

# Hilltop School Evaluation Form 2021-22 (November 2021)

Vision & Values	Context	Progress since in the last three years/Key areas of work			
<p><b>All priorities are aligned to the school's mission statement:</b>                      - At Hilltop school we want everyone to "Be the best we can be"                      We do this by:</p> <ul style="list-style-type: none"> <li>Putting the needs of our students first;</li> <li>Working in partnership with families and professionals;</li> <li>Creating opportunities to achieve and enjoy;</li> <li>Having a personalised curriculum;</li> <li>Developing our skilled and experienced staff;</li> <li>Treating all with care, respect and dignity;</li> <li>Being open, clear and honest;</li> <li>Developing practical life and social skills for a better future.</li> </ul> <p><b>The key themes for 2021-22 are:</b></p> <ol style="list-style-type: none"> <li>Pick up the 'Core Business Cycle' to confirm the quality of teaching, learning and assessment.</li> <li>Continue to work with Nexus to agree comparable judgements across schools.</li> <li>Further examine behavioural incidents, identify patterns and actions to assure robust safeguarding processes.</li> <li>Develop work on the Nexus Wellbeing Charter, gather &amp; analyze staff views to create an individual 'Hilltop Plan'.</li> <li>Continue to develop our work with families – to ensure new family support team have clear impact on our pupil outcomes.</li> <li>Implement the new curriculum, purchase resources and ensure this is reviewed, evaluated ready for the next term/year.</li> <li>Record pupil progress using evidence for learning/workbooks.</li> <li>Develop careers education in line with Gatsby Benchmarks.</li> <li>Develop a effective transitions/destinations strategy for Post 19.</li> </ol>	<p>Hilltop School is an all age range (2-19) Special Needs School. There are currently 134 students on roll agreed places of 103                      39 of our students receive Free School Meals, 47 students receive Pupil Premium                      8 students are Looked After Children (LAC)                      19 students have English as an additional language                      There are 109 who would identify as male and 25 as female.                      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 the new Core curriculum is focused on achievement of EHCP outcomes, alongside PSHE objectives plus aspects of Preparing for Adulthood. In addition, the bespoke curriculum aims to meet the very diverse needs of our students by offering Academic, Therapeutic, and further Preparing for Adulthood learning. 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 KS2</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 continuous refurbishment of classrooms and spaces in school.                      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 &amp; E-safety.</p> <p>The family support team is a strength of the school and we have a number of highly skilled practitioners who support with a number of key areas, including communication, health and behaviour.                      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 termly themes focused upon celebrations reflecting faiths of pupils in school.                      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.                      There is an increasing support and challenge from Nexus to support our school improvement. 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>	Key Areas	2019-20	2020-21	2021-22
		<p><b>Robust 'Core Business' cycle to ensure at least good teaching, learning and assessment.</b></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>Direct support for postholders by Nexus CSIF, Learners 1st ROSIS &amp; lead by TLRs &amp; new deputy.                      Continue with core business cycle with ELT and external moderation.                      Complete/start previous appraisals by November.</p>	<p>Direct support by Nexus, B11, Learners 1st &amp; ROSIS.                      Reestablish core business cycle with direct support &amp; challenge internal &amp; external.                      All Appraisals to be completed by Oct and reviewed in line with SIP objectives.</p>
		<p><b>Improve curriculum, teaching, learning and assessment</b></p>	<p>Develop pupil writing skills.                      Ensure challenging learning tasks for all.                      Develop interventions.</p>	<p>Green/orange pathway TLR established September 2020. This will focus on SLD curriculum &amp; assessment.</p>	<p>New curriculum established with Core curriculum areas linked to EHCPs plus Academic, Therapeutic &amp; Preparing for Adulthood.</p>
		<p><b>Improve the use of adults to ensure learning and progress. Pupil targets personalised linked to EHCPs</b></p>	<p>Consistent use of symbols and comm aids.                      FST to lead organisation of interventions.</p>	<p>Obtain specialist advice around AAC &amp; work with SaLT to develop work. Focus on IEPs linked to EHCP and independent learning/skills.</p>	<p>Learning profile introduced and used in ARs and to inform planning, assessment and progress.                      Personalised new curriculum focused on independence in skills.</p>
		<p><b>Develop skills of all staff in ensuring progress in learning of every child.</b></p>	<p>Introduce B2B for all. Probationary period for new staff.                      Teachers as managers of learning via appraisal &amp; good practice.</p>	<p>Introduce basic literacy skills expectations for all staff.                      Refocus on recording in books.</p>	<p>New curriculum &amp; recording on evidence for learning.                      Regular teacher/staff meetings to support new curriculum and subject knowledge.                      Offer of basic literacy classes for staff.</p>
		<p><b>Development of joint learning and support home/school.</b></p>	<p>Plan for FSW team and interventions for next 3 years.                      Development &amp; clarity of new roles.</p>	<p>Re-structure FSW team and establish new roles in line with the long term Nexus trust plan.</p>	<p>Expanded FST with specific focus on key curriculum areas to support progress at school and home.</p>
		<p><b>Improve attendance</b></p>	<p>Closer monitoring of attendance.                      Examine holiday forms                      Parents letters/meetings.                      Routine implementation of attendance policy.</p>	<p>Continue with addition of Attendance RAG rating on ARs and pupil profile document.                      Develop system of rewards.</p>	<p>Half termly attendance meeting review, letters and discussions with parents 90%.                      Class and school reward system to highlight focus on attendance.</p>
		<p><b>Safeguarding &amp; Safer Recruitment checks.</b></p>	<p>Deputy, Assistant Head &amp; Family Support Team Leaders complete DSL training.                      Safer recruitment training.</p>	<p>Expand input into CPOMS. Online safety development linked to further develop ICT.</p>	<p>Refresh safer recruitment training Aut 2021. Nexus checking and monitoring of routine documentation.                      Update all contracts over next 2 years.</p>
		<p><b>Develop support systems for student and Staff wellbeing</b></p>	<p>Part time ELSA trained TAs as part of FST.                      Joint leadership of wellbeing. Class champions established.</p>	<p>Fulltime ELSA support. Wellbeing action plan with support from Ed Psych. Class champions leading mind time and wellbeing.</p>	<p>Expand role of ELSA support through Wellbeing team meetings. Respond to staff well-being survey and implement range of initiatives to address areas of concern raised. Staff newsletter Link with Nexus Wellbeing Charter.</p>
		<p><b>Development of school buildings &amp; resources.</b></p>	<p>PMLD outdoor play &amp; therapy suite.                      Fundraising for new class &amp; canopies.</p>	<p>Grant applications for canopies &amp; grounds                      Outdoor learning Devpt.</p>	<p>Refurbish a classroom and remove all MDF in class spaces.                      Grant funding for grounds.</p>

