



Report on IQM Inclusive School Award



School Name: Hill House School

School Address: 6th Avenue
Auckley
Doncaster
DN9 3GG

Head/Principal Mr David Holland

IQM Lead Mrs Kathy Sugden

Assessment Date 2nd and 3rd October 2023

Assessor Ms Sylvia Cramp

Sources of Evidence:

- Detailed Self Evaluation Report
- Tour of the school
- Displays
- Social media including website and Twitter

Meetings Held with:

- IQM Lead/Special Educational Needs and Disabilities Co-ordinator (SENDCo)
- Head of Senior School
- Head of Junior School
- Senior Mistress/Designated Safeguarding Lead (DSL)
- House Mistresses
- Head of Sixth Form
- Early Years Foundation Stage (EYFS) Co-ordinator
- Teachers
- Special Educational Needs Co-ordinator (SENCo)
- Learning Support Assistant (LSA)
- SEND Governor
- Parents
- Senior School pupils



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Overall Evaluation

The repeated message from my assessment visit was that Hill House School is like a family. This was mentioned many times regarding year groups, whole school and for the staff themselves. According to one parent, it “feels like a very big family. The teachers know the children inside out.” Belonging to one of four Houses enables pupils to really know members of staff and children in other year groups who support each other. Staff join pupils in the dining hall for lunch and pupils sit where they want to. Students from the sixth form listen to younger readers and arrange events for the school including a Santa Run and a Mad Hatter’s Tea Party. The EYFS Co-ordinator proudly shared how this family ethos has been maintained whilst the school has grown in size.

Hill House School is a co-educational day school in South Yorkshire which caters for children from the age of three to eighteen. There are currently almost 800 pupils at the school which welcomes many new starters into Year 7 from other primary schools and again into the sixth form. The school is extremely proud of its high academic standards. This year 69% of A level results were at Grade B and above; at GCSE, the overall pass rate was 96% with 49% of these results at grades 9 to 7. Specialist teaching begins with French from nursery, art from Year 3 and science from Year 5 which has greatly improved achievement, according to the Head of Junior School. The most recent inspection by the Independent Schools Inspectorate in September 2022 graded the school as excellent in the quality of academic achievements and personal development.

In addition to academic strengths, the school has a tradition of excellence in sport, music and the arts and offers scholarships in these areas for pupils in the senior school. The high standard achieved in all three areas is demonstrated around the school with photographs, examples of work and lists of award winners. Whilst senior leaders are proud of the many opportunities available, they are also committed to ensuring that pupils appreciate the privileges they have, supporting a variety of charities and developing empathy for different viewpoints via a diverse range of external speakers.

Personal development is a key focus for the school with every pupil monitored for engagement with the extraordinary range of enrichment activities on offer. From Reception, children can attend ballet and yoga classes and become Rainbow Guides. Further up the school, additional activities include choir, horse riding and Warhammer! “If you have a talent, we’ll find it and push you in it,” the Senior House Mistress pointed out. Parents agreed and mentioned the change in attitude to learning through being encouraged to develop all-round skills bringing their children to life.

Pupil voice is sought from even the youngest children. On leaving the dining hall pupils rate the food on offer via an iPad which helps eliminate food waste. A pupil in Year 10 shared how she had worked with the school council to approach senior leaders to amend the uniform to allow girls to wear trousers, which is now in place. Concerns recorded by pupils for the Safeguarding Lead resulted in a change to the use of toilets which are now divided in Senior School for use either by Year 7 to Year 9 or Year 10 and Year 11 pupils.



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There is ambition for every single pupil to achieve regardless of need. Once a pupil becomes a member of the school, there is total commitment to supporting all their siblings. There are currently 91 pupils at SEN Support and one Education, Health, and Care Plan (EHCP). The Head of Junior School spoke of the school's commitment to the whole child with the same pastoral, academic and extra-curricular opportunities open to all. The Head of Senior House emphasised that "children are truly cared for" and that staff will never give up. Pupils with additional needs are quickly identified and are highly motivated to do their best with appropriate resources and strategies.

