

# Hillcrest Jubilee School

84–86 Jubilee Road, Waterlooville, Hampshire PO7 7RE

## Inspection dates

22–28 September 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an outstanding school

- The headteacher's vision and drive, coupled with the dedication of staff, have ensured that all pupils at the school have an excellent quality of education.
- Governors are highly effective at holding leaders to account. Leaders and governors continually improve the school. They have ensured that all the independent school standards have been met.
- Sensitive support from staff ensures that pupils make rapid progress in their personal development. Pupils say that the school has given them the confidence to succeed.
- Behaviour is exceptional. The school is a happy and calm place where pupils get on well with each other.
- Pupils make outstanding progress from their often very low starting points. This is because of their excellent attitudes to learning. Many are studying for qualifications including GCSEs.
- Parents and carers are delighted with how their children have flourished since joining the school. They say that staff are always available to help with any questions. All who expressed a view would recommend the school without hesitation.
- The curriculum is rich and varied. It is tailored to pupils' individual needs. Extra-curricular activities make a positive contribution to pupils' spiritual, moral, social and cultural development.
- Teaching is exceptional. It is highly focused on meeting pupils' varied needs. Teachers carefully assess learning and plan activities that challenge and motivate pupils.
- Pupils have been exceptionally well taught about their personal safety. They say they feel safe and secure.
- The school is refining how it prepares pupils for their next stage of education or training. This includes developing more links with local businesses and expanding further the range of academic options available.

### Compliance with regulatory requirements

- The school meets the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## **Full report**

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

- Develop academic options and work experience opportunities so that pupils are even better prepared for the next stage of their education or training.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The headteacher provides inspirational leadership. The senior leadership team shares the same vision for success. All staff ensure that the pupils at this school receive the best quality of education. Leaders have met all of the independent school standards.
- The school succeeds in achieving its values of respecting, empowering and helping pupils to achieve their best. These values are successfully integrated into every aspect of Hillcrest Jubilee School.
- Staff are exceptionally caring and dedicated. They use the school's behaviour management systems very effectively. New pupils rapidly improve their behaviour. Pupils who have been at the school a while have developed exceptional attitudes to learning. All pupils behave in a way that allows them to make rapid progress in their work.
- Senior leaders, including governors, set aspirational goals and targets. They are continually improving the school, as seen, for example, in the recently introduced system for assessing pupils' progress.
- The curriculum is exciting and relevant. Leaders have ensured that it responds to pupils' interests and needs. In key stage 4, pupils are given the opportunity to develop both their academic and vocational interests. These include equine studies, construction, cookery and motor vehicle maintenance courses. Pupils benefit from a large range of choices, from entry-level to level 2 qualifications, including GCSEs. Leaders ensure that pupils have access to subjects not available at school by arranging for pupils to follow them at local colleges. Staff give pupils the enthusiasm to try different subjects. As a result, some pupils are even taking additional GCSE qualifications through home study.
- Pupils in all age groups experience a wide range of opportunities and challenges. As one pupil said, 'There is always something to look forward to and enjoy.' The school ensures that there is a multitude of trips and activities. These effectively help to prepare pupils for life in modern Britain.
- Extra-curricular experiences are numerous. After-school clubs have a very positive impact on pupils' personal development and progress. For example, in one club, pupils learned how to remotely programme the movements of a model car. The school makes very effective use of the adjacent public park, where pupils develop their football and athletic skills. Leaders develop pupils' confidence in a range of settings. For example, pupils regularly compete with other special schools in sports and baking competitions.
- Pupils' spiritual, moral, social and cultural skills are exceptionally well developed. Pupils often have the chance to study a subject in greater depth. For example, recently they explored the food, beliefs and customs of the Jewish culture. Social skills are developed at every opportunity. During the inspection, for example, the youngest pupils showed their confidence in running the school assembly. Pupils have a strong sense of knowing right from wrong. Their understanding of other cultures is well developed through subjects such as art and music.
- Leaders start their planning early to prepare pupils for the next stage of their education or training. They are constantly refining and improving this provision. The range of academic options is being expanded further. Leaders are planning to develop more links with local

industry for work experience opportunities.

- As part of this standard inspection, the school has applied to make a material change to its registration. The school has requested to increase the number of pupils on roll from 24 to 32. The school is likely to meet the relevant independent school standards if the material change is implemented.

## **Governance of the school**

- Those responsible for governance are highly skilled individuals. They drive forward school improvement successfully.
- Governors have expertise in a range of different areas and hence are able to challenge leaders. They hold leaders effectively to account for the academic development and pastoral care of pupils.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Staff are exceptionally caring. It is their priority to ensure that each pupil is kept safe. Staff are well trained and keep up to date with current guidance. They engage well with parents, carers and other agencies to ensure that pupils are well supported and receive the right help. Staff know exactly what to do if they have any concerns about the well-being of any pupil.
- The safeguarding policy is suitable and fully compliant with requirements. It is published on the school's website. Procedures to ensure the safety of pupils are thorough. Safer recruitment procedures and the single central register meet requirements.

