



HILLCREST SCHOOL SELF EVALUATION 2019-2020

SCHOOL CONTEXT

Pupils	<p>The school population has increased by 100% over the past 7 years from 46 in 2012 to 93 (including sixth form) in January 2020. Over this period the needs of the learners have changed (break down below), and many have complex needs including ASC, speech, language and communication needs, attachment, associated mental health issues and trauma histories. Rigorous performance management systems, informing extensive specialist CPD provision and the integrated therapeutic approaches of the schools 'Intervention Team', ensures that complex needs are met highly effectively at Hillcrest.</p> <ul style="list-style-type: none"> • 100% of pupils are in receipt of an EHCP; • 67% of pupils receive additional PP funding; • 20% Girls / 80% Boys; • 12% LAC pupils <p><u>Overview of Pupil Primary Needs</u></p> <div data-bbox="853 887 1812 1350"> <table border="1"> <caption>Primary Needs of Children</caption> <thead> <tr> <th>Need</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>ASD</td> <td>33%</td> </tr> <tr> <td>SEMH</td> <td>27%</td> </tr> <tr> <td>SLCN</td> <td>26%</td> </tr> <tr> <td>HI</td> <td>1%</td> </tr> <tr> <td>MLD</td> <td>7%</td> </tr> <tr> <td>PD</td> <td>2%</td> </tr> <tr> <td>SLD</td> <td>2%</td> </tr> <tr> <td>Other</td> <td>2%</td> </tr> </tbody> </table> </div>	Need	Percentage	ASD	33%	SEMH	27%	SLCN	26%	HI	1%	MLD	7%	PD	2%	SLD	2%	Other	2%
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Staffing	<p>The school employs 50 staff (increase of 9 since January 2017) including:</p> <ul style="list-style-type: none">• 10 Teachers• 2 HLTA’s• 21 Teaching Assistants <p><u>Senior Leadership Team:</u></p> <ul style="list-style-type: none">• Head Teacher• Deputy Head• Assistant Head• Senior Teacher – from September 2019• School Business Manager – from April 2019 <p><u>Therapy Provision, integrated within class and part of the ‘Intervention Team’.</u> As a result, staff are supported in the developmental of approaches to meet needs effectively:</p> <ul style="list-style-type: none">• School funded therapy (OT) Band 8, 7.5 hours Band 5, 15 hours• NHS SaLT 4 hours• School funded SaLT Band 8, 7.5 hours per week, Band 7, 4 hours																														
Assessment, Feedback and Tracking	<table><tr><td>Average Progress</td><td>Significant gap closing</td><td colspan="3">Few students accessing-lots of new skills, knowledge and understanding</td></tr><tr><td></td><td>S</td><td>E</td><td>N</td><td>D</td></tr><tr><td>English</td><td>27%</td><td>18%</td><td>19%</td><td>6%</td></tr><tr><td>Maths</td><td>47%</td><td>21%</td><td>11%</td><td>3%</td></tr><tr><td>Science</td><td>6% (not many students)</td><td>14%</td><td>7%</td><td>2%</td></tr><tr><td>PHSE</td><td>38%</td><td>36%</td><td>20%</td><td></td></tr></table>	Average Progress	Significant gap closing	Few students accessing-lots of new skills, knowledge and understanding				S	E	N	D	English	27%	18%	19%	6%	Maths	47%	21%	11%	3%	Science	6% (not many students)	14%	7%	2%	PHSE	38%	36%	20%	
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Outcomes

Aspirational Targets Met & Exceeded

	KS3	KS4	KS5
English	91%	87%	100%
Maths	98%	70%	100%
Science	86%	52%	
PHSE	73%	74%	
Design and Tech	74%	63%	
Music	66%	40%	
RE	69%	85%	
Computing	50%	77%	
Geography	85%	75%	
History	89%	100%	
Art & Design	77%	86%	

Assessment criteria limited to computing

Coverage limits amount of progress

Comparative Groups- Making expected and exceeding progress

KS 3	Male	Female	LAC	Not LAC	PP	Not PP
English	88%	100%	100%	90%	91%	90%
Maths	97%	100%	100%	98%	97%	100%
Science	85%	91%	100%	85%	85%	90%
PHSE	80%	57%	67%	74%	83%	25%

Challenge with some ASC learners accessing emotional aspects of curriculum

KS 4	Male	Female	LAC	Not LAC	PP	Not PP
English	85%	100%	67%	90%	85%	90%
Maths	70%	67%	33%	75%	46%	100%
Science	50%	67%	33%	55%	46%	60%
PHSE	69%	100%	50%	76%	82%	63%