Parents I spoke to shared their relief when their children's needs were immediately pinpointed, and excellent support provided. One child's confidence and reading ability have soared whilst another is experiencing a phenomenal time since joining the sixth form and feels they have a huge ability to achieve. According to the Head of Senior House, baseline data shows that children with additional needs achieve better progress than their peers due to receiving such effective input.

Hill House School is at an exciting stage of development for inclusion. The IQM Lead/SENDCo is embedding an approach focused around the pupil's voice, ensuring that all staff understand the strategies to put in place via succinct individual descriptions of need. New classroom areas have been identified and developed to enable a wide range of support to be offered, including attractive small group classrooms. "For every problem we can offer a solution," the IQM Lead told me. Learning needs are "not barriers, they are gateways to another opportunity." Together with the IQM Lead, the SENDCo is very excited about the additional accessibility for both pupils and staff, with support continuing seamlessly across the whole age range of the school. According to the SENDCo, this is opening up opportunities to "discuss the corridor of life."

Emotional literacy is a new area of focus with an increase in the numbers of pupils requiring support to overcome anxiety and develop their self-esteem. A newly appointed Learning Assistant is looking forward to starting their studies towards becoming an Emotional Literacy and Support Assistant (ELSA). The SENDCo has already started to provide Lego Therapy to groups and individuals in Year 7 and Year 8 to develop their skills in working together. The Governor overseeing SEND enjoys meeting regularly with the IQM Lead and is extremely supportive of the increased focus on inclusion. "Teachers are embracing the provision," she told me.

I would like to extend my appreciation to all the members of staff and pupils who provided such a warm welcome during my visit. It was a genuine privilege to speak to many members of staff who openly shared their passion and commitment for every child. As a recently appointed member of staff commented, "There is a sense of community and togetherness, knowing all the staff and every child. I love it."

I recommend without reservation that Hill House School receives the IQM Inclusive School Award. Under the inspirational leadership of the IQM Lead, supported by senior leaders and staff, I wish the school well in its future self-evaluation and development of provision to support every member of the school community.



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Element 1 - The Inclusion Values of the School

Although selective at senior level, Hill House School embodies the culture of their mantra, "Together we can" and expectations of all pupils are high. All staff are committed to supporting their pupils across the curriculum and beyond.

Senior staff at Hill House School welcome pupils and students every morning, ensuring that they know both the children and their families and their achievements both within and outside the school. Emphasising the focus on the individual, the Head of Junior School explained how "Our role is to find out what each child excels in and respect each other's strengths."

Small classes in the Junior School ensure that children have a warm sense of security and enjoy learning in their well-organised classrooms. School Houses support pupils as they move through Senior School to develop teamwork and collaboration, whilst also responding to times of difficulty. The House Mistress explained how she seeks to share her own honesty and vulnerability with the children whilst providing practical responses and reassurance.

Pupils I spoke to during my visit were extremely open about their learning needs and confidently described the resources and strategies in place. One recounted struggling through a different primary school but achieving well now her dyslexia has been recognised. Another has weekly sessions with the IQM Lead along with a scribe and reader when necessary. All the pupils I met were very happy in the school, having made the most of opportunities to play rugby at a national level, undertaking the Gold Duke of Edinburgh Award and taking part in every school production possible. Another positive feature is the rising number of pupils who have additional needs who have been selected to the School Council by their peers, which is a huge boost to their self-confidence.

Pupils commented on the non-judgmental attitude in the school, accepting of all religions, cultures, lifestyle choices and additional needs. Rainbow Flag stickers on pastoral rooms, for example, give a quiet welcome to pupils and allow individuals the choice whether or not to share their sexual identity. The Personal, Social, Health and Economic education (PSHE) Lead stressed the importance of children knowing their values and being able to discuss their choices – "There is no need to have to be something and no need to be the same as anyone else."

The many examples shared of supporting both pupils and staff to accept different life choices are based on understanding each individual. As the Head of Senior School stated, the school's approach is "relatively subtle." The school ensures that speakers invited to present as part of the Inspiring Minds programme represent all areas of society. This term includes the first Asian female Chief Superintendent of the Metropolitan Police and the female co-founder of a multi-national chocolate company. The Science department also promote successful women across STEM subjects and celebrate a wide range of famous scientists.



