

# Hillcrest – Hayling Island

24 Alexandra Avenue, Hayling Island, PO11 9AL

|                                |                 |          |
|--------------------------------|-----------------|----------|
| <b>Inspection dates</b>        | 15–17 July 2014 |          |
| <b>Overall effectiveness</b>   | <b>Good</b>     | <b>2</b> |
| Achievement of pupils          | Good            | 2        |
| Quality of teaching            | Good            | 2        |
| Behaviour and safety of pupils | Good            | 2        |
| Leadership and management      | Good            | 2        |

## Summary of key findings

### This is a good school because:

- Good teaching ensures that all groups of pupils achieve well and make good progress, in all subjects. Similarly, the most able and those who find learning difficult also make good progress.
- Teaching assistants make a good contribution to learning.
- Behaviour that is sometimes very challenging is managed well. As a result, pupils are able to concentrate and learn well.
- Pupils say that they feel safe; they enjoy warm relationships with staff, are well supported and cared for.
- The school has a good variety of activities that capture pupils' interest and enable them to develop and use their reading, writing and mathematical skills across many subjects.
- Senior leaders have secured significant improvements in teaching and pupils' achievement since the last inspection.

### It is not yet an outstanding school because:

- Some of the less able pupils do not make enough progress in reading.
- Not all pupils always engage fully in learning or respond positively to all of the things that school has to offer.
- Pupils have too few opportunities to develop their knowledge and understanding of other religions and cultures.
- Observations of learning by senior leaders do not consistently challenge teachers to improve their teaching in order to raise standards to outstanding.
- Teachers have too few training opportunities to help them improve.

### Compliance with regulatory requirements

- The school meets schedule 1 of the Education (Independent School Standards) (England) Regulations 2010, as amended by the Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

## Information about this inspection

- The inspection was carried out with one day’s notice.
- The inspector observed eight lessons taught by four different teachers. He scrutinised pupils’ work and held meetings with the headteacher, proprietor, staff and pupils.
- The school’s documentation was checked including schemes of work, teachers’ planning, assessment records and records pertaining to safeguarding, welfare, health and safety. The inspector checked the school’s compliance with the regulations for independent schools.
- There were no responses to the Ofsted online survey, Parent View. The inspector took account of the views expressed in seven questionnaires, returned by staff.
- The school has purchased a new building and is seeking to increase the maximum number on roll from 12 to 22. A material change visit was conducted as part of this inspection.

## Inspection team

Chanan Tomlin, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school caters for looked after children with behavioural, emotional and social difficulties who have a history of unsuccessful placements elsewhere. The school was established in 2006 and the proprietors are Hillcrest Care Limited.
- The school is located in a converted house and caters exclusively for residential pupils.
- There are currently 11 boys on roll aged between the ages of eight and 15; all except one have a statement of special educational needs. Pupils come from several different local authorities in the south east of England, although some are from further afield.
- The school aims 'to provide a safe and secure environment to enable students to re-engage with education; develop cooperative and interpersonal skills; acquire study skills necessary to realise their own learning potential and to become receptive and willing to challenge themselves in their educational targets'.
- The school last received a full inspection in May 2010 where the overall effectiveness was judged as being satisfactory and not all regulations were found to have been met.
- A new headteacher was appointed in September 2013.

### What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding and enable pupils to make more rapid progress by ensuring:
  - that teachers provide activities that stimulate and increase pupils' engagement in their learning
  - that teachers provide pupils with more opportunities for supervised reading in school.
- Increase opportunities for pupils to extend their knowledge and understanding of other religions and cultures in a range of contexts.
- Increase the effectiveness of leadership and management through developing teachers' skills by:
  - ensuring that monitoring and observation consistently challenge teachers to improve their practice
  - providing more training and development opportunities.

## Inspection judgements

### Achievement of pupils

**Good**

- The new headteacher established systems for checking and monitoring pupils' progress when she started in September 2013. The only available tracking information for the period prior to this was for the autumn term, 2012. This information shows that in most subjects, four out of the five pupils made good progress and achieved well from their low starting points.
- Information for the current year, test results and scrutiny of pupils' work over time, shows that almost all pupils have achieved well and have made good progress. This is in spite of some having previously negative attitudes to learning when they joined the school.
- All pupils achieve accreditation in a range of subjects including English, mathematics, information and communication technology (ICT), personal, social and health education, science, food technology and life-saving skills.
- Pupils are usually careful to present their work well and pay good attention to spelling, grammar and punctuation in all subjects.
- The most able are provided with good levels of challenge; this helps them achieve well and make good progress. Pupils who find learning difficult are set work at the right level which helps them succeed in all aspects of their learning.
- Pupils read at home almost every day for homework and they have some opportunities to read in school. Most pupils make good progress in reading considering their low starting points. The most able pupils read proficiently and fluently. Achievement is not outstanding because some less able pupils are not always careful enough when they read, often skipping words and making careless mistakes.

### Quality of teaching

**Good**

- Good teaching ensures that all pupils, including the most able and those who find learning difficult, make good progress in all subjects.
- Although most pupils make good progress in reading, less able pupils make slower progress. This is because teachers do not spend enough time checking that pupils are reading carefully enough.
- Teachers have good subject knowledge. They plan sessions very carefully and use a good range of resources and strategies to make activities interesting. As a result, most pupils are motivated to concentrate on their studies and work hard. This enables them to make good progress from their starting points.
- This was observed during a secondary session, where pupils were very busy drilling, filing and gluing model solar-powered lighthouses. Here they designed lighthouses, purchased the materials to make them with the intention of selling them at the next fund raising event.
- During activities, teachers often adjust the work according to how well pupils are learning and their particular situation on the day. For example, during a Year 5 mathematics session on perimeter, pupils focused on shapes and mirror images because this is what caught their interest at the time.
- All work is marked regularly and accurately; marking is used effectively to praise pupils for their achievements and to give them clear guidance on areas that they need to improve. Pupils are set regular homework that helps them consolidate what they have learned in school.
- Teaching assistants know pupils very well. They take an active part in the teaching and learning that goes on in lessons helping all pupils to achieve well.
- Teachers expect pupils to work hard and achieve well; when pupils refuse to take part in activities, teachers are very patient but persistently encourage pupils to participate. Despite their best efforts, teachers are not always successful in getting the most challenging pupils to engage fully in education. This is why teaching is not outstanding.