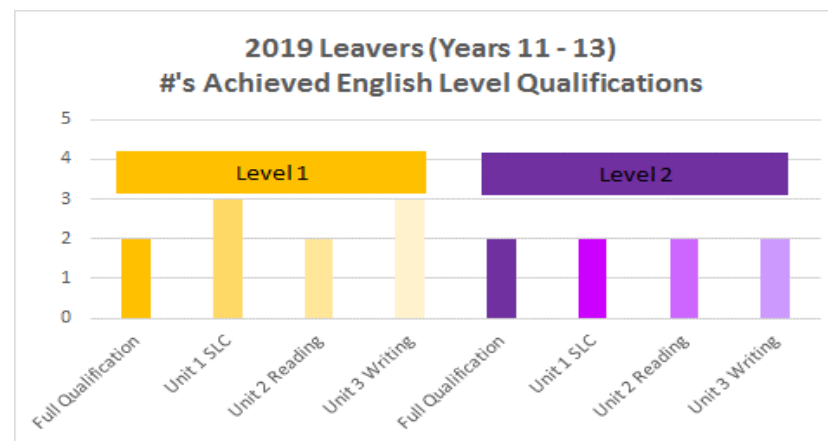
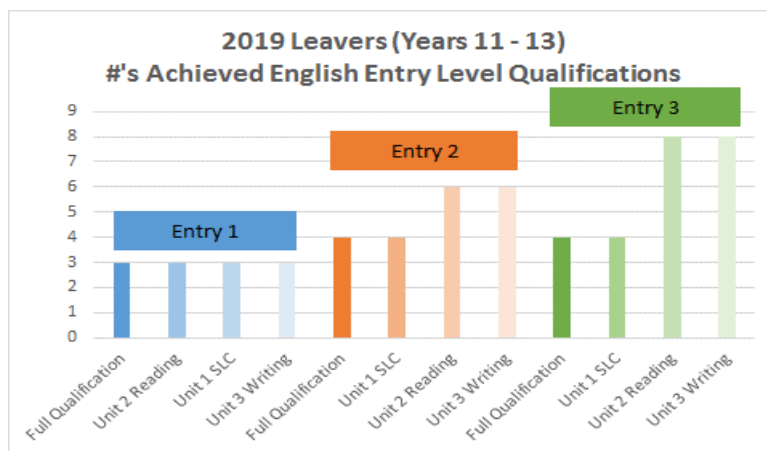
Complex LAC learners made academic progress (just below expected) but were following a holistic curriculum as indicated

Limited coverage due to focus on success for Entry

Results for 2019 Leavers

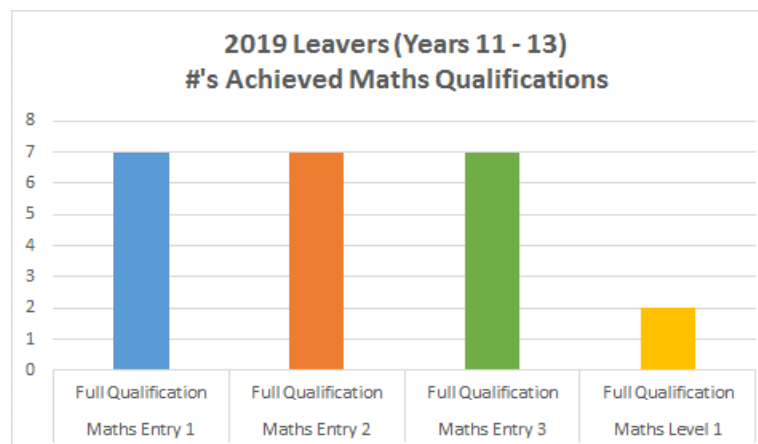
[OCR English Qualifications](#)

Hillcrest learners will often have lower levels of SLC which impacts on the ability to achieve the full qualification. However, learners are still entered for individual modules so they obtain credits for the Reading and Writing elements of the qualification.

