



# Hilltop School SEF 2017-18



Section	Summary Evaluation	
<p><b>Introduction</b></p> <p><b>School Context</b></p>	<p><i>We want our school to be passionately person centred, always putting children, young people and families at the centre of everything we do.</i></p> <ul style="list-style-type: none"> <li>Maltby Hilltop School is an all age (2-19) Special Needs School. Hilltop is one of 6 Special Schools within the Rotherham borough. Pupils are admitted from a wide geographical area across the region as well as from neighbouring Sheffield, Doncaster, Barnsley and Nottinghamshire.</li> <li>The school has planned places for 102 students and we have just agreed 111 places on roll for September 2018, in September 2017 there were 95 students on roll. We are predicting an increase in the school population in the next 5 years of at least 10%. Over the last three years we have seen an increase in the demand for places particularly in our EYFS and Key Stage 1 provision.</li> <li>Space or rather lack of has played a major factor in the schools ability to meet the needs of our young people and this has led to the school working in partnership with a local mainstream primary school, Redwood Academy, to provide two classroom bases for students in EYFS and KS1. These young people spend 50% of their day at Hilltop and 50% at Redwood. This gives tremendous opportunities for some creative inclusion work to take place as well as freeing up vital space at Hilltop.</li> <li>Links with local mainstream secondary schools also allow for inclusion projects in PE and Art for our Upper Department students. Post 16 students also spend a day a week at the local Post 19 College, RCAT. We intend looking for post 16 provision out of the school both to expand our offer and to free up space in the main school building.</li> <li>The school is situated in the middle of a large housing estate near the top of a hill. This means that there is limited scope to expand the schools footprint or buildings. This September we have 2 portacabins for our 6<sup>th</sup> Form provision. The plan is for one of them to be an accredited woodwork skills provider by September 2018.</li> <li>Many of our young people come from areas of high social and economic disadvantage. According to the National Deprivation Scales Rotherham LA is the 52<sup>nd</sup> most deprived area of England out of 326 and is the 3<sup>rd</sup> most deprived in South Yorkshire. Maltby is one of the 11 most deprived areas of the Borough.</li> <li>The students who attend Maltby Hilltop have a wide range of learning needs including moderate to severe learning disabilities, complex learning difficulties associated with ASC (Autistic Spectrum Condition), PMLD (Profound and Multiple Learning Disabilities), speech and language difficulties, sensory impairment, some complex medical needs, behavioural difficulties and social emotional mental health needs associated with their SEND.</li> <li>Students arrive with attainment levels significantly below their mainstream peers on admission, many with complex medical or behavioural needs.</li> <li>Years 12 to 14 have routinely have a person centred review, we have begun this for targeted pupils in lower school based on our vulnerability scores and pupils needs.</li> <li>Base line assessments are carried out using a range of assessment tools (Early learning Journal, PMLD Engagement Continuum, B<sup>2</sup> PLTS Assessment Framework and post 16 accreditation). This provides information that can be used to measure progress over time.</li> <li>32 students receive Free School Meals (25 last year).</li> <li>35 Pupils are eligible for pupil premium (71 last year).</li> <li>5 pupils are Looked After Children (LAC) (6 last year).</li> <li>12 Students have English as an Additional Language (8 last year).</li> <li>The current breakdown by gender is 81 boys and 30 girls (last year it was exactly 2/3<sup>rd</sup> boys, so slightly more girls)</li> </ul>	
<p><b>Significant Changes 2015-2017</b></p>	<p>We became a MAT with 2 other schools (Kelford and Abbey) June 16 and have now been joined by Pennine View in Doncaster. We are also in negotiation with other schools. Over the last few years a number of established senior leaders have retired. There was a new SLT team in place for September 15 which was restructured for September 16 with a single headteacher. Over the last academic year we have secured a permanent team which includes SLT, SBM, Site manager, teachers &amp; Teaching Assistants. We feel very secure about our future. Work Summer 15 and 16 on asbestos removal, construction of outdoor canopies. Summer 17 on outdoor areas and 2 new portacabins. Focus on 'core business cycle (appraisal, data analysis, medium term planning, IEPs, learning walks, pupil progress meetings &amp; lesson observations) and external scrutiny of those processes. Challenging budget issues in 2015 onward with additional funding secured from the local authority and reduction of staffing levels to a realistic and sustainable level. External advice sought from Learners First, private improvement advisor recommended from LA and quality assurance processes from Nexus have ensured sustained progress &amp; challenge. UPS3 Teachers challenged to make 'sustained and significant contribution' to the school through a challenging appraisal process Extension of Teaching and Learning Team roles supported by development of new level 3 teaching assistants to support teaching, learning and assessment. Use of the Epep system, CPOMS and development of work on 'vulnerable pupils' linked to learning progress, attendance and multi-agency input. Training and development on communication including new Team Teach and Makaton tutors.</p>	
<p><b>School Improvement</b></p>	<p><b>Key strengths</b></p> <p>A strong person centred culture;            Amazing young people who are increasingly well supported by their families;            A very experienced, dedicated and hardworking team of professionals;</p>	<p><b>Main areas for whole school improvement</b></p> <p>Leadership 'keeping focused on what we want for our children and young people' through shared responsibility and accountability for school improvement.</p>



