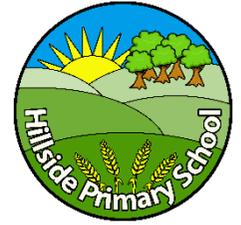


Hillside Primary School

Inspiring the future

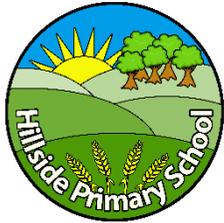


School Improvement Plan (SIP)

2021 – 2022

- Priority 1: Quality of Education
- Priority 2: Behaviour and attitudes
- Priority 3: Personal Development
- Priority 4: Leadership and Management
- Priority 5: Early Years
- Priority 6: Safeguarding

Priority 1: Quality of Education	<ol style="list-style-type: none"> 1. <u>Pedagogy Development -Rosenshine’s Principles</u> are reflected in the implementation to enable children skills, concepts and knowledge to improve for future learning. 2. <u>Curriculum Design (P.E, Technology, Music)</u> The school’s intent, implementation and Impact are securely embedded and lessons are planned and sequenced ensuring children have sufficient knowledge and skills for future learning. 3. <u>Writing</u> To develop a love for writing and express thoughts clearly through the written word. Improve children’s editing and spelling skills 4. <u>Oracy</u> - Transform Hillside into ‘A Talk-Rich Environment’
Priority 2: Behaviour and attitudes	<ol style="list-style-type: none"> 1. <u>Therapeutic Thinking</u> - For staff to think therapeutically when supporting children’s behaviours 2. <u>Talk Less Teaching</u> ensures pupils demonstrate self-control and that pupils have positive attitudes to learning.
Priority 3: Personal Development	<ol style="list-style-type: none"> 1. <u>Health and Wellbeing</u> for children and staff is prioritised 2. <u>Extra-Curricular Activities</u>
Priority 4: Leadership and Management	<ol style="list-style-type: none"> 1. <u>Bottom 20%</u>-The school is focused on raising attainment of the Bottom 20% 2. <u>Professional Development</u> -Leaders prioritise Professional Development of to improve the teaching of the curriculum 3. <u>Racial Equity</u>
Priority 5: Early Years	<ol style="list-style-type: none"> 1. <u>Outside Environment</u> - The outdoor environment gives children opportunities to develop their learning across all areas of learning and promotes independence 2. <u>Writing</u> - Develop early writing skills 3. <u>Baseline</u> -Effective use of Baseline assessments to a measure of each individual's aptitude for learning and their potential, as well as to measure the impact they have on learners as they progress through school 4. <u>Language and Communication</u> - Staff develop children’s communication and language through stories, talk through the day, singing rhymes 5. <u>Nursery Curriculum</u> - A curriculum that develops the children’s maths and literacy skills in an age-appropriate way. 6. <u>Marketing</u> - Ensure that Hillside remains the school of choice for our Reception intake.
Priority 6- Safeguarding	<ol style="list-style-type: none"> 1. <u>SLA Safeguarding</u> - Staff understand their role in <i>Keeping children safe in education</i>



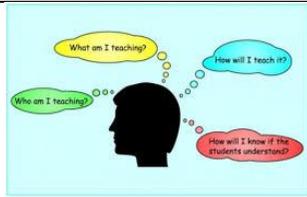
Hillside School

Pupil overview of Improvement Priorities

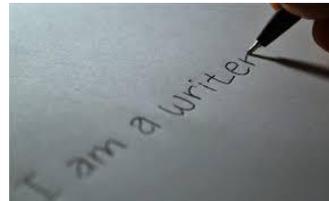
2021 - 2022



Extra-Curricular Clubs



Teaching Pedagogy



Writing



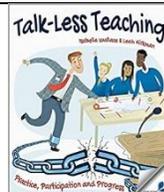
PE, Technology, Music



Oracy



Therapeutic Thinking



Talk Less Teaching



Health and Well-being



Raising Attainment for the Bottom 20%



Racial Equity



Staff Professional Development



Writing, Communication and Lang

Safeguarding is Everyone's Responsibility

Safeguarding

Priority One: Quality of Education - *The quality of education is exceptional.*
The school's carefully sequenced curriculum is embedded securely and consistently and work is of a high quality.