## **Quality of teaching, learning and assessment**

## **Outstanding**

- Staff know the pupils exceptionally well. They provide dedicated support, guidance and care, which have a tangible impact on improving pupils' lives.
- Staff are extremely well trained in de-escalating pupils' anxieties. They are usually able to anticipate potentially challenging behaviour. They use a range of highly effective strategies to help pupils re-engage in learning.
- Staff have excellent subject knowledge and this brings pupils' learning to life. For example, in design and technology, this enabled pupils to create interesting effects with 'light-emitting diode' (LED) lights.
- Staff know that many pupils have had time out of school and hence have gaps in their knowledge and understanding. They are meticulous in assessing each pupil's starting points across a range of subjects. Staff use this information very effectively to plan learning that wholly meets pupils' needs.
- In lessons teachers have the highest aspirations. They challenge pupils to always deepen their understanding and justify their answers. Teachers rapidly move pupils on in their learning by setting hard, yet achievable targets. They ensure that once a target is reached, more challenging work is set.
- Parents are very positive about the quality of teaching. All who responded to Ofsted's

online questionnaire, Parent View, or who were spoken to during the inspection said that their child is well taught at this school. They say that teachers 'help our children to access education by ensuring a good balance of activities'.

- Those who provide therapies are an integral part of the team. They provide a valuable 'safe space' for pupils to discuss their concerns and worries. Therapists give teachers excellent advice on improving pupils' communication skills and reducing their anxieties.
- Senior leaders ensure that the highest standards of teaching are consistently maintained. They regularly evaluate pupils' learning by visiting lessons and checking pupils' work.

## **Personal development, behaviour and welfare**

## **Outstanding**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils flourish at this school. They value the fact that it is friendly and 'like a family'. Pupils say that staff support them extremely well to develop their confidence. They praise the way that staff help them to make positive choices. Pupils told inspectors how the school has changed their lives for the better. Typical comments included, 'Before I came here I felt angry and I didn't see the point in learning. Staff here have helped me to feel better about myself.'
- Parents are effusive in their praise. Those who spoke to inspectors, or who responded to the questionnaire, told of the dramatic improvements in their child's outlook on life. They are delighted that their children have clear plans for the future.
- Consistently outstanding support rapidly develops pupils' self-confidence and self-esteem. Residential experiences help pupils to develop their independence. School events, such as 'kindness day', help pupils to develop a better understanding of themselves and others.
- Staff, together with therapists and health and social care professionals, work hard to ensure that each pupil thrives. A detailed assessment is made of pupils' personal needs when they arrive. Plans are then put in place to support and nurture their development. This helps pupils quickly settle into school life.
- Often pupils arrive at the school with low self-esteem and little confidence in their abilities. Leaders ensure that pupils are given the support they need. Pupils gradually develop the confidence to succeed. Pupils say their views are listened to at this school. For example, those elected onto the school council have recently chosen the school's new uniform. Pupils say they feel that they are valued members of the school community.
- Staff are exceptionally skilled in helping pupils to become successful learners. They know the pupils exceptionally well and gently support them to sit still in lessons and, when appropriate, concentrate and listen to the teacher.
- Pupils develop a love of learning and pride in their work. Pupils enjoy receiving certificates, such as 'chef of the week'.
- Pupils feel safe. They say there is no bullying, and that if they ever had a concern they know staff would rapidly sort it out.
- Pupils in the alternative provision receive caring and sensitive support. This helps pupils with their personal development and behaviour.

## Behaviour

- The behaviour of pupils is outstanding.
- The relationships between staff and pupils are a strength of the school. Pupils' conduct is exemplary. They want to please and do well. Pupils get along well together because staff help pupils start to understand the needs of others. Pupils take care of each other. For example, in a game of swingball, one pupil was most concerned that another pupil should not get hurt by the ball. Pupils who have been at the school for a while gently guide the right behaviour choices for new pupils.
- In lessons, pupils behave exceptionally well. They are often engrossed in their work and do not become distracted, even when a visitor enters the room. They are successful learners because of the dedicated help and support they receive from staff.
- The behaviour reward system has a highly positive impact on ensuring that pupils' behaviour is excellent. The school environment is very well kept. Pupils value and respect the pleasant surroundings such as the well-appointed therapy room.
- Since the headteacher's arrival, attendance has rapidly improved. It is now similar to the national average.