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<b>Priorities</b>	<p>A new and dynamic Senior Leadership Team focussed on improvement;          Strong partnerships with other schools and settings;          Effective multi-disciplinary working with a range of services and professionals;          A strong commitment to continuous improvement; and          The drive and determination for all our children and young people to 'be the best they can be'.          The school has achieved Healthy Schools accreditation, Arts mark, Active mark award, Panathlon silver award and 'Movers and Shakers' award.          Collection of parental responses and responding to needs and interests of learners and their families to shape teaching and learning.</p>	<p>High quality teaching and learning 'being the best we can be', ensuring all pupils making expected progress and increasing the number of pupils making better than expected progress through teaching which continues to improve.          Wider outcomes 'helping all our children and young people to be valued, visible and included' through ensuring a whole school approach to positive post 19 transition.          Engaging families, services and professionals 'actively engaging parents and carers in their children's learning and development' through developing positive and improving partnerships.          Develop work on pupil voice linked to student council.          Get a view on our success (or otherwise) from other professionals, parents and partners.</p>
	<b>Key issues</b>	<b>Progress made</b>
<b>Progress in previous inspection key issues</b>	<p>Ofsted inspection January 2013          Teaching, while good, does not ensure that work is matched precisely enough to ensure that all pupils make rapid progress in their learning.          Adult support in lessons is not focussed sharply enough on learning to ensure all pupils make swift progress.          Teachers' feedback to pupils in lessons does not always help them to understand how to improve.          The irregular attendance of some pupils is a barrier to improving their learning and achievement. School data are not always analysed swiftly and carefully enough to identify where further intervention is required.</p>	<p>Analysis of data used in pupil progress meetings termly.          'Core business' cycle re-established with rigour and challenge.          Appraisal linked to 'sustained and significant contribution &amp; job descriptions of teachers as managers of learning.          Teachers observation sheets updated to include attendance, progress, TA input and pupils understanding of feedback.          Attendance examined in pupil progress meetings and parent &amp; carers meetings &amp; Annual reviews as yet not had impact.</p>
<b>Area</b>	<b>Rationale for 'good' judgement</b>	<b>Why not outstanding yet?</b>
<b>Overall Effectiveness judgement Good</b>	<p>There is a re-focussed drive for improvement through 'core business' cycle.          Safeguarding is effective and procedures are robust which links to CPOMS, 'vulnerability scores, attendance and multi-agency input/meetings. The Single Central Record is constantly being worked on and challenged externally.          The quality of teaching, learning and assessment requires improvement in some classes and we are working hard to ensure the overall judgement is consistently good.          Pupils' attitudes to learning are good and their achievement is good.          Most pupils make expected progress and some pupils make better than expected progress and their achievement is good.          Pupils' learning and progress is tracked and areas of under-achievement, particularly in English and Maths are identified and intervention and support are targeted.          The curriculum provides learning experiences which are personalised and enriched through a range of extended and inclusive learning opportunities.          The senior leadership team and Governing Body have an increasing understanding of the school's strengths and areas for improvement.</p>	<p>Not all pupils make good or outstanding progress.          Not all teaching is consistently good.          ICE drivers are having a positive impact. Pathways for improvement are not yet embedded and need to link with ICE drivers.          The impact of sensory integration activity is not yet measured effectively.          Using pupil progress data throughout the school to offer challenge for underperformance is not robust enough and we do not mobilise resources to ensure swift and effective impact.          To ensure all assessment judgements are robust and are rooted in evidence and or internal and external moderation.          Attendance has not improved 2016-17 and there are still some persistent poor attenders which we need to address.</p>
<b>Area</b>	<b>Rationale for 'good' judgement</b>	<b>Why not outstanding?</b>
<b>Effectiveness of leadership and</b>	<p>The impact of leadership and management on the quality of provision and pupil outcomes is good. The school's leaders and managers have high expectations for all children and young people to be valued, visible and fully included in our community and in the communities where they live and to be active and responsible citizens.          The quality of teaching is good overall with areas of some weaker teaching which we are addressing.</p>	<p>Subject leaders do not have sufficient opportunity to positively impact upon subject outcomes.          Not all Leaders have the knowledge, skills and understanding to lead their subject area effectively.</p>