**Behaviour and safety of pupils****Good**

- Pupils in the school have experienced serious difficulties in their lives and many find coping with daily life a struggle. As a result, they often present very challenging behaviour. Considering this, overall, behaviour is good because challenging behaviour is generally managed well and staff have developed warm, nurturing relationships with pupils. This is a strong contributory factor in pupils making good progress and achieving well.
- Pupils are polite to staff and are very welcoming when people visit the school. They usually pay careful attention when the teacher is talking and do not interrupt their peers during discussions.
- Pupils are keen to take part in discussions about topics that interest them. For example, during a Years 7 and 8 ICT session, pupils were keen to share their ideas about different aspects of e-safety.
- Pupils are proud of their work and achievements. As a result, they are keen to keep all areas of the school neat and tidy and look after their work well.
- Attendance is in line with mainstream schools and higher than in other special schools. This represents good attendance considering many pupils find engaging in education a real challenge. Staff are always at hand to encourage pupils to try their very best. As a result, the school day starts on time and most sessions proceed without disruption.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in school; they like their teachers and know where to turn when they need assistance or support. The school emphasises safety to pupils. As a result, they know how to keep safe, while using the internet, on roads and during sporting activities.
- Pupils understand the different forms of bullying and what to do if bullying occurs. Pupils say that bullying rarely happens.
- Pupils are active members of the school community and have elected a school council that is involved in running some aspects of the school. They take part in activities to raise money for charity. The school café is run by older pupils at the local community centre.
- Pupils grow in self-esteem and self-confidence when they are awarded for their achievements and good behaviour during assemblies.
- The school promotes the spiritual, moral, social and cultural development of pupils well. Pupils learn about spirituality through art and music and ventures outdoors where they learn to appreciate the beauty of nature. They learn about morality and acceptable social behaviour through personal, social and health education (PSHE), during assemblies and discussions with staff. They gain a well-developed knowledge of British culture, services and institutions through PSHE, history, geography and citizenship.
- Pupils learn about respecting all people regardless of their race, ethnicity or background. The impact of this is that they are friendly and interested to know about people that are different from them. However, behaviour is not outstanding because pupils have too few opportunities to extend their understanding of other religions and cultures in a range of contexts.

**Leadership and management****Good**

- Senior leaders have ensured that good teaching enables all pupils to make good progress, regardless of their starting points or abilities.
- Senior leaders have a drive and ambition to secure good outcomes for pupils. As a result, the school has made significant progress since the last inspection in terms of regulatory compliance and raising the standards of learning.
- Senior leaders convey high expectations to staff. Teaching assistants are deployed well and resources are used very effectively to enhance learning. Adults work well together and have created a purposeful learning environment where pupils can thrive.
- The school provides a good range of subjects and activities that interest pupils and help them

develop and use their reading, writing and mathematical skills across a range of subjects. These include a good range of educational trips, sporting activities and after-school clubs.

- Senior leaders have developed policies that help ensure that all pupils make good progress in literacy.
- Senior leaders have created a set of values that emphasises the importance of working together and what is right and what is wrong. As a result, pupils gain important life skills that will help them in the future.
- All safeguarding requirements meet current requirements.
- Senior leaders work closely with residential staff to ensure the best possible benefits for pupils. School and care staff meet regularly to ensure that pupils receive high levels of care and support and to share ideas about how the education can be consolidated and enhanced at home.
- Governors visit the school often; they attend regular meetings with senior leaders to whom they provide high levels of challenge. Senior leaders and governors have an accurate view of the quality of teaching and pupils' achievement. They have an accurate view of the school's strengths and areas for improvement.
- Leaders and managers have ensured that all the independent school standards are fully met.
- Senior leaders observe learning regularly in order to advise and guide teachers. However, observations are not always challenging enough and teachers have not received the right kind of training to ensure that all pupils make rapid progress. This is why leadership and management are not outstanding.
- The school's request to make a material change to increase the numbers of pupils on roll from 12 to 24 is recommended, as the accommodation is suitable for the proposed maximum number on roll.

## What inspection judgements mean

| School  |                      |
|---------|----------------------|
| Grade   | Judgement            |
| Grade 1 | Outstanding          |
| Grade 2 | Good                 |
| Grade 3 | Requires improvement |
| Grade 4 | Inadequate           |

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: [www.ofsted.gov.uk/resources/140053](http://www.ofsted.gov.uk/resources/140053).

## School details

|                                |          |
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| <b>Unique reference number</b> | 135105   |
| <b>Inspection number</b>       | 422777   |
| <b>DfE registration number</b> | 850/6086 |

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

|  |   |
|--|---|
| <b>Type of school</b>                      | Day school for pupils with behavioural, emotional and social difficulties |
| <b>School status</b>                       | Independent   |
| <b>Age range of pupils</b>                 | 8–16  |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 11  |
| <b>Number of part time pupils</b>          | 0   |
| <b>Proprietor</b>                          | Hillcrest Care Ltd  |
| <b>Chair</b>                               | James Barlow  |
| <b>Headteacher</b>                         | Alice Anstee  |
| <b>Date of previous school inspection</b>  | 26–27 May 2010  |

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