## Significant Developments since the last Inspection

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 additional capacity will support development and planning for future leadership of the school.  
 TLRs for EYFS established September 2019 to add to TLRs for Maths and literacy, Preparing for Adulthood and Communication and Interaction.  
 The school has recruited new staff including 3 more experienced qualified teachers.  
 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, behavior posts and support for medical needs.  
 We have accessed 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 132 September 2021.

## 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

Quality of Education (Intent, Implementation and Impact)	Grade 2
<p><b>NTENT</b> The school's curriculum has been redesigned over the last 12 months to ensure it is fit for purpose and aspirational for all pupils. It has been developed to be broad and balanced and incorporates the relevant skills and knowledge from the National Curriculum alongside the more functional skills that our pupils need in order to be prepared for adulthood. The school's LTP and skills matrices ensures that the curriculum is planned and sequenced in a progressive manner so that students are building on their skills and knowledge towards agreed outcomes and it is clear what all students are expected to learn, know and do.</p> <p>The curriculum intends to increase our students' cul</p> <p>The curriculum is enriched through a range of extended and inclusive learning opportunities. The core curriculum areas link to EHCP targets and underpin all learning opportunities and drive new termly targets. The core curriculum planned throughout school from KS1 to KS4 builds on the basic skills and learning developed during the foundation stage. It is a developmental curriculum which builds skills, knowledge and understanding and aims to maximise progress. We have created 3 bespoke curriculum pathways which intertwine Academic, Therapeutic, and Preparing for Adulthood. Previous termly observations show that most teaching is at least good and that teachers use a range of effective teaching styles to personalise learning and meet individual needs. This will be strengthened by the implementation of the new curriculum and 3 main learning 'pathways'. Termly pupil progress meetings highlight any barriers to learning. Support and interventions are identified and put in place. Personalised termly targets focus on long term outcomes from targets from the students EHCP and we are using this to assess overall progress. Termly targets IEPs are planned jointly with class teams and families. 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, pupil evaluation &amp; developing student independent learning. Work in the core NC 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. The whole school marking scheme enables all staff to be involved in the recording of assessment and the next stages of learning. The Introduction of evidence for learning will allow all staff to contribute to the recording of progress electronically. Video and photographic evidence will allow progress to be observed overtime. Students are making good progress over time. All students have progressed from their starting point but with the removal of P Levels we are seeking more universal judgements across Nexus.</p>	