Aim	Actions	Who	Monitoring	Impact	Cost
<p>Pedagogy Development Rosenshine's principles are reflected in the implementation to enable children's skills, concepts and knowledge to improve for future learning</p>	<ul style="list-style-type: none"> • Staff read Tom Sherington's book on Rosenshine's Principles • Create a lesson model to support staffs lesson structure • Professional Development opportunities created, model lessons, discussions, training opportunities, peer coaching, teaching buddies • Performance Management linked to principles • Training on Talk Less teaching and worked examples (writing) 	Amy Dixon	Lesson Observations Professional Development Triads	<ul style="list-style-type: none"> • Children can recall and articulate their learning and make links to other areas of the curriculum. • Children find worked examples supportive to develop their own writing skills. • Children recognise Rosenshine's principles in their lessons and these form a consistent structure to their learning • Work in books is of a high quality across the curriculum for all pupils (SEND, DA, Lowest 20%) • 100% of teaching is at least good with at least 50% outstanding 	£49.20
<p>Curriculum Design This year the school is reviewing PE, Music and Technology The school's intent, implementation and impact are securely embedded and lessons are planned and</p>	<p>Physical Education</p> <ul style="list-style-type: none"> • Schemes of work support the teaching of Games, Gymnastics and Dance • Lessons are taught together with teacher and PE coach • Lesson plans include differentiation and assessment • The Daily Mile is incorporated into the curriculum 	Callum Hughes Nicci Morris	Lesson observations Planning PE Assessment Action Plans	<ul style="list-style-type: none"> • Children experience high quality PE lessons and are taught at the level of their skill set and are challenged appropriately. • Children are assessed accurately demonstrating improvement in all elements of PE. • Children's enjoyment of physical activity increases and children are fitter and 	£265 scheme

	<p>level which are delivered fortnightly.</p> <p><u>Spring</u></p> <ul style="list-style-type: none"> For teachers to be knowledgeable on teaching both singing and the given instrument through exposure to both teaching terms. <p><u>Summer</u></p> <ul style="list-style-type: none"> For the school to start the process of applying for music mark for the next academic year. <p>Assessment of Foundation Subjects</p> <p>Hillside to create an assessment tool:</p> <ol style="list-style-type: none"> 1) Mind Map – prior and post knowledge and vocabulary 2) Floor books created to record learning journeys 3) Journey of learning displays 4) Children proficient in talking through their learning using their own books 			<ul style="list-style-type: none"> For children to be given opportunities such as in choir and through WASMA and to engage and participate in live music through visiting bands. For teachers to be confident in planning their own music curriculum as well as implementing it. For disadvantaged/PP children to be given opportunities such as free instrumental lessons <ul style="list-style-type: none"> Staff know which children reach ARE in Foundation Subjects. 	
<p>Writing</p> <p>To develop a love for writing and express thoughts clearly</p>	<ul style="list-style-type: none"> Work with teachers to ensure there is a range of writing, including cross curricular extended pieces 	Amy Dixon	<p>Learning Walks</p> <p>Book Looks</p>	<ul style="list-style-type: none"> Children can articulate their ideas and transfer them into the written word. 	<p>Spelling training and books</p>