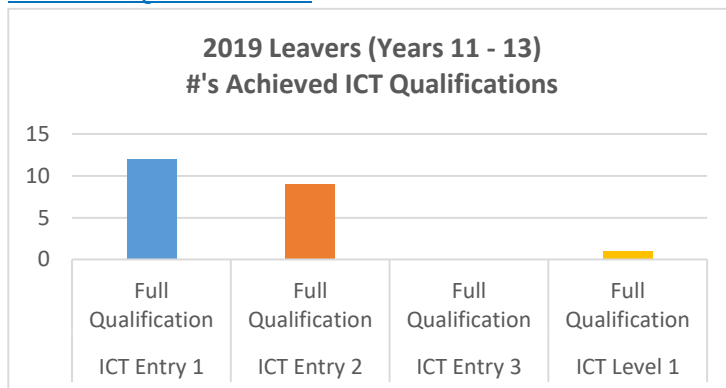


[OCR Maths Qualifications](#)

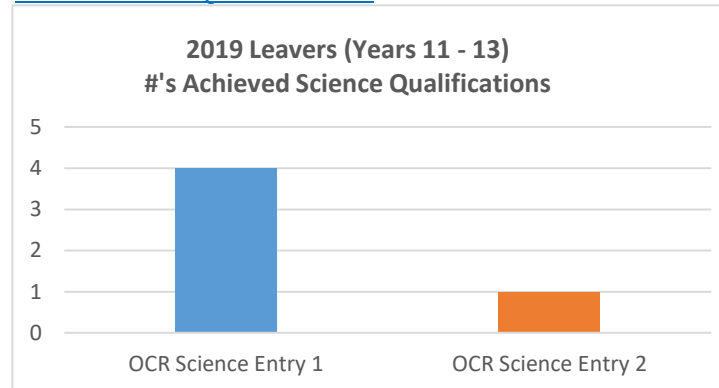
We had 1 student who achieved GCSE maths, through a dual placement with Cramlington Learning Village.



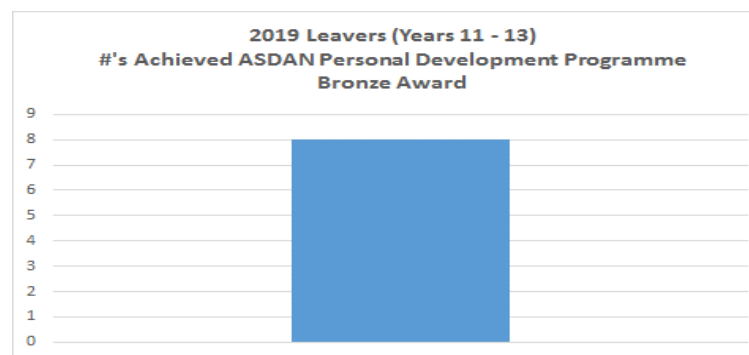
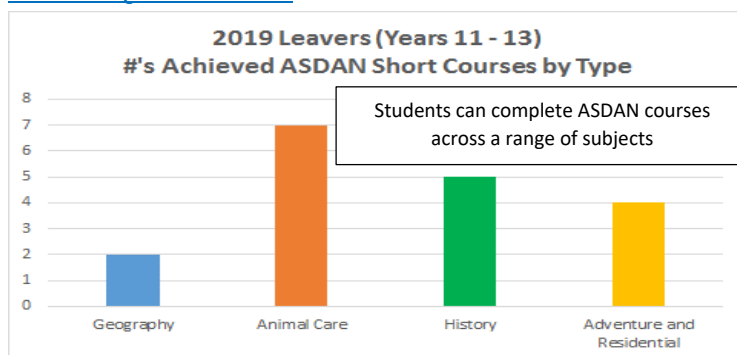
OCR ICT Qualifications



