to develop pupils' writing skills They further develop systems for assessing and tracking pupils' progress to ensure that they are consistent across the school They continue to develop support for children with autism spectrum disorder to enable them to become more independent learners</p>			

Quality of Education (Intent, Implementation and Impact)	Grade 2
<p>The curriculum journey through school deepens knowledge and understanding equipping students with transferable skills for life.</p> <p>The curriculum is enriched through a range of extended and inclusive learning opportunities.</p> <p>The ICE curriculum drivers and EHCP targets underpin all learning opportunities and drive new IEPs.</p> <p>The Cornerstones curriculum in the lower department (Key Stage 1-2) has ensured required coverage of the National curriculum with greater pace and engagement from our learners.</p> <p>Key Stage 3 and 4 follow a tailored curriculum to meet statutory requirements and allow development of functional and independence skills alongside ASDAN accreditation work.</p> <p>We are developing work on the Gatsby benchmarks to ensure we are developing aspirations and quality work experiences for our students from year 7 upwards.</p> <p>Termly observations show that most teaching is at least good.</p> <p>Teachers use a range of effective teaching styles to personalise learning and meet individual needs. This is being strengthened by further development of pathways and work on the EHCPs.</p> <p>Termly pupil progress meetings highlight any barriers to learning. Support and interventions are identified and put in place. Personalised IEPs focus on targets from the students EHCP and we are beginning to use this to assess overall progress. IEPs are planned jointly with class teams and families.</p> <p>Teaching Assistants are used effectively to support learning. There is a clear focus on the role of the adult in the assessment process including next steps in learning and developing student independent learning.</p> <p>Workbooks in the core subject areas of Literacy, Numeracy, Science and PSHE/EHCPs show individual progress and are scrutinised regularly as part of core business. There is a clear focus on assessment of targets and next steps by all staff.</p> <p>The whole school marking scheme enables all staff to be involved in the recording of assessment and the next stages of learning.</p> <p>Students are making good progress over time.</p> <p>All students have progressed from their starting point as evidenced by the level progress report within IEPs, EHCP targets, B², MAPP or Age Related Expectations.</p> <p>There are no significant differences between outcomes for students in receipt of pupil premium, gender, need or LAC. Students in KS3 are introduced to accreditation, which is then built upon as they progress through school leading to a wider choice of qualifications. Accreditation includes ASDAN, Edexcel and Arts Award.</p>	

Behaviour and Attitudes	Grade 2
<p>Behaviour of students overall is good both in school and out in the community.</p> <p>Pupils are supported by a consistent whole school behavioural approach. Pupils with challenging behaviours and those with SEMH are managed well when their educational placements have broken down in other schools.</p> <p>All staff have high expectations for good behaviour and students are encouraged to be responsible for their actions.</p> <p>Any incidences of bullying or peer on peer abuse are dealt with effectively and immediately.</p> <p>School Council roles have been developed including an anti-bullying ambassador.</p> <p>We have a behaviour support team who monitor the effectiveness of individual behaviour support plans and offer advice on strategies to support at home and school. They meet termly with other behaviour support leads from the Nexus MAT.</p> <p>Calm zones have been developed across school to support behaviour and welfare.</p> <p>There is a Team Teach Tutor (advanced) at Hilltop School and another member of staff attended the intermediate training during the Autumn term. All staff have regular training and the emphasis on the 95% de-escalation is embedded within the school's ethos and culture.</p> <p>Installation of safe spaces have allowed students with behaviours that challenge to continue their education.</p> <p>Attendance, whilst below expected levels, is monitored regularly throughout school. There are a few students where we are developing home schooling when they have long term complex medical needs which impact on their ability to attend school safely.</p> <p>Families 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. This includes a regular 'Chinwag' coffee morning and school events. The joint Family Support Workers are enabling families to more easily access support, interventions and early help including continually developing the role of keyworkers.</p> <p>The Family Support Team have developed a programme of support which include sleep workshops, communication and behaviour support. This has supported effective safeguarding systems in school. It also has the added benefit of 'short cutting' the early help process as it is clear we have already undertaken key steps toward initial assessments.</p>	

Personal Development	Grade 2
<p>Whole school work on ICE Drivers (Independence, Communication, Engagement; Experience; Exploration) has supported personalisation and progress for lifelong learning.</p> <p>Students are encouraged to keep physically fit with opportunities for PE, Rebound, dance and hydrotherapy.</p> <p>The purchase and use of 3 treadmills have supported many of older students to take regular exercise as has access to the local community.</p> <p>The introduction of 'Mind time' across school is a way for students to keep mentally healthy. Students are introduced to a range of calming strategies and emotional literacy activities in order to be able to self-regulate more effectively. We have appointed a full-time wellbeing post September 2020.</p> <p>A few years ago we trialled employing an occupational therapist who's specialism in sensory integration. This has resulted in now a full time team of TAs who support individual programmes that support some of our more challenging students to access learning successfully.</p> <p>Student voice is captured through our School Council activities. Students are encouraged to express their views. They are aware of where to go to for help.</p> <p>We provide opportunities for a range of out of school activities including After School Clubs and Residential.</p> <p>Out of School learning opportunities include regular use of local community facilities, and work experience with local businesses.</p> <p>Residential are routinely offered throughout pupils' time in school at every key stage to develop independence, confidence and expand the opportunities open to our learners.</p> <p>Person Centred Reviews and Annual reviews focus on next steps towards pupil EHCPs. Choice making is core to our work and we encourage our learners to make numerous simple choices which over time we expand to begin to make bigger life choices for themselves. Pupils EHCPs are routinely updated as part of the annual review process to ensure we continue to meet the changing needs of our learners.</p> <p>Person Centred reviews are being further developed to ensure our students and their families are encouraged to think about their future.</p> <p>SLT lead by example to promote a high moral culture and fundamental British values.</p>	