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<p><b>management</b></p> <p><b>judgement</b></p> <p><b>Good</b></p>	<p>Strengths and areas for improvement are identified through the analysis of pupils' learning and achievement, appraisal, data analysis, medium term planning, IEPs, learning walks, pupil progress meetings &amp; lesson observations. Training and support are linked to pupil needs and identified areas for improvement.</p> <p>Leaders have a clear view of the school's effectiveness. The school's self-evaluation is informed by: careful analysis of pupils' learning and development; the on-going evaluation of the quality of provision: the views of pupils, parents and carers; and the views of a wide range of stakeholders. Overall for core subjects our learners have made similar progress to the previous year. In 2016-17 we did a great deal of work to ensure our judgements were accurate. Some pupils have not made their usual progress as we have striven to ensure all of judgements are accurate. We argue that our outcomes could not have been outstanding when our teaching wasn't.</p> <p>In many subject areas we have more pupils who have made below expected progress 2016-17. In this academic year we are planning for individual postholders to track progress in their subject more consistently and plan interventions.</p> <p>The effectiveness of governance has improved significantly. Governors have a good understanding of the school's strengths and areas for improvement and governance has impacted positively on the quality of provision and on pupil outcomes. There have been significant changes to governance in 2015-17 and the school's Governing Body is able to focus on setting a clear direction for the school and holding the school's leaders to account.</p> <p>The school's curriculum provides a broad range of positive experiences and opportunities which are closely matched to pupils' needs, interests and abilities. The curriculum impacts positively on pupils' learning, achievement, behaviour, safety and SMSC development. The introduction of 'Cornerstones' has provided challenge and a clear programme of skills and knowledge development for all students KS1-3.</p> <p>The school works positively and pro-actively with parents, carers and a wide range of professionals and services. A strong emphasis is given to engaging parents who find it difficult to work with the school. This work impacts significantly on the learning and progress of some of our most vulnerable pupils.</p> <p>The school's arrangements for safeguarding pupils are very effective and meet all statutory requirements.</p> <p>Financial management and the management of resources are effective and closely matched to the needs of individual pupils and groups of pupils. The use of resources impacts positively on the quality of provision and on pupil outcomes.</p>	<p>Teaching staff are more accountable for their own performance and linked to job description and appraisal, although this needs continued challenge.</p> <p>Learning spaces are limited.</p> <p><b>The school's priorities for improvement in 2017-18 are therefore:</b></p> <p>Extend work on vulnerable pupils linked to progress, input attendance, CPOMS, Epep and multi-agency support.</p> <p>Support English and Maths postholders to provide effective leadership of subject including linked to changes in Nat curriculum linked to ICE drivers and pathways.</p> <p>Develop and extend work and challenge of governors (health, safeguarding, budget, safeguarding, teaching &amp; learning and examination of data).</p> <p>Continue to ensure rigour and challenge through appraisal process &amp; 'core business'.</p> <p>Postholders to examine pupil progress termly and focus interventions for the core subjects through working teams throughout the school.</p> <p>Interventions needed in Science and ICT.</p> <p>Improve accuracy and reliability of financial systems, providing accurate financial reports. Continue lettings to secure income.</p> <p>Gain a wider view of the school by parents, colleagues, pupils and other professionals.</p>
<p><b>Quality of</b></p>	<p><b>Rationale for 'good' judgement</b></p>	<p><b>Why not outstanding yet?</b></p>