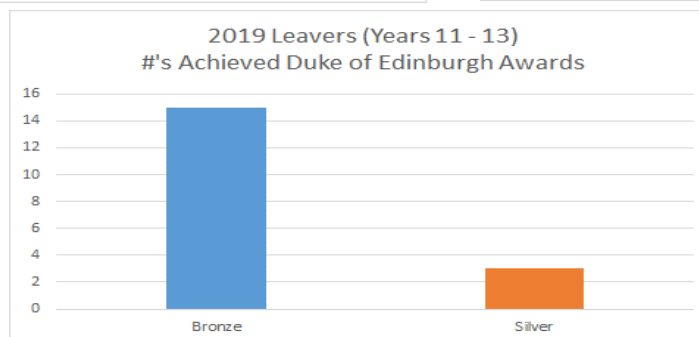
OCR Science Qualifications



ASDAN Qualifications



Duke of Edinburgh



	<p><u>Destinations</u></p> <p>In July 2019 we had 16 leavers, 15 of whom made transitions to further education destinations. Despite signposting and supporting to finding appropriate provision, it was parental choice that their child went NEET.</p>								
Provision	<p>The school is working towards becoming a Trauma Informed School by July 2020 with provision of a highly bespoke curriculum devised following robust analysis of pupil needs. The school undertook an extensive curriculum review in 2019 leading to the development of specialist provision that offers 3 pathways. Holistic, Holistic/Academic and Academic. The school's curriculum offer takes full account of the needs and aspirations of pupils in order to equip them with the skills and knowledge they need to access school provision and learn at their best, commensurate to assessed ability. Ongoing review and modification of the curriculum ensures relevance, content is based on developmental need as well as chronological age appropriately relevant to the needs of all cohorts, is engaging and motivational and for the most complex learners this includes time to apply functional skills.</p> <p>The curriculum includes three main strands: Holistic; Holistic/Academic and Academic.</p> <table border="1"> <tr> <th>Curriculum</th><th>% of Students</th></tr> <tr> <td>Holistic</td><td>14%</td></tr> <tr> <td>Holistic/Academic</td><td>64%</td></tr> <tr> <td>Academic</td><td>22%</td></tr> </table> <p>Safe spaces in class and outside give pupils time to reflect on and articulate their concerns, leading to the development of solution focussed thinking and application. This life skill is supporting access to learning and ultimately positive outcomes, behaviour/exclusion/attendance/performance data impact.</p> <p><u>Holistic, most vulnerable and complex learners (Basic Needs)</u></p> <ul style="list-style-type: none"> • Individualised Thrive profile; • Activities with trusted adult to build relationship and trust; • Needs to feel safe; • Supporting readiness to learn; • Flight/fight/freeze - survival instincts apparent; • Support with Zones of Regulation 	Curriculum	% of Students	Holistic	14%	Holistic/Academic	64%	Academic	22%
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Holistic lead in school developing curriculum using the Thrive approach and relevant SEND research. As a result, pupils are on task for increasing periods of time as staff use interventions to support pupil's self-regulation. This is impacting upon progress and achievement from pupil's baseline data.

- Timetabling includes self-regulation time 'Learner Centred Time' to aid readiness to learn. This strategy is a result of staff spending dedicated time supporting pupils to regulate behaviour following transition. Learner Centred Time provides a period of calmness in a safe environment for pupils to discuss any issues which have become a barrier to them accessing learning in class. Staff provide a climate of nurture and support, which has resulted in strong mutually respectful relationships. This enables pupils to trust and take measured risks resulting in them learning from mistakes and persevering in learning, thus improving outcomes further.

Holistic/Academic

- Accessing some NC learning;
- Thrive and holistic activities key and requires multiple times daily;
- Can revert to survival instincts and basic needs;
- Starting to bridge the gap between being ready to learn and the ability.

Academic

- Accessing NC according to individual needs and ability;
- Holistic needs are met in Learner Centred Time and transition times;
- Ability to self-regulate most of the time.

Specialist interventions are under constant review and school is highly responsive in order to meet the changing presentations of pupils needs on a daily basis. From their starting points and within the context of their diagnosed needs, the 'holistic cohort' pupils have an exceptionally positive attitude, and their conduct in school is impeccable in relation to the complexity of their needs. Approaches are a result of in-depth evaluation of need and include:

- Zones of Regulation;
- 'Home group' lunches;
- ELSA trained TA's (all over next 3 Training Days);
- Multi professional working therapeutic input from SaLT and OT;
- Outdoor area facilities to help pupil's regulation and education out of the classroom: Yurt, Forest School, Bungalow, Allotment, MUGA;
- Sensory Room (January 2020);

	<ul style="list-style-type: none"> • Chill Zone; • Holistic Interventions - Lego Therapy, Families Gatherings, weekly home calls, home visits, CP, EHA CIN meeting; • Visuals for transitions, lunch choices, first, then, then; • Token economy; • Celebration Assemblies reinforce positives and supports motivation; • All pupils are met at the start of day and taken out by staff to transport at end of the day. We take the opportunity to discuss and support the bus escorts in applying strategies to manage pupils; • Therapy Dog is highly motivational for a cohort of pupils who find the school environment challenging and who struggle to regulate their emotions, evidenced by Zones of Regulation data; • Independent Travel; • Community links. <p>The school reviews pupil's progress and achievement with staff on a regular basis and as part of the Code of Practice statutory duties. Pupils requiring bespoke provision have individualised timetables and transitions between curriculum provisions –Holistic/Academic are managed exceptionally well to ensure progress and achievement is optimised.</p> <p>This curriculum enables pupils who can access group work, participate in whole class learning opportunities to learn sequentially organised curriculum content leading to accreditation. Pupils benefit greatly from the cohort focus on personal attitudes and behaviour, and this impacts very positively on their work in school, particularly in terms of willingness to learn, resilience and perseverance.</p> <ul style="list-style-type: none"> • IRIS observations - coaching model enables staff to reflect and improve their teaching; • High quality resources – Lexia, Active Learn, Hamilton Trust, Twinkl, Boardmaker online and Symphony Maths (rolled out Jan 2020) support staff in delivering challenging opportunities for learning; • Pupil individual iPads/laptops provide motivational experiences and a mastery of key skills, reinforcing learning concepts, which leads to opportunities for 'new' learning.
Parent Comments from July 2019 Survey	<ul style="list-style-type: none"> • Hillcrest is an amazing school where my boy is safe and welcome. His needs are always put first and true communication between home and school is outstanding. Keep up the good work. • Lovely friendly staff who work hard to make it a good school. • My son is extremely well looked after here. • Putting my child's needs first and foremost. • Staff show enduring patience.