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Next Steps:

- To continue to provide effective and up to date training to ensure staff are able to adapt their practice to support the pupils throughout the school.
- To embed inclusive language around additional needs to emphasise difference rather than inability.
- To continually encourage families to work in partnership with the school.
- To provide an ELSA to support pupils of all ages (LSA beginning training in September 2023).



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Element 2 – Leadership and Management and Accountability

Hill House School continues to grow and develop its educational provision. The Head of Senior School described “a real team” with children at the centre. This ethos certainly came across though the staff and pupils I met. Staff spoke genuinely of the supportive working relationships and how they all supported each other. In addition, every aspect of the school focuses on the highest standard possible including the exceptional quality of food which caters for all dietary requirements.

All the staff I met spoke of the wealth of opportunities to develop professionally including undertaking degrees and working towards Chartered Teacher status. Many members of staff have achieved the First Aid qualification in Mental Health and Wellbeing. Weekly bitesize training is delivered on strategies for inclusive teaching and the IQM Lead looks for examples of support being effective in practice. Twilight training sessions have included positive reinforcement and attachment disorder.

Meeting a group of staff who have worked at the school for no more than twelve months, the level of enthusiasm was striking together with their genuine respect for the aims and ethos of the school. Regular induction meetings for all new members of staff were highlighted as a very helpful opportunity to learn about current systems and expectations. Support staff new to the role have a variety of induction activities based on their contact with pupils. In addition to the opportunity to support pupils on an academic and pastoral level as a form tutor, immense praise was given for how open and helpful all staff had been. One commented on their fantastic mentor that “I can watch their lessons and learn so much from her.” Another noted how busy the school is but also how calm and purposeful, with time to get to know the children.

Performance management is carried out from the perspective of sharing good practice, including Whole School Book Looks and in-depth departmental reviews on a three-yearly cycle. A new member of staff expressed the high level of trust and autonomy accorded to her as a teacher. “I feel really relaxed about doing a lesson observation” she stated, “You are given the space to do what you need to do.” Staff are also supported via the staff committee which provides a platform for concerns and questions to be raised with senior leaders.

Safeguarding is addressed across all aspects and updated for all staff every September. All members of staff have full details of safeguarding attached to their lanyards. Child wellbeing is monitored closely by class teachers in the Junior School and through the vertical House system in Senior School. All staff know how to record a wellbeing concern using ISAMS and all concerns are addressed on the same day. Weekly pastoral meetings are attended by senior leaders including all Heads of House. Given the increasingly high threshold to access external support, the school is extending its own expertise to offer emotional support for all pupils. Internet safety and acceptable conduct are continually addressed. Mobile phones are handed in throughout the school up to the sixth form. Posters are displayed on House boards to direct pupils to different support from worry boxes in Junior School and the online Tootoot program in Senior School to the Childline number.



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Governors meet regularly and possess a wide range of skills from education, business, and other professions. The Governing body complete annual safeguarding training and specific training related to their role. As several Governors are also parents of pupils at the school, there are many opportunities to attend Parents Evenings and performances in addition to an open invitation to visit the school. The Governor I met explained how she enjoys informal interactions with the pupils over lunch as they really say what they mean in that situation!

Next Steps:

- To continue to evaluate working practices to improve the experiences and outcomes of the pupils and students at Hill House.
- To promote wider opportunities for both staff and pupils to present information to Governors.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The curriculum at Hill House School is carefully structured to ensure a firm foundation for learning. From Early Years, children read regularly and engage in a wide range of directed and self-initiated activities to develop their basic concepts and love of learning. Each class I visited was happily focused on their morning lessons. Children were busy writing stories about hedgehogs in Year 1 whilst in Year 6 each child accessed their electronic device to research questions about the London Blitz.

Theme days across the Junior School are adapted to allow every year group to engage at an appropriate level. The Reception teachers explained how they focused on Nelson Mandela for Black History Month, using food and music to deepen the children's understanding and writing ideas for the future on head-shaped paper. During Careers Week, Reception children joined different members of staff in school to experience their working days.