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<p><b>teaching, learning and assessment</b></p> <p><b>judgement</b></p> <p><b>Good</b></p>	<p>Overall, most of the teaching is good. Teaching impacts positively on pupils' learning and achievement. Teachers have high expectations and behaviour for learning which is usually good. Pupils are motivated, confident and resilient learners. Over time, they develop skills and qualities which will be essential for life-long learning, for example, communication skills, independence skills, team working skills, determination and perseverance. This is being developed by our ICE drivers and our 'pathways' work.</p> <p>The use of formative assessment is developing with observation, recording and assessment being used to inform planning and teaching. This means that lessons are matched to pupil's interests, needs and abilities and build upon previous learning. Feedback and dialogue is an area we are working on to help each pupil know how well they are doing and what they need to do to improve. The 'core business' cycle is more robust and challenging.</p> <p>Most teachers personalise learning and, as a result, learning outcomes are specific for each pupil. Pupils are stretched and challenged, although progress needs to be more aspirational for some. Lesson observations show that little time is wasted in lessons and transitions between learning activities are smooth and purposeful. Pace, variety and adaptability in learning activities helps pupils to sustain learning. Pupils' enjoyment of learning is good.</p> <p>The curriculum is inclusive and person-centred. Partnerships with other schools and organisations provide inclusive learning opportunities which enrich the curriculum and enhance pupils' progress.</p> <p>A high priority is given to supporting teachers to identify and respond to barriers to learning or progress. Additional support and interventions are developed and implemented. The monitoring, evaluation and review of pupils' learning and progress and the quality of provision is offering greater challenge and expectation. This has been supported by the extension of the Teaching and Learning team and the new level 3 Teaching Assistants and their work.</p> <p>Pupil progress meetings focus upon any barriers to learning, particularly in communication, literacy and numeracy. Personalised IEPs are designed and implemented with input from class teams, the pupil and parents.</p> <p>Whole school work on ICE drivers has supported personalisation and progress 'for lifelong' learning.</p> <p>There has been a focus on all staff performing to their job description and greater challenge, rigour and grip.</p> <p>We have developed work on PLTS throughout the school and this is being used as an assessment tool post 16 along with accreditation.</p> <p>The development of work around the 'cornerstones' curriculum has helped us to map out expectations linked effectively to the national curriculum. This is being implemented across the KS1-3 throughout the school and will ensure continuity of coverage and expectations.</p>	<p>Not all teachers are confident to develop new and innovative teaching approaches.</p> <p>Some opportunities for independent learning are missed.</p> <p>Assessment systems do not always reflect the progress which some children make and we do not fully use the data we have well to focus on individual needs.</p> <p>Develop even further the moderation across schools to ensure our judgements are robust and accurate.</p> <p>A few teachers and teaching assistants do not have sufficiently deep knowledge and understanding of subject specific knowledge to accelerate learning and how to ensure positive feedback to ensure good progress.</p> <p>Opportunities for pupils to apply learnt skills have not previously been coherently planned throughout the curriculum.</p> <p>The use of homework / parent support to extend pupils' learning and development is not yet consistent throughout the school.</p> <p><b>The school's priorities for improvement in 2017-18 are therefore:</b></p> <p>To secure and evaluate curriculum planning to ensure coverage, depth and breadth of learning within Maths and English.</p> <p>To ensure teacher knowledge and personalised provision and pathways meets all individual needs and all teaching is at least good – linked to ICE drivers and pathways.</p> <p>To ensure that pupil premium is accelerating learning for all disadvantaged pupils.</p> <p>Evaluate input of sensory integration work.</p>
<p><b>Personal Development,</b></p>	<p><b>Rationale for 'good' judgement</b></p>	<p><b>Why not outstanding?</b></p>