	<ul style="list-style-type: none"> • The teacher's ability to understand our son - his strengths, triggers, difficulties, emotions. Can't praise them enough! • Amazing staff and significant improvements have been made during the past 2 years. • The relationships the teachers have with the children and with parents. The school and staff are amazing and make your children feel welcome. Any concerns are dealt with well with the children at the forefront of their mind. • Caring and getting the best out of each student. • School has great communication with parents. • Wonderful care and understanding on an individual's basis. • School's ability to understand the complex need of its pupils and apply individual learning techniques tailored to the child/young person. • All teachers and support staff know all the children and is great, helps children feel safe and happy. • The staff are great. • Relationships between staff and pupils.
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Since the last inspection, January 2017

Area of Focus	Impact	Evidence																				
Improve the quality of teaching, learning and assessment by: <ul style="list-style-type: none">further sharpening questioning skills to challenge pupils, especially the most able, to move them on more quickly and deepen their thinking and understanding	Questions linked more to pupil understanding levels. <ul style="list-style-type: none">Level 1 - NamingLevel 2 - DescribingLevel 3 - RetellingLevel 4 - Justifying/Inferring	Blank Level Training: Blank Language Levels, Think About Your Questions, following Audit of need. Staff CPD from SaLT																				
<ul style="list-style-type: none">increasing the precision of planning for learning in science, so that it matches the sharply focused work in english and mathematics and leads to equally rapid pupil progress.	<ul style="list-style-type: none">Gap closing in Science;More focussed curriculum, covering 3 strands of Science;Tailored to students knowledge, skills, understanding and interests	iASEND to track Science Entry Level Qualifications																				
<ul style="list-style-type: none">further refining the checks on pupils' progress to ensure that pupils make equally good progress in each area of the curriculum	Better tracking now iASEND used in Foundation leading to better planning for progression	IASEND rolled across Foundation																				
Improve the quality of leadership and management by: <ul style="list-style-type: none">sharpening further the focus on improving the attendance of a small number of pupils	Whole School attendance increase: 2016 2017 89.9% 2017 2018 88.9% 2018 2019 91.1% 2019 to 6/12/19 92.2% <u>Individual student attendance - examples of improvements</u> <table><tr><td></td><td>2016 2017</td><td>2017 2018</td><td>2018 2019</td></tr><tr><td>Pupil A</td><td>85.53%</td><td>90.11%</td><td>94.21%</td></tr><tr><td>Pupil B</td><td></td><td>89.30%</td><td>97.11%</td></tr><tr><td>Pupil C</td><td></td><td>81.28%</td><td>88.90%</td></tr><tr><td>Pupil D</td><td></td><td>93.58%</td><td>100%</td></tr></table>		2016 2017	2017 2018	2018 2019	Pupil A	85.53%	90.11%	94.21%	Pupil B		89.30%	97.11%	Pupil C		81.28%	88.90%	Pupil D		93.58%	100%	<ul style="list-style-type: none">Personalised half-termly letters keeps raising profile and importance of attendance;Challenge parents on term time holidays;EWO every 3 weeks. Discuss case by case for PA pupils.
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<ul style="list-style-type: none">aligning governors' checks on the school's performance and development more closely to the priorities in the school improvement plan.	<ul style="list-style-type: none">Skill set of GB has been enhanced by CPD from external providers;Able to scrutinise, make judgements and challenge data / information / policy	<ul style="list-style-type: none">Governor attendance at Partnership Networks and Annual Regional Governance ConferenceStatutory Information Training																				

Quality of Education

Intent: *Every learner's offer will be targeted to meet their needs*

SIP Judgement Autumn 2019: Curriculum provision is highly effective in meeting the needs of the severe and complex SEND population, many of whom have severe mental health needs and as a result of the school's actions children are making exceptional progress in line with ability.