There are no significant differences between outcomes for

Behaviour and Attitudes	Grade 2
<p>Behaviour of students overall is good both in school and out in the community. 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. All staff have high expectations for good behaviour and students are encouraged to be responsible for their actions. Any incidences of bullying or potential peer on peer abuse are dealt with effectively and immediately. School Council roles have been developed and the Parliament initiative across Nexus will add to this. 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 Nexus. Calm zones have been developed across school to support behaviour and welfare. There is an advanced Team Teach Tutor with two other trainers. All staff have regular training and the emphasis on the 95% de-escalation is embedded within the school's ethos and culture. Installation of safe spaces have allowed students with behaviours that challenge to continue their education. 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. 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 way we work effectively with families. 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> <p><b>SIP Priorities 2021-22</b> Ensure records are accurate and comprehensive to allow patterns to be seen and concerns to be raised so that appropriate support is available to modify behavior and impact/change risks to ensure all students remain safe. Create calm space in every classroom. Introduction of 'self-regulation', mind time and ELSA skills back in classes. Improve attendance of persistent absences to raise overall school attendance to above 90%.</p>	

Personal Development	Grade 2
<p>The whole school offers personalized experiences and progress for lifelong learning. Students are encouraged to keep physically fit with opportunities for PE, Rebound and hydrotherapy. Our 3 treadmills support many of older students to take regular exercise as have access to the local community. The introduction of 'Mind time' and Zones of Regulation 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 last year. A few years ago we trialled employing an occupational therapist who's specialism in sensory integration. This has resulted in now a full time TAs who support individual programmes that support some of our more challenging students to access learning successfully. 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. We provide opportunities for a range of out of school activities including After School Clubs and Residentials. Out of School learning opportunities include regular use of local community facilities and work experience with local businesses. 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. 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. Person Centred reviews are being further developed to ensure our students and their families are encouraged to think about their future. SLT lead by example to promote a high moral culture and fundamental British values.</p> <p><b>SIP Priorities 2021-22</b> Develop pupil voice - introduce Pupil Parliament &amp; how we gather students views. Plan a programme of employer encounters across KS3/4 and Post 16 curriculum &amp; career days. Development of work experience Research 'additional curriculum' for older learners D of E, travel training &amp; use of technology. Research potential transitions pathways Post 19.</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. SLT have high expectations and are continually raising aspirations for all students to be valued, visible and fully included in our community. Our new curriculum should improve the quality of teaching, learning and assessment. 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. Clear roles are defined in appraisals for all members of staff including middle leaders which link to the SIP. Underperformance is tackled effectively by use of support plans, probationary periods and where necessary, or more formal capability procedures. 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. We work closely with Governors who hold senior leaders to account for all aspects of the school's performance. 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. 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. 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. The School's arrangements for safeguarding students are highly effective and meet all statutory requirements. The Single Central Record is updated regularly and scrutinised by the safeguarding lead, Nexus and governors. Safeguarding policy &amp; procedure is robustly followed/monitored. 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 Regular training and updates in required key areas of safeguarding including radicalisation/extremism, CSE, FGM, peer on peer abuse &amp; E-safety are delivered at least annually.</p> <p><b>IEP Priorities 2021-22</b> Clear roles, responsibility and training/support coaching for ELT &amp; curriculum leaders. Subject action plans and update policies. Home/school communication develop to include diaries, targets, topics begin to use social media, MyED &amp; Afl. Workshops for parents. Nexus Wellbeing Charter linked to school priorities &amp; issues. SEMH audit, evaluation and action plan. School environment - canopies, play equipment &amp; horticulture.</p>	

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.  
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.

#### SIP Priorities 2021-22

Ensure the effective implementation of the EYFS reforms and make certain all staff are well trained.  
Develop assessment - Successfully use Evidence for Learning to record and monitor students' progress.  
Continue to develop outside provision across the Early years provision.  
Work with other schools across the trust to ensure practice is of a high standard and moderation judgements are secure.

Every student has an entitlement to programmes of study in core areas of learning.  
The Post 16 curriculum has a focus on functional skills development, using ICE drivers alongside qualifications.  
Dependant on students' personal flight path, they will achieve a combination of qualifications from the following courses: ASDAN Awards in PSD, Employability, Personal Progress, NOCN Functional maths and literacy, Arts Award (Bronze). All students working on ASDAN qualifications 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 (including pantomime) and Work Related Learning.  
Much of the curriculum is focused 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 has always been 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. We are picking this back up now employers are feeling more confident to allow work experience to restart.  
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 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 support from our family support team to ensure suitable future pathways are accessed.  
We have a dedicated Careers Advisor who will give independent advice and guidance to students in Y12, 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 focused 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 11 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.

#### SIP Priorities 2021-22

Embed functional maths and English skills  
Achieve Gatsby Benchmarks to ensure quality impartial advice and guidance  
Develop a 3 year plan for 6th form based on falling numbers  
Create 6<sup>th</sup> Form Prospectus