<p>through the written word.</p> <p>Improve children's editing and spelling skills using the Read, Write Inc Spelling programme</p>	<p>(timetable flexibility). Autumn 2</p> <ul style="list-style-type: none"> Improved focus on the audience the children are writing for. Create opportunities for the children to write about their own interests. Spring 1 Timetable allows spelling to be taught in stand-alone lessons following RWInc programme- Autumn Term High quality staff modelling ensures a clear success criteria is used to support writers Take a baseline assessment for spellings Year 2-6- Autumn 1 Development Days booked for 2021-2022 Coaching videos to be created to support teachers and LMs in delivering the programme 	<p>Ruth Patel</p>	<p>Consultations with staff and pupils following lesson observations</p> <p>Moderation via Pobble with Hillside and the wider school community</p> <p>Lesson observations with a writing focus</p> <p>Autumn 1 data to be analysed and groupings to be made for each year group.</p> <p>Spelling data on Target Tracker to be used to identify progress over time.</p> <p>Lesson blinks</p> <p>Book looks</p>	<ul style="list-style-type: none"> Children are confident in their ability to have the necessary skills to be a writer. Children's writing is celebrated and shared. Children's writing shows good or better progress over time. Children's knowledge of the spelling rules become embedded and evident in their writing. KS2 -75% ARE GD 22% 	<p>£1816</p>
<p>Oracy</p> <p>Children talk confidently and coherently in full sentences using a range of tiered vocabulary.</p>	<ul style="list-style-type: none"> Take part in SLA Oracy Action research School undertakes Voice 21 Training Trial classes Staff display and encourage children to use stem sentences when asking and answering questions 	<p>Laura Yarrow</p> <p>Tamasine Cairney</p> <p>Mel Attewell</p>	<p>Learning walk for use of oracy stem sentences and praise</p> <p>Teaching of specific oracy strands - oracy outcome plan</p>	<ul style="list-style-type: none"> Oracy strategies are incorporated into lessons More partnered talk in lessons MTYT/TTYP embedded into lessons Teachers refer to the oracy framework in planning and assessment. 	<p>£1100</p>

	<ul style="list-style-type: none"> • MTYT/TTYT is embedded across the school • Laura Y join SLA network 		Child friendly oracy framework displayed	<ul style="list-style-type: none"> • Children respond to questions in full sentences • Children lead assemblies 	
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Priority 2: Behaviour and Attitudes –Hillside is a calm, orderly environment with high expectations.
 Children understand antisocial, prosocial and dangerous behaviours and emotions and this helps children regulate behaviours.

Aim	Actions	Who	Monitoring	Impact	Cost
Introduce Therapeutic Teaching	<ul style="list-style-type: none"> • Create the term-ahead plan, thinking about the timeline plan for children, staff and parents • Introduce therapeutic language to children and staff • Introduce AVC understanding for staff • Staff understanding that all behaviour is communicating an unmet need • Sarah and Tracy join SLA therapeutic behaviour network • New Behaviour Policy to be created incorporating Therapeutic Thinking approaches. • Update CPOMs in light of Therapeutic Thinking approaches. 	Sarah Ezard Tracy Clark	Nicci Morris	<ul style="list-style-type: none"> • Staff understand the impact of Adverse Childhood Experiences (ACEs) • Staff use person centred Therapeutic approaches to support children who are suffering from trauma, anxiety and communication and developmental language needs. • Staff follow the behaviour policy and use the correct language with children e.g. prosocial/antisocial and dangerous behaviours • Children are able to identify their emotions and demonstrate less dangerous behaviours (CPOMS monitor) • Children are clear on behavioural expectations • Learning Behaviours across the school are exemplary. • A therapeutic behaviour policy is implemented 	