Quality of education is outstanding:

- Curriculum planning takes into research: Maslow's Hierarchy of Needs, Gardner's Theory of Multiple Intelligences, Kolb's Experiential Learning Cycle and principles underlying THRIVE. As a result, professional enquiry leads to staff working exceptionally hard to engage pupils in relevant sequential learning. This impacts upon progress and achievement, attendance and high levels of pupil satisfaction. 100% of pupils report they are happy and safe in school;
- Curriculum review 2018 adapted to include addition of choices for KS4 learners to receive accreditation in area's they were interested in. This has increased motivation leading to pupil's ability to sustain their learning focus for increased periods of time;
- Curriculum review 2019 - Pathways identified for learners – holistic, holistic/academic and academic. Local context researched and stakeholder views were considered to inform the highly responsive, specialist curriculum provision in school. This has impacted upon pupil's ability to access school provision, often having failed in a number of previous settings. (E.g. Pupil attendance is 93.5%, after joining us after being out of education for 2 years);
- The 'holistic curriculum' meets the fundamental basic needs of pupils enabling them to feel safe enough to learn;
- Social Needs, Self-fulfilment Needs are key to pupils feeling secure and wishing to participate in the life of the school. The many opportunities for pupils to demonstrate their learning and application of key skills supports their independence and ability to participate in life successfully beyond school;
- Functionality of curriculum to build increasing independence into adulthood has been successfully developed and only 1 student went 'NEET' 2019 through parental choice. Prediction 2020 no NEET pupils;
- The curriculum has developed to ensure breadth and depth for learners who can achieve accreditation and apply functional skills in preparation for adulthood;
- KS3 on entry and ongoing assessment identifies 'gaps' in learning and the curriculum offer is individualised within a broad, balanced programme to diminish gaps and provide challenge to master learning;
- IRIS coaching with staff improves practice as it provides professional opportunities to reflect and discuss how to further improve the effectiveness of teaching and learning. The approach includes opportunities for sharing practice, team teaching and can result in highly focused SMART performance management targets. This includes detailed criteria on expectations and responsibilities in line with career based expectations;

- Significant investment in the consolidation of the 'Intervention Team' has removed or diminished barriers to learning for pupils experiencing severe difficulties often on a daily basis. Investment has led to further development of staff and enabled school to work successfully with some of the most vulnerable and disadvantaged children in society;
- The approach to 'literacy' is developing as part of the curriculum review. Cohorts of pupils are accessing 'reading' – sight vocabulary, decoding, comprehension, single word recognition, in line with ability. Literacy is an integral part of the work of the school and improving communication a priority. An example of how the school supports specialist provision and comprehension is the 'Blank Level CPD', speech and language approach enabling staff to structure feedback in line with pupil's levels of comprehension. This has ensured no 'lost' learning as pupils are fully conversant of what is expected of them when completing work and questioning is highly differentiated;
- Reading time at the end of the day (Jan 2020) to further encourage reading in support of accessing life beyond school, reading to research new learning or support taught concepts further, for pleasure and functionality;
- Staff know expectations of curriculum intent and create systematic and purposeful lessons based on sequentially organised skills and concepts which optimise pupil's ability to master learning and apply knowledge functionally;
- Multi-disciplinary working to create bespoke offers of therapy and education enable school to meet the needs of pupils and provide a safe and effective provision for them to learn and thrive;
- iASEND data tracking provides strong evidence of pupils demonstrating their ability to engage and learn over time. This data is used to support pupil based personal targets and further challenge expectations.

Impact

Every child's offer will meet assessed basic needs (holistic), social needs and self-fulfilment (academic) needs. Evidenced improved outcomes include stakeholder views, achievement outcomes, attendance.

Teachers will plan for progression, using multi-disciplinary approaches, to ensure the EHCP outcomes and accreditation support all students on their planned pathways. This will result in pupils achieving commensurate to ability within an environment, which has the highest expectations.

Next Steps: liaise with feeder schools regarding curriculum and assessment to streamline transition processes resulting in no 'lost learning' when pupils access Hillcrest at secondary level.

Behaviour and Attitudes

Intent: *Students have the toolkit to self-regulate, communicate needs and feel safe leading to an increased ability to productively access life after school.*

SIP Judgement Autumn 2019: In relation to starting points, significant barriers related to pupils SEND diagnosis and subsequent disadvantage, children's behaviour and attitudes to learning is exemplary and a credit to the school and families.