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<p><b>behaviour and welfare.</b></p> <p><b>judgement Good</b></p>	<p>Observations of individual pupils and groups of pupils show us that they are well-behaved and show high levels of engagement, working and learning collaboratively and co-operatively in school.</p> <p>Good behaviour is acknowledged as a key factor in successful learning and the school has constantly developing systems and procedures to support the management and modification of pupils' behaviour. Pupils understand our high expectations and all are encouraged to be responsible for their actions. All are encouraged and rewarded for being kind to each other and many are able to show consideration and support for their friends.</p> <p>There is a high degree of personalisation. Behaviour management strategies for individual pupils and groups of pupils are supported by on-going evaluation and CPD in school. Incidents of challenging behaviour are managed effectively and safely. Teachers and class teams are effectively supported by the teacher and senior leader responsible for Behaviour Management. There have been no exclusions since the last inspection. There is responsive monitoring of behaviour at class, individual and whole-school levels. Class Teams work with other key professionals to support pupils and their families to engage in learning at home and school.</p> <p>Pupils are very supportive of each other and they encourage their friends to respond enthusiastically to others' achievements and successes. They take part in a wide range of community-based activities, where their exemplary behaviour is often commented on by other people. We have a very positive impact on new pupils' behaviours.</p> <p>There have been improvements in multi-agency working to meet the holistic needs of our pupils, sharing of information and joined up working for those 'vulnerable' children who are causing concern.</p> <p>Parents and carers tell us that their children are always keen and happy to come to school. The safety and wellbeing of all pupils, the majority of whom are vulnerable, is a priority and strength of the school. We provide outstanding care, guidance and support. Targeted CPD helps colleagues to maintain and develop knowledge and skills in Class Teams which supports the health, safety and wellbeing of all pupils, particularly those with the most severe, profound, complex and challenging behavioural needs.</p> <p>Pupils work hard to develop an understanding of how to stay healthy and safe. This is supported by well-structured PSHE programmes. Through community-based activities and Work Related Learning pupils learn how to stay safe in a range of out-of-school settings.</p> <p>Teachers have completed MARF forms, early support, continuing health care plans and CAMHS referrals to support pupils and their families to obtain the relevant support they need.</p> <p>Generally attendance has improved over the last 3 years and this is discussed at parent and pupil progress meetings.</p> <p>The school works hard to promote good attendance and, although a high proportion of pupils have complex health and medical needs, attendance was an issue 17-18 with some pupils needing home schooling and additional input.</p> <p>Physical activity is a strength of the school with HLTAs employed for dance, hydrotherapy, PE and rebound therapy to develop exercise and sensory/physical needs of our children and young people.</p> <p>Out of school activities is a strength of the school with routine discos, after school clubs, events, summer school and residential forming a key part of the extended schools offer to all pupils.</p>	<p>The challenging behaviours of a small minority of pupils can impact upon the learning of others. Staff work tirelessly to ensure that the 95% of de-escalation techniques as advocated by Team Teach training is the priority in order to avoid crisis with the 5% restrictive physical interventions being employed as a last resort in order to ensure the safety of students and staff.</p> <p>Rates of persistent absence for a small minority of our students are felt to be too high and interventions need to be implemented earlier in order for these figures to reduce.</p> <p>Data regarding behavioural incidents is scrutinised in order to identify patterns or trends over time and we need to use CPOMS more effectively.</p> <p><b>The school's priorities for improvement in 2017-18 are therefore:</b></p> <ul style="list-style-type: none"> <li>To routinely secure social care, CAMHS and health involvement at meetings.</li> <li>Develop high quality and consistent care and behaviour management planning through effective partnership working with a range of professionals and services.</li> <li>Continue to improve the co-ordination of multi-disciplinary working aligned to the development of EHC planning processes.</li> <li>To utilise CPOMS to analyse behavioural incidents data further.</li> <li>Introduce 'blocks' of intensive therapeutic input.</li> <li>Even greater challenge in pupil progress meetings &amp; core business cycle.</li> <li>Identify and improve the attendance of a small group of pupils.</li> <li>Ensure the effective work of the Teaching &amp; Learning Team &amp; Level 3 TAs linked with pupil progress meetings/data.</li> <li>Develop high quality health care planning through effective partnership working with a range of professionals and services.</li> <li>To ensure continued personalisation linked to ICE drivers, pathways, PLTS and EYFS/Post 16 accreditation.</li> <li>Ensure effective use of sensory integration team to support challenging behaviours and effective 'calm alert state' for learning – work with Kelford to evaluate impact.</li> <li>Link attendance and progress with vulnerability scores.</li> <li>Identify challenge and scrutiny from governors.</li> <li>Further develop work on Key workers to support communication with parents/carers and other professionals.</li> <li>Extend student council impact &amp; pupil voice.</li> </ul>
<p><b>Outcomes for pupils.</b></p>	<p><b>Rationale for 'good' judgement</b></p> <p>Pupils' achievement requires improvement. All our pupils have severe learning difficulties or complex special educational needs and, as a consequence, their attainment on entry to the school is very low and attainment is unlikely ever to rise</p>	<p><b>Why not outstanding?</b></p> <p>Pupils have not made as good progress in maths in all key stages. In Literacy they have not made as good progress in KS1</p>