## Outcomes for pupils

## Outstanding

- Exceptional personal development of pupils has a positive impact on their academic progress. From often very low starting points, pupils make outstanding progress. This is due to highly effective teaching. Pupils rapidly start to catch up with the expectations for their age.
- When pupils arrive, their ability to work in books is often quite limited. In key stage 2, for example, many pupils start the school not being able to hold a pencil correctly. As pupils develop confidence in their abilities, the work in their books shows rapid improvement. By the end of the year, they are often writing in sentences using correct punctuation such as capital letters and full stops. Throughout the school, pupils make strong progress in writing. This is because they write extensively in many subjects. Pupils also make rapid improvements in learning to read. They acquire the skills to understand and discuss a range of fiction and non-fiction books. Their skills in reading aloud to an audience are also very well developed.
- Mathematical and scientific skills in areas such as reasoning and analysis are rapidly developed. For example, pupils can clearly show how they measure chemical reactions. Pupils' understanding of design and technology is exceptionally well developed, both in lessons and in the after-school club. Pupils enjoy the opportunity to use laser cutters and create model cars.
- The most able pupils make strong gains in their learning. Staff set challenging work that stretches these pupils' skills and abilities. For example, in art, the most able pupils are making strong progress in their understanding of pop art. In mathematics, those who are most able are given work from the higher-tier GCSE so as to stretch their skills.
- Pupils are very positive about the progress they make in food technology. They often start school with few skills, but after several weeks they are able to follow a recipe

independently.

- Those who attend the alternative provision offering military-style training have only recently joined. However, strong progress has already been made in understanding army routines.
- Because pupils are making outstanding progress, many are now studying for qualifications. Last year, pupils for the first time obtained GCSEs. Many pupils are set to complete GCSE and other courses this year.

## School details

Unique reference number	135105
DfE registration number	850/6086
Inspection number	10033961

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

Type of school	Other independent special school
School category	Independent school
Age range of pupils	8 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	24
Proprietor	Hillcrest Children's Services
Chair	Mark Birkbeck
Headteacher	Tim Rogers
Annual fees (day pupils)	£51,621
Telephone number	02392 250 963
Website	<a href="http://www.hillcrestchildrensservices.co.uk">www.hillcrestchildrensservices.co.uk</a>
Email address	<a href="mailto:tim.rogers@hillcrestcs.co.uk">tim.rogers@hillcrestcs.co.uk</a>
Date of previous inspection	15–17 July 2014

## Information about this school

- Hillcrest Jubilee School is an independent day school providing full-time education for 24 pupils between the ages of eight and 16. It opened in 2006. The headteacher took up his post at Easter 2016.
- The school provides education for pupils with a range of special educational needs and/or disabilities. All pupils have a statement of educational needs or an education, health and care plan. The majority of pupils have needs associated with social, emotional and mental health issues. Some have additional difficulties relating to autism, communication and anxiety.
- Many pupils join and leave the school at different times during the year. For example, three quarters of pupils have joined the school in the last two years. Some pupils arrive



having been out of education for a while. Many are disengaged from learning.

- The school works with a range of agencies, including health and social care professionals, psychologists, speech and language therapists, play therapists and occupational therapists. Approximately 13 local authorities use the school to place pupils.
- The school currently offers a range of levels 1 and 2 qualifications, including GCSEs and the BTEC National Diploma.
- Since the time of the previous inspection, girls have been admitted to the school.
- The school keeps in contact with those who have left in previous years and provides support to any who need it. All past pupils are in education, training or employment.
- 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 uses one alternative provider, Military Mentors Training Academy, based at Bridgemaury School campus, Wych Lane, Gosport, Hampshire.
- At the time of the previous inspection in July 2014, the school was judged to be good. It met the independent school standards. At that time, the school was located at Alexandra Avenue in Hayling Island. In September 2014, it moved to its current location in Jubilee Road, Waterloooville. During the July 2014 inspection, the inspector checked and agreed the suitability of the premises situated at Jubilee Road.
- The school has no religious affiliation.

## Information about this inspection

- The inspector observed teaching and learning across the school in nine lessons, often jointly with senior leaders. The inspector heard pupils read and looked at pupils' work in a range of subjects.
- Meetings were held with senior leaders, middle leaders, therapists, pupils and staff. There was a meeting with the chair of the governing body, who is the proprietor's representative, and three other governors.
- There were four responses to Parent View. There were also meetings with three parents.
- The inspector checked documents, including teachers' planning and information about pupils' progress. School policies relating to safeguarding, attendance and behaviour were examined to check compliance with the independent school standards.
- The inspector took account of the 17 responses to the staff questionnaires.
- The school has applied to the Department for Education to make a material change to its registration. It proposes to increase the number on roll from 24 to 32. A material change visit was conducted as part of this inspection.

## Inspection team

Liz Bowes, lead inspector

Ofsted Inspector

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