Behaviour and Attitudes are outstanding:

- Hillcrest Expects: Good Listening; Kind Words; Care of Hillcrest; Looking after Others; reinforced with Class Charts. Rewarding desired behaviour. This has improved motivation as strategies are applied consistently and agreed with home in a drive to support families to apply approaches and reinforce positives. Pupils take pride in their school and their behaviours and attitudes, from their starting points, is outstanding;
- Pupil's attitudes and motivation are transformed over time at Hillcrest from their original starting points and this has impacted significantly on outcome data;
- Through work covered at school LGBT and SRTRC, home views have been challenged as young people know that those views are not acceptable in Britain today. This approach to equality and diversity has changed pupil's attitudes as many show tolerance and sensitivity in support of others. School is viewed as fully inclusive;
- Student debriefs are used to facilitate discussions to help remove barriers, which prevent students accessing lessons and reflection allows time to discuss choices within a highly solution focussed approach where we learn from mistakes and move forward to further improve outcomes. 'WHY' behaviour is discussed within the context of the THRIVE approach: Avoid/escape/obtain and then what WE need to do to address this. Pupils understand and apply this process independently wherever possible;
- Staff are professionally curious about pupils and are equally solution focused in their approach to work in school. Action Learning Sets have been used to facilitate this and student debriefs allow time to reflect and consider further strategies in support of learners optimising progress and achievement;
- The development towards a 'Relationship Policy' (ACES and Trauma and attachment training so that staff can be responsive to trauma and attachment difficulties) is a result of deep dive analysis of the provision mapped against pupil's presentation of need. Staff apply specialist strategies in assessing needs and implementing targeted interventions leading to improved learning outcomes, motivation and high levels of engagement often in challenging tasks, which stretch their ability;
- SRE working party with LA to ensure ready for mandatory roll out has ensured staff are well prepared in adapting materials for SEND to ensure opportunities to learn are maximised;

- PHSE curriculum and the integration of multi professional teams has enabled personal needs to be identified and met in a timely manner helping pupils to learn how to make positive choices;
- Transition linked therapy support has quickly identified pupil needs to support young people and upskill staff effectively supporting some of the schools most vulnerable learners and their families by sharing ideas and agreeing targets for improvement;
- Attendance has improved over time and for key pupils.

Intended Impact

Students demonstrate self-regulation strategies and are able to communicate how they feel, with staff proactively reinforcing key strategies/resources. This enables pupils to access learning at a level commensurate to their ability within a highly nurturing environment.

Next steps: Fully embed the use of student debriefs to include pupil and family voice more effectively in identifying how successful strategies have been in improving learning and supporting implementation within the home.

Personal Development

Intent: *Hillcrest will be a Trauma Informed School with exceptionally positive relationships and child centred approaches at the heart of all we do*

SIP Judgement Autumn 2019: The curriculum supports all aspects of child development, including social and emotional skills, problem solving, resilience, confidence and self-esteem. The school has a successful track record in working with pupils who are vulnerable due to disadvantage and mental health issues.

Personal Development is outstanding as:

- Zones of Regulation used across the school. Pupils have their own 'toolkits' to help them regulate and there is strong evidence they are applying taught strategies effectively;
- Zones 'speedometer' used by some to remove the need for verbal communication when communicating with staff about, which 'heightened' Zone they are in. This enables trained staff to manage timely interventions in the regulation of sensory overload. As a result, pupils return to purposeful activity as soon as possible;
- Families Gathering and 1:1 session's with parents, have enabled families to learn and trial 'Zones of Regulation' approaches at home and feedback is positive. This is impacting on more pupils being ready to learn when arriving in school;
- Makaton introduced for use with Zones to aid communication when in times of distress as research indicates the use of voice when a child is de-regulated adds to overload. This is proving successful in children de-regulating swiftly;
- 'Let's Talk About It!' reflection with pupil's builds trust and mutual respect as a result pupils discuss their fears and concerns this then leads to additional support.

Additional resources and specialist support includes:

- Talking Mats used as a communication tool;
- Student briefings facilitate discussions to help remove barriers for students based on principles;
- Multi-disciplinary working. E.g. Scerts;
- THRIVE data to create bespoke offers for classes/groups and individuals;
- Home group lunch;
- Intervention Team supporting the holistic development of pupils;
- News round for wider world issues;
- 'This is Me' day to celebrate identity and individuality;
- Careers week;
- Siblings sessions ran by Intervention Team supports family understanding of pupils needs and sibling support;
- ASDAN – personal development accreditation supports functional understanding;

- Rich learning opportunities outside of the classroom enhance the curriculum and promotes a love of the locality where they live. Includes community visits and trips to Northumberland areas of interest - Castles, Care Homes, beach, Light House, Sports events, restaurants, Centre for Life, foodbank, local library, Plessey Woods, arts workshop and STEM events.