Confidence in speaking is developed throughout the curriculum. In Early Years, for example, the Maths Monkey and Bertie Bear are taken home and children retell their adventures to their friends. There are many opportunities throughout the school to take part in musical and dramatic productions such as Charlie and the Chocolate Factory.

The curriculum in the Senior School continues to offer a wide range of academic subjects to ensure that each pupil has the widest choice of options at GCSE and A Level. Tutor time in the Senior school is planned to include sessions to complete administrative tasks, input to reinforce meta-cognitive skills and discussions about current affairs. Advice is always available for staff to help every pupil access all lessons and EHCP information contains up to four strategies to support implementation. Any pupils learning English as an Additional Language (EAL) have support in their home language followed by total immersion in class.

My tour of the school took me to the art department where the superb standard and range of artwork on display exudes passion from the staff for the subject. Year 11 pupils described the work in their individual galleries, linking their personal expressions and interests to events in the news. Dressmaker's dummies model recycled fashion together with the interesting results of a Year 9 challenge to find different ways to manipulate paper to create clothing. Flexibility is extended to timetables for any pupil who spends time out of senior school for sporting tournaments, for example, by recapturing lessons with a different group or additional support over lunchtime.

Personal, Social, Health and Economic education (PSHE) has been restructured to ensure it is age appropriate, responsive, and flexible. The PSHE Lead is passionate about bringing the subject to life, with small groupwork following the initial presentation of the theme to everyone. External visitors have included a theatre company which provided the stimulus for work on drugs and peer pressure whilst a worker from Snapchat has spoken to Year 7 about online safety and grooming. By knowing the pupils so well, individual responses can be made to questions and the small group reduces anxiety when asking questions.



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Opportunities in the sixth form include completing an Extended Project Qualification which prepares students for independent learning at university and allows them to develop their passions and interests. Leadership skills and teamwork are also developed by students supporting younger pupils with their enrichment activities such as Forest School.

The academic curriculum is extended by exceptional support for sports and music, with over one hundred enrichment clubs taking place before and after school and at lunchtimes. Numerous school trips are also undertaken to bring the academic curriculum to life including trips to Spain and France for languages and sporting events in Italy and Holland.

Alongside the curriculum, the IQM Lead described the personal approach to offering support for study skills, taking strengths and subject preferences into account. A range of study skills is offered including story planning, vivid imagery and learning spellings via a multi-sensory approach. Pupils are encouraged to focus on the key strategies which work for them. In Year 11, pupils also focus on their long-term goals to increase their motivation.

Next Steps:

- To continue to provide a variety of experiences for pupils and students in their learning.
- To continue to adapt the curriculum across all key stages to support progression and outcomes for all.
- Analyse data to provide further support for pupils in specific curriculum areas.



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Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

There is a calm engagement with learning throughout Hill House School as pupils and staff work together. High expectations are in place and pupils take pride in their learning. It is evident from the displays of work around the school that the curriculum provides opportunities to study a diverse range of material to support inclusive learning. A display on Black Literacy Voices includes Benjamin Zephaniah's novel 'Refugee Boy' and 'Purple Hibiscus' by Chimamanda Ngozi Adichie. The Year 2 art gallery features paintings in the style of Juan Miro.

Every opportunity is taken to offer additional experiences to support deeper understanding and application of knowledge. On the website are photographs of Year 2 children enjoying dressing up for their Victorian Day and living out what they have been learning. To promote conversational proficiency in languages, the school hosts a language apprentice from the British Council. This year the apprentice speaks French and hosts language clubs in the Junior school.

The buildings and grounds are continually being developed to extend the opportunities available. In Early Years, the environment is planned to enable children to access a wide range of resources independently, both inside and outside. A canopy covers part of the outdoor play area to provide protection from the elements as children play in the mud kitchen and investigate how to grow plants. Well-stocked libraries are available in the Junior school including the small library for Key Stage 1 with attractive book displays and seating areas within a jungle theme. Senior pupils have access to a traditional library at the heart of the school where pupils can work quietly. The sixth form building offers areas to socialise and to study quietly with access to their own kitchen facilities. Music is prioritised with many rooms available for practice and even a soundproof cabin for drummers! An outdoor area has been developed for Forest School, including a dipping pond and a zip-wire whilst a small theatre provides lighting etc for smaller productions.