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## Judgement Good

above 'low' (SIH 184). Although standards at the end of Key Stages 1, 2, 3 and 4 are also very low, many of our pupils make good progress from their starting points.

Examining the 'Core Subjects Overall Average' for 2015-16 and comparing them with 2016-17

- A high proportion (77%) of pupils make expected or above expected progress in Key Stage 1
- A very high proportion (85%) of pupils make expected or above expected progress in Key Stage 2.
- All pupils (100%) make expected or above expected progress in Key Stages 3, 4 and 5.

		2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
		% Above Expected		% expected		% Below expected	
Core overall	KS1	80% 4	23% 3	20% 1	54% 7	0% 0	23% 3
	KS2	17% 2	23% 3	75% 10	62% 8	8% 1	15% 2
	KS3	36% 4	25% 3	64% 11	75% 12	0% 0	0% 0
	KS 4	9% 1	16% 2	91% 9	84% 10%	0% 0	0% 0
Lang and literature	KS 2	25% 3	31% 4	67% 9	62% 8	8% 1	7% 1
	KS4	9% 1	16% 2	91% 10	84% 10	0% 0	0% 0
Maths	KS 2	17% 2	32% 4	75% 10	54% 7	8% 1	14% 2
	KS 4	55% 6	8% 1	45% 5	92% 11	0% 0	0% 0
Science	KS 2	17% 2	15% 2	75% 10	62% 8	8% 1	23% 3
	KS 4	55% 6	25% 3	45% 5	75% 9	0% 0	0% 0
ICT	KS 2	58% 7	7% 1	34% 5	62% 8	8% 1	31% 4
	KS 4	36% 4	8% 1	64% 7	92% 11	0% 0	0% 0
PSHE	KS 2	0% 0	78% 10	54% 7	15% 2	46% 6	7% 1
	KS 4	27% 3	30% 3	73% 8	70% 7	0% 0	0% 0

& 2. In science they have not made as good progress KS1-3. Generally pupils make better progress later in their school life and we need to examine impact further in KS1 & 2 to ensure the good progress made in EYFS.

Parents and carers do not have sufficient opportunity to understand and contribute to the assessment process. Clearer expectations when pupils join the school of ways of working together will support progress.

**The school's priorities for improvement in 2017-18 are therefore:**

To review and re-develop the curriculum for teaching Maths, Literacy and Communication.  
 Ensure all teachers follow the new marking policy and use new workbooks to evidence and secure progress.  
 Establish a clear system for phonics throughout lower school.  
 To challenge and impact on the learning programmes for any pupil making below expected progress in the pupil progress review – mobilise T&L team/resources to impact on progress.  
 Ensure all of our learners' progress is secure and skills learnt are applied, developed and consolidated – link to termly data.  
 Ensure parents understand their child's learning and progress and are able to support learning in the home & community.  
 To ensure all teachers and their teams are aware of and contribute to assessment systems and progress using marking policy and work books to ensure evaluation of progress.  
 To continue to develop work on engagement linked to 'building blocks' and pathways for pupils with the most complex needs.  
 To continue to develop the breadth of qualification and accreditation to meet student preference and aspirations.  
 Develop confidence in implementation of alternative curriculum models and the assessment systems used to measure progress – continue to work with Kelford on pathways, building blocks and ICE drivers.  
 Review and develop PLTS framework throughout school.