Impact:

- Pupils able to move between the 'zones' (self-regulate) and acknowledge how they are feeling leading to timely return to learning maximising output;
- Pupils able to communicate in non-verbal ways in times of distress. This is supporting self-esteem, development of strategies to address difficulties and pupils ability to be 'included' in the life of the school and beyond.

Evidence:

- Reflections with students who can identify Zone and strategies that help them move between the Zones

Intended Impact:

Staff are sensitive to students past and current experiences and are on a joint mission to create learning environments that acknowledge and address trauma and emotional wellbeing as a barrier to learning. Pupils report feeling safe, happy and supported within school and this results in improved progress and achievement against their baseline.

Next Steps: Develop larger portfolio of Family support and collate evidence of any successful strategies or training to further extend the schools reach.

Leadership and Management

Intent: All staff share the clear and ambitious vision through strong, shared values, policies and protocol; supporting each other to have positive well-being

SIP Judgement December 2019: The schools vision and subsequent culture is inspiring as children are at the centre of decisions on all areas of school improvement.

Leadership and Management is outstanding because:

Hillcrest School is a highly effective organisation, but it will never be a complacent one. The school has significant capacity to sustain what has been achieved and to further develop the range and quality of the provision. Senior leaders are relentlessly ambitious and consistently aim for outstanding outcomes in all aspects of the school's work. The promotion of pupil's personal development underpins all aspects of children's learning and their experiences at school. This is evidenced in the exceptionally high standard of behaviour throughout the school considering pupils assessed needs and starting points on entry to school. Leaders inspire, motivate and influence staff and pupils to work towards and evaluate shared goals. This impacts upon ensuring a culture of embedded safeguarding procedures as staff and Governors are able to articulate what is done to keep children safe and how they must fulfil statutory duties.

Staff and the Governing Body have an ambitious vision for Hillcrest to become a highly effective Trauma Informed School evident by the exceptional dedication of staff and the relentless pursuit of excellence from leaders and governors. The Chair of Governors in particular leads by example, knows the school exceptionally well and both challenges and works with skill and humility. Governors have a range of skills, including at a school leadership level, and this enables them to quickly identify where support or challenge is required. They understand the need to evidence impact and work well in partnership with the whole school community. Systems to improve communication and shared information are being developed further since the appointment of a Business Manager.

The school's priority to improve readiness to learn was driven by leader's ambition to meet the complex and severe needs of a cohort of pupils who have mental health, trauma or disadvantaged backgrounds. This is one example of SLT and the Governing Body commitment to achieving exceptional standards for all pupils in order to attain the highest levels of achievement and personal development that they can.

- A creative 'grow your own' culture was established including CPD to facilitate this approach. Staff have responded effectively to the high professional expectations of them and some are accessing leadership training and embedding learnt strategies to support outcomes further. NPQSL, NPQML, NPQH, HLTA.

'Unwaveringly high aspirations and focused ambition has seen a significant increase in pupil progress and personal development over the course of the last academic year to the present time'(SIP additional evaluation work in school Dec 2019)

Examples of the ambitious plans to improve standards:

- ALL TA's are doing the ELSA qualification over 3 training days
- 'Growing own culture' HLTA, NPQSL, NPQML and NPQH.

The well-being of staff and pupils are at the heart of everything we do:

- Carnegie Mental Health Award (Spring 2020);
- Learner Centred Time allows young people to begin to develop the skills of self-regulation;
- Live marking in lessons to reduce teacher workloads and give immediate feedback to pupils;
- School funded mental health support available for staff for non-related work issues. Accessed by 2 staff in last 6 months;
- Staff well-being paramount as work with young people who have complex needs. Well-being night introduced on a termly basis. (10.12.19, 11.2.20);
- Staff views valued and sought via Room 101. New staffroom as a result of feedback from staff;
- Open door policy for parents and staff;
- Modelling by SLT who are visible and active in supporting staff on a day to day basis;
- Chair of Governors active in school life and is coaching new Governors in their role;
- Governing Body are assigned to SD priorities;
- Governors attend local and Regional Governor events and as a result they are well informed and can converse on aspects of education school may wish to further consider as part of the improvement agenda.

Intended Impact

The vision is upheld consistently to ensure that all students have access to 'available' and trusted adults who are skilled in meeting their individual needs. Staff will feel valued, supported and have the resources to gain fulfilment in their role. Resultant improvements in all aspects of school life ensure pupils are at the centre of all we do.

Next Steps SIP Dec 2019: Further align Governor monitoring visits to SEF and school improvement planning within the context of the Ofsted framework.