Pupils are offered resources targeted to their particular needs to enable them to achieve success across the curriculum, including speech to text technology when handwriting is a barrier and small trampettes to support physical breaks. Enlarged texts and different colours for printing information are always available. The IQM Lead/SENDCo meets pupils to tailor resources and understand what they do or do not want. The latest plan is to have screens around school displaying videos of success for everyone, regardless of need, and highlighting famous people who have overcome challenges.

An exceptional selection of trips is available in relation to the curriculum, including Iceland, whilst sports teams have travelled to the Netherlands and even as far as South Africa to take part in tournaments. The Senior Mistress pointed out how such trips are wonderful for team building and collaboration, as well as an opportunity for staff to really get to know the pupils.



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Next Steps:

- To continue to provide inclusive technology as their normal way of working.
- To provide relevant Continuous Professional Development (CPD) in planning inclusive activities through different ways of accessing and presenting information.
- To develop Individual Education Plans (IEPs) to provide further support with teaching strategy and differentiation.



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Element 5 - Assessment

Academic achievement and engagement with learning is closely monitored for every pupil via three-weekly data drops. Formative and summative assessments are built into all learning. Working in small classes in the Junior School ensures that teachers know individual children, resulting in excellent understanding of their achievements and next steps. Feedback is continually used during lessons to avoid misconceptions and children are encouraged to talk about their learning. Under the energetic leadership of the SENDCo, pupils are provided with appropriate support both during and after lessons based on a clear understanding of each pupil's needs.

In Senior School, Heads of each House oversee phone calls home to share either praise or concerns. Support is put in place immediately to address any concerns. As the House Mistress explained, she is the greatest champion for each child and wants them to do well so will work with them to get them back on track. In tutor time, pupils set their own half-termly targets for both academic progress and their own wellbeing. Examples include joining a new enrichment activity or spending less time on electronic devices.

Following assessment on entry to Year 7, results of vocabulary, numeracy and non-verbal ability are reviewed mid-year to target support effectively. Pupils from Year 9 to Year 11 are offered additional support in groups to focus on study skills and achieving success in exams. Pupils I met knew their current level of attainment and the skills and knowledge they needed to improve – "It's given me a sense of purpose" one commented.

Success is celebrated throughout the school and added immediately to the website and social media. Pupil achievement is on display throughout the school with stunning photographs of past dramatic productions displayed on large canvases. Beautiful examples of artwork are also displayed on canvas and rotated regularly given the large number of stunning pieces. The names of both past and present pupils are listed for everyone including those who have represented teams at both local and national level in swimming, gymnastics, and rugby. Many students are successful in musical exams and performances and one pupil pointed herself out on a large photograph from a musical production.

Celebration Assemblies include the achievements of children outside of school in addition to academic progress and effort in their schoolwork. Postcards from the Headteacher are sent home to note exceptional achievement. Both pupils and staff can also nominate each other via a kindness postcard with a weekly winner being presented with a voucher for the Tuck Shop. Even in the Sixth Form students are rewarded a highly regarded toast token to celebrate success.

The annual Speech Day is the key moment for the school community to come together and acknowledge the achievements of the past academic year. Prizes are awarded across both the Junior and Senior Schools and parents are invited to have lunch before the ceremony. With highlights including musical performances by the orchestras and choir, it is a heartfelt reflection of the widest range of success.



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Next Steps:

- To continue to develop the analysis of data to ensure timely and appropriate interventions are put in place.
- To extend pupil voice through reflection on learning and achievements from the earliest ages.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Responding to each child as an individual and welcoming them into the family community of the school is central to the ethos at Hill House. All pupils are engaged in their learning and behaviour around the school is calm and polite. So many children spoke confidently to me about their work whilst older students shared their future plans.