Leadership & Management	Grade 2
<p>School leaders have a clear vision of what they want to achieve in the school and continually focus on school improvement. The core business cycle ensures impact on student outcomes.</p> <p>SLT have high expectations and are continually raising aspirations for all students to be valued, visible and fully included in our community.</p> <p>Curriculum developments have improved the quality of teaching and learning such as the implementation of the Cornerstones curriculum Key Stage 1-2 and the use of workbooks. KS3 and KS4 Curriculum developments have given a bigger focus on the World of Work and work related learning. All KS3 and KS4 students undertake ASDAN accreditation.</p> <p>Clear roles are defined in appraisals for all members of staff including middle leaders which link to the SIP.</p> <p>Underperformance is tackled effectively by use of support plans, probationary periods and where necessary, more formal capability procedures.</p> <p>Multi-agency work is a strength - school staff have good relationships with families and colleagues in other services and attendance at multi-agency meetings is high. This ensures that our children are safe and families feel supported.</p> <p>We work closely with Governors who hold senior leaders to account for all aspects of the school's performance.</p> <p>Nexus offers both support and challenge around the leadership and management including regular 1:1's, heads meetings, and focus on HR, finance, behaviour, safeguarding, overall progress and pupil assessment data across the trust.</p> <p>Effective management of finances and resources has led to a positive budget. Staffing now accounts for 81% of the budget as opposed to 94% which has led to better focus of resources.</p> <p>SLT are open to and have gained advice and recommendations from external school improvement partners in order to support effective change. The school works with a range of other organisations to develop school improvement strategies.</p> <p>The School's arrangements for safeguarding students are highly effective and meet all statutory requirements.</p> <p>The Single Central Record is updated regularly and scrutinised by the safeguarding lead, Nexus and governors.</p> <p>The Safeguarding policy and procedure is robustly followed and monitored.</p> <p>CPOMS has proven to be an extremely beneficial tool in the monitoring and evaluation of safeguarding and behaviour incidents in school. Teachers now input directly and we plan to expand this toward being paperless in time.</p> <p>Regular training and updates in required key areas of safeguarding including radicalisation/extremism, CSE, FGM, peer on peer abuse & E-safety are delivered at least annually.</p> <p>The E-safety lead at Hilltop meets liaises with E-safety leads from Nexus MAT.</p>	

EYFS

Grade
2

Adults have high expectations of students.
Evidence from lesson observations show that teaching in EYFS classes is a strength.
Students are offered a broad and balanced curriculum with a range of experiences.
The EYFS offers a stimulating learning environment with a focus on promoting communication and independence.
Student learning and development is assessed using both the Early Years Development Journal and Multiple Needs Developmental Journal depending on the needs of the pupil
Adults record observations (written and photographic) of learning and development which form part of the students learning journeys.
Students make at least good progress from their starting points.
Students have positive attitudes to learning and behaviour is good.
Progress is continually monitored, children are baselined on entry in to EYFS and data is inputted termly.
Opportunities for inclusion with mainstream peers are offered at our joint provision based at Redwood Academy. From Sept 20 both EYFS classes will be based on the main school site. This is to ensure pupils are provided with all necessary interventions at the beginning of their school journey.
Safeguarding is effective and school policies and procedures are followed.
Transitions into school are personalised to meet the student and family needs.
Home visits are part of the transition into school and the class teacher and Family Support Worker attend to offer early support to families
The EYFS leader attends termly Local Authority network and moderation meetings.
The EYFS leader attends termly moderation and assessment meetings with Kelford and Newman school.
Each new starter has a Person Centred Review (PCR) during the first year which helps to identify any concerns or worries early on.
Each student has a nominated keyworker and staff keep in regular contact with families via home/school diary, phone calls and meetings.
CPD is encouraged for all staff to ensure practice is of a high standard.

Post 16

Grade
2

Every student has an entitlement to programmes of study in core areas of learning.
The Post 16 curriculum has a focus on skills development, using Personal Learning and Thinking Skills alongside accreditation, Literacy and Numeracy on B².
Dependant on students' personal flight path, they will achieve a combination of accreditation from the following courses: ASDAN Awards in PSD, Personal Progress, Employability, NOCN Functional maths and literacy, Arts Award (Bronze). All students working on ASDAN accreditation will leave with at least a certificate (3 Units).
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 and Shakespeare) and WRL. Much of the curriculum is focussed on using the community as a learning environment.
WE organise an OAA residential to Calvert Trust yearly that encourages students personal life skills and independence.
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.
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.
Whilst current local Post 19 provision does not meet all students' needs and abilities, we have worked closely with other providers to ensure students leaving us have the best possible opportunities to continue their learning.
Our more complex learners attend a 'Moving on' session each week at Sense
Partnerships with Post 19 destinations are strengthened through joint working and planning.
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.
We have a dedicated Careers Advisor who will give independent advice and guidance to students in Y11, 13 and 14 and will work with Post 16 as well as lower key stages in line with Gatsby Benchmark requirements.
Internal transition into Post 16 is a two year process focussed around the arts and leisure opportunities where KS4 students access the Post 16 curriculum and work spaces. Meetings with key staff ensure a smooth transition takes place including transfer of data.
External transition into Post 16 begins in Year 10 with prospective students and parents visiting school. Transition visits are planned for the final term so students are familiar with the environment and staff. Key information and data is shared to ensure students are grouped appropriately.