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Comparative analysis of pupils' progress 2016-17 shows that there are no significant differences between outcomes for different groups of pupils - boys, girls, FSM and non-FSM and Pupil Premium. There are not sufficient numbers for LAC, ethnicity and EAL to make any useful judgements.

CASPA data broken down into subjects with a comparison between 2015-16 and 2016-17.

Year	15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17
Subject	Writing		Speaking		Listening		Reading		Number		Use & Ap		Shape		Data	
No of pupils	77	76	77	76	70	67	71	68	71	67	73	69	71	68	10	11
% above expected	25	11	21	10	24	22	27	19	27	22	22	19	30	12	0	9
% expected	70	83	71	82	70	70	70	72	70	73	73	70	68	79	100	91
% below expected	5	6	8	8	6	8	3	9	3	5	5	11	3	8	0	0

Year	15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17
Subject	Science		PSHE		ICT		PE	
No of pupils	76	76	70	66	77	76	75	75
% above expected	21	13	14	44	31	12	37	20
% expected	74	75	76	53	62	74	67	68
% below expected	5	12	10	3	5	14	7	12

Over the past 3 years the school has ensured that teacher judgements are internally moderated. We have begun to externally moderate judgements to ensure they are reliable and valid. The school has introduced a more a robust system of triangulating summative judgements from a range of evidence and monitoring activity. This has resulted in poor levels of progress as we have been more accurate and have moderated our judgement 2016-17.

Assessment in Post 16 has been developed using PLTS (Personal Learning Thinking Skills) Post 16 teachers have worked to develop their own assessment using these skills and developing a 5 level system in each PLTS. This has run for 3 years and was reviewed and developed in Summer 2017.

All pupils have highly personalised IEP targets and challenging medium-term planning targets. All pupils' progress towards these targets is tracked. Regular pupil progress meetings focus on individual pupils' learning and development. Barriers to learning are quickly identified and intervention and support are targeted.

Lesson observations show that pupils are motivated, confident, determined and resilient learners. Planning and lesson observations show opportunities for pupils to develop literacy and numeracy skills across a range of subjects. They develop a range of skills which help them to communicate and be independent, for example, functional skills,