In the Junior school the pupils are in small classes and children build up secure relationships with their class teacher. Assemblies, break times and theme days are a few examples which contribute to everyone knowing and supporting each other.

Central to maintaining the family ethos across the Senior School, each pupil is allocated to one of four Houses on entry. House events and special days contribute to the shared spirit of competition and pride in each House. Such events have included relay races, bake sales and competitions for drama and poetry.

A consistent team of staff provides every pupil with someone to turn to. The House Mistress I met explained how she always wants children to feel they can come and talk to her or another member of staff, for example, their form tutor. An anxious child would access her room as a safe space, for example, and some children would have lunch in her office to avoid the auditory overload of the dining hall. Children with particular dietary needs have met with the school chef to ensure there is something they can eat.

Prefects are also appointed and are there to offer support and guidance such as planning study time. Weekly assemblies are regularly led by the pupils and attended by the sixth form students. A big team building event is held for the Year 7s in their first week, led by the prefects to introduce those new to the school to their House. After a mixture of team games and challenges, the day ends with a barbecue, hot chocolate, and a film.

The IQM Lead has recognised the need for the school to be proactive and step in to support pupils on long waiting lists for support with their Mental Health and Wellbeing. The recently appointed ELSA reads weekly with every child in nursery to really get to know each child and is looking forward to planning individual and small group sessions. It was delightful to meet the primary teacher who has set up a wellbeing room in the Junior school. She spoke passionately about her desire to create a comfortable and welcoming space for children in Key Stage 2 to visit with a friend if having a problem or for teachers to carry out Circle Time with their class. Thoughtful displays included a Wishing Tree with messages such as aiming for the football team and being grateful for my family and school; worry dolls hang across a corner whilst a selection of books about kindness is available. I particularly liked a collection of messages in envelopes on themes including Peace, Patience, and Hope. Giving advice from child to child, messages include "You are important" and "Have patience and the rest will come."

Pupils are well-supported to develop their study skills with interactive study times available in the Learning Hub every lunchtime. In addition, staff are encouraged to address growth mindset techniques in their lessons to promote perseverance and ambition in learning. The IQM Lead also shared how pupils with needs have created PowerPoint



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presentations to share with their peers via Google Classroom to help everyone understand the challenges and how they can offer support. This was referred to at the House assembly I attended which presented some aspects of the experience of dyslexia as part of Dyslexia Awareness Week and invited pupils to think of how to support each other.

The Head of Sixth Form shared her clear focus on preparing sixth form students for the next stage of their life, balancing both choices and responsibilities to develop “a character of excellence.” She ensures that she knows every student and is readily available, welcoming students each morning and serving tea and coffee at breaktimes. The importance of understanding other people’s perspectives is encouraged by a range of external speakers including description of a transgender identity and the police on hate crime. More practical sessions include cooking, self-defence and how to operate a washing machine.

Transition to different stages is planned thoughtfully. Every child in Key Stage 2 writes a letter to the children coming up, telling them about the classroom and teacher. In the sixth form, recent leavers are displayed holding up famous quotations that were meaningful for them.

Ambition and aspiration are made real by displays showing where previous students have gone for university. Annual visits to universities around the country include the additional personal touch of meeting up with last year’s students, who the current Year 13s will remember. This helps build confidence especially for the many students who will be the first in their family to go to university. Whilst 95% of sixth form students go to university, both the Head of Senior School and Head of Sixth Form are keen to emphasise a wider range of options, especially with the advent of apprenticeship degrees. The IQM Lead emphasised how all information is up-to-date and sent immediately to universities for students requiring additional support.

Next Steps:

- To celebrate the achievements of celebrities and the school community representing all aspects of Inclusion and Diversity.
- To continue to support staff with regular training to support behaviour and teaching strategies.
- To develop the Wellbeing Room and provide further support for pupils for their Mental Health and Wellbeing to have a positive impact on their achievement and outcomes.