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	communication skills, WRL skills, enterprise skills and PLTs.	
<b>Effectiveness of Early Years Provision</b>  <b>Judgement Good</b>	<b>Rationale for 'good' judgement</b> <p>EYFS provision is highly person-centred. Families are active partners and have strong and influential voices. Learning programmes have a sharp focus on agreed developmental priorities which are personalised for each child. Our provision based at Redwood Academy shares this ethos and offers flexible and inclusive learning for all our EYFS children. Our 'Larch' provision continues work at KS1 for pupils who need access to mainstream peers.</p> <p>EYFS leaders are skilled and effective practitioners whose practice is good or outstanding. They have a child centred approach which focuses on improving outcomes for the children and their families.</p> <p>Joint working between Redwood and Hilltop works well for the benefit of all learners. The learning environment is stimulating, appropriate and inclusive. Careful planning ensures that the environment meets the interests and motivations of the children and activities and staff seek to provide new experiences or extend pupil interests. It also offers opportunities to work alongside mainstream peers.</p> <p>Outdoor education inspires children to learn through play through positive experiences. Pupils have regular access to the outdoor learning spaces during planned 'free-flow' and the excellent provision at Hilltop and Redwood.</p> <p>Children's learning and development in EYFS is assessed using the developmental statements from the Early Support Developmental Journal. Summative assessments are compared with EYFS stage and age-related expectations and our 'sister' school Kelford. Analysis of these outcomes shows that a high proportion of children acquire and develop new knowledge, skills and understanding in the prime areas of learning (PSED, communication and physical development) and in thinking. Data shows that the majority of pupils in EYFS are making good progress from their starting points.</p> <p>The schools approach to 'admissions' is centred around the needs of the child and their family. Transition into school is entirely flexible and the pace of transition is governed by the family and the child. Families are supported through an 'open door' arrangement and also through invites to planned meetings or workshops. EYFS staff maintain good contact with Parents/carers and relationships are strengthened through the use of named keyworkers.</p> <p>The EYFS provision is compliant with the safeguarding and welfare requirements. EYFS staff regularly attend local EYFS support and development groups.</p>	<b>Why not outstanding?</b> <p>The provision at Redwood and Hilltop is at least good.</p> <p>Parents are not always sure how to support their child's learning at home.</p> <p><b>The school's priorities for improvement in 2017-18 are therefore:</b>          To develop the EYFS profile and work with Kelford around data/assessment and moderation.          To use pupil progress meetings to identify long term needs &amp; complexities for some of our learners and if needed have PCR.          Share targets at parent/carers meeting with focus on what next and joint working/targets.          Following the feedback from parents, plan and run several termly sessions 'chin wag' and workshops to support parents, build relationships and links between home and school.          Develop and continue to offer Behaviour, and Sleep Workshops support for families.          Consolidate moderation and working with other 'special' EYFS provision.          Ensure all EYFS staff are confident and skilled with our most challenging pupils (behaviour, communication and complex health needs/PMLD).</p>
	<b>Rationale for 'good' judgement</b> <p>The 16-19 provision is well led by an experienced and passionately person centred Deputy Head.</p> <p>Through Person Centred Planning and Approaches, every student is able to share their hopes and aspirations which then form the basis of their Individual Action Plan. Systems and processes are in place to ensure that these aspirations are at the centre of all future planning.</p> <p>The Deputy Head has ensured that Functional Learning in English and mathematics continues into the 6<sup>th</sup> form with a focus upon further development and application of skills.</p> <p>Many pupils transfer to Hilltop post 16 provision from other special &amp; mainstream schools due to the 'supportive and positive' progression opportunities.</p> <p>Our 'leisure' opportunities include access to the community to explore a range of personalised physical activities in the wider area which students can continue to access successfully post 19.</p> <p>Every student has an entitlement to programmes of study in core areas of learning. The remaining timetable is prioritised to ensure that students are adequately prepared for their Post 19 destination. These pathways are discussed and planned for following the Year 11, 12 &amp; 14 transition reviews. The partnership with the post 19 destination is strengthened through joint working and planning in Key Stage 5 which supports the student and the provision.</p> <p>We also recognise the support that some of our parents may require.</p> <p>There is a large focus on work experience based on PCR principles and all students have a personalised programme.</p> <p>Courses now on offer range from Arts Award, Duke of Edinburgh Bronze and Silver Awards, ASDAN Transition Challenge, Personal Progress, PSD, Employability, Certa and GCSE PE.</p>	<b>Why not outstanding?</b> <p>The work in 6<sup>th</sup> form is at least good.</p> <p><b>The school's priorities for improvement in 2016-17 are therefore:</b>          Identify CPD needs through action planning and appraisals.          To produce and analyse accreditation data from last two years.          To approach post 19 destinations of leavers for a progress update.          Begin to plan through the MAT provision post 19.          To use the PLTS as an assessment tool for the MAT as a whole and link with pathways and ICE drivers.</p>
<b>Effectiveness of post 16</b>  <b>Judgement Good</b>		



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Many individuals take part in work experience.  
 Accreditation and vocational qualifications for 6<sup>th</sup> Form pupils

	Vocational Qualification					Total	Awards		GCSE
	ASDAN – Personal Progress E1	ASDAN – PSD E1	ASDAN – PSD E2	Employability E2	Certa - Construction		Arts Award Bronze	D of E Bronze	PE
2013-14	5	3	1	2		11	15 (2013)		
2014-15	4	2	1	2		9	9	5	5
2015-16	3	6	3	4	5	21			6
2016-17									

We enter students every 2 years for their Arts Award so there are no results for 2016 yet as they are waiting to be externally moderated.

Students units are not entered to Asdan until their final year at Hilltop so numbers vary each year depending on the size of cohort. Number of units completed by each student has increased over the last 3 years.

All school leavers secured a successful Post 19 transition, based upon their Person Centred Review aspiration.