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Element 7 - Parents, Carers and Guardians

Senior staff readily acknowledge the high level of parental support towards the school. As pupils attend the school from a wide area, Hill House School is determined to ensure the family commitment includes an open invitation for parents, carers, and guardians to attend the large number of school performances, family picnics and sports events. A group of parents also come together as The Friends of Hill House to organise events for fund-raising and provide a termly uniform shop.

A get-together for all new parents, from any year group, is held on the second day of the new academic year to enable parents to meet all the other staff and other parents in their child's year group. Year 7 pupils present information at Parents Evenings regarding safety using social media and how to operate parent filters. Members of the Senior Leadership Team (SLT) are always present at Parents Evenings.

Further up the Senior School, Parents Evenings are held for transition to the next year group as the staff have found that parents can be more anxious than their child. An annual event for parents ensures they understand the process of applying for university and the variety of career options available. Parents are invited in to support their child with their choices and to understand how to write the UCAS statement.

Parents of children from Reception to Year 4 are kept informed about their child's academic and pastoral progress via half-termly reports compiled electronically. From Year 5, progress reports are provided electronically every three weeks, with a full academic subject report once each year.

Letters to parents are sent out at the beginning and end of each academic year to highlight key changes. Emails from parents are quickly responded to within twenty-four hours and translation is available when needed. The IQM Lead received a special mention from parents for always getting back to them and following up any issues including timely reviews of EHCPs.

The Reception teachers I met emphasised the importance of building a high level of trust with parents. A curriculum evening is held in the first week of term so that parents understand the latest teaching strategies. Messages are shared daily via the Reading Communication books. Tapestry is also used to share what the children have been learning about together with suggestions of creative ways to continue this learning at home.

One parent shared how all staff at the school had gone above and beyond to support their child who was absolutely thriving, emphasising the continual communication between school and home and the quick identification to support learning needs. This also included a special mention for one of the bus drivers who exemplified the high level of support received and the development of trusting relationships.



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Next Steps:

- To continue to engage and communicate regularly with parents to support each child's ongoing progress.
- To evaluate and adapt the parent evenings and reporting procedures to support effective and timely information sharing.
- To update the SEND policy and share with parents, carers, and guardians.



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Element 8 - Links with Local, Wider and Global Community

Hill House School works with a wide range of local agencies and educational institutions. The Senior Mistress/DSL liaises with the local Education Authority (EA) to access Early Help services and uses their Signs of Safety protocol to measure the child's level of need. She emphasised the benefits of attending meetings with all DSLs in the Local Authority (LA) the opportunity to share and learn from best practice. Safeguarding staff have also developed good links with the local Child and Adolescent Mental Health Services (CAMHS) and with Family Services.

Hill House School offers its facilities and teaching to local primary schools. The Head of Junior House explained how pupils come to learn music, perform drama, and make use of scientific and sporting facilities. Year 10 and Year 11 pupils from a local secondary school also attend GCSE lessons after school in Latin and Geology and experience a fieldwork or classics trip.

Events are also opened up to the local community including carol concerts at Doncaster Minster and a series of speakers as part of the Robert Winston Lectures. Pupils from the school take part in many local and national events including the Robin Hood Festival, Spelling Bees, and creative writing competitions.

One of the aims of the school is to open its doors to as many promising pupils as possible who would benefit from specialist coaching in sport. One pupil I spoke to has extended their sporting skills into rugby and hockey and is now competing in rugby at a national level. Coaches from Hill House also offer training at local rugby and hockey clubs.

Pupils at the school are involved with local charities, delivering food to food banks, and visiting homeless shelters. There are links with the Doncaster Youth Council and the Thrussell Trust Charity Food Bank. The Head of Junior House stressed the importance of growing up with the right values. This was reiterated by the Head of Sixth Form who is determined that every student will extend their horizons and understanding of society. To achieve this, every sixth form student undertakes an internship and spends a significant amount of time in the workplace. There are also visits to a range of universities across the country and a full programme of invited speakers to introduce students to views and experiences beyond Hill House. Undertaking the Duke of Edinburgh Award has also provided the opportunity for students to volunteer in Cambodia through the World Challenge.

Next Steps:

- To further expand the pupils' experiences within the local community.
- To further develop projects working alongside community links.