<p>Talk Less Teaching The school has high expectations for pupils' behaviour and conduct. These expectations are understood throughout the school and lead to positive learning environments.</p>	<ul style="list-style-type: none"> • Staff consistently use a set of non-verbal cues • Cues include stop sign, 1,2,3 Talk Partner • Staff reduce the amount of unnecessary talk in lessons by videoing selves and writing a plan of how to reduce talk. • Teachers ensure worked examples are planned for in lessons to support learners • Staff training on worked examples and how to use them effectively • Take part in SLA Action Research on Worked Examples • High quality modelling means teachers need to explain less/talk less 	<p>Nicci Morris Sarah Ezard</p>	<p>Children are observed moving around the corridors courteously.</p> <p>Learning walks and reports from teachers show that behaviour for learning is outstanding in class</p>	<ul style="list-style-type: none"> • Children are able to learn in quiet environment where they are able to think and make good choices. 	<p>£240</p>
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Priority 3: Personal Development -Hillside prepares its pupils for adult life; helping them develop their own personal character.					
Aim	Actions	Who	Monitoring	Impact	Cost
<p>Health and Well-being of Children</p> <p>Children increase physical fitness and understand the importance of good mental health.</p>	<p>Children</p> <ul style="list-style-type: none"> Children well-being team meet regularly to meet the actions on their strategy plan. Mental health is talked about in lessons, PSHE, assemblies Well-being team monitor children's well-being through questionnaire identification and staff knowledge. Purchase outdoor equipment for early years 	<p>Tracy Clark</p> <p>Debbie Sadiq</p> <p>Mel Attewell</p>	<p>SFL support families</p> <p>Panel monitors physical and mental health concerns</p> <p>Assemblies</p>	<ul style="list-style-type: none"> The school provide meaningful opportunities to understand and support health and well-being. Pupil questionnaires demonstrate improved good mental health Children talk about mental health and know how to help their own mental health. Children have happy break and lunchtimes 	£400
<p>Extra-curricular</p> <p>experiences help to develop Hillside pupils' character and skills</p>	<ul style="list-style-type: none"> A wide range of extra-curricular activities to be offered to children, this will be built alongside our existing sports clubs Aut 1 Staff can offer clubs for 2 terms of the year (Spring and Summer) 	<p>Sarah Ezard</p>	<p>Registers of intake for clubs</p> <p>Children's voice and learning walks during clubs</p>	<ul style="list-style-type: none"> Pupils are provided with opportunities to build on and discover their talents and interests, extending Hillside's curriculum beyond the academic Hillside provide 6 non-sporting clubs 	£50 for resources

Priority 4: Leadership and Management – All Leaders and Managers have high expectations and Hillside is a positive environment where all children can flourish especially the most vulnerable.

Aim	Actions	Who	Monitoring	Impact	Cost
<p>Lowest 20% (Spotlight children) & DA children To ensure that children from disadvantaged backgrounds and the lowest 20% are prioritised and teaching and learning ensures children build on prior knowledge.</p>	<ul style="list-style-type: none"> Deputy Headteacher as Spotlight Advocate monitors performance and supports staff with ideas to improve achievement. Termly MOPS monitor engagement of DA children MOPS in place Aut 1 Staff have regular check-ins with DA (5 a day) Teachers ensure work is scaffolded if necessary High quality modelling and pupils scooped to revise learning All lessons MOPS regular learning walks to monitor engagement and provision DA children have the texts bought for them All terms Spreadsheet for funding is monitored by HT, DHT, AH, SBM termly Update DA strategy on school website with new DfE template Aut 1/2 Staff know identified children. Aut 1 Strategy for Spotlight children created using Reading and Phonics as 	<p>Dan Pearman</p> <p>MoPs Tamasine Cairney</p> <p>Laura Kelly</p> <p>Liz Doswell</p>	<p>Spotlight Advocate and DA leaders support teachers to ensure lowest 20%/DA children consistently have high quality teaching</p> <p>Learning walks identify engagement of DA children</p> <p>Book looks to monitor quality of learning Termly book looks</p> <p>Target Tracker data</p>	<ul style="list-style-type: none"> Leaders have an excellent understanding of the impact of the DA spending MOPS champion DA children’s involvement in school life and accessing learning. Data demonstrates an upward trend in outcomes for children performing at the lowest 20%. Tutoring impacts on outcomes for identified children 	<p>School led tutoring grant £4455 of which £1299 is payable in October</p> <p>Recovery programme grant £5945 of which £1486 is payable in October</p>

	<p>baseline assessment for identification. Aut 1/2</p> <ul style="list-style-type: none"> • Create a plan for school led tutoring grant and identifying children taking part. 				
<p>Continuing Professional Development The curriculum priorities and deepens knowledge over time to develop better teaching and understanding of emotional behaviours</p>	<ul style="list-style-type: none"> • Identified staff involved in SLA professional development • Professional development is mapped carefully with the needs of the school • All staff given professional development opportunities identified to need and these are monitored and supported • Andy Hind improving pedagogies training 	<p>Nicci Morris</p> <p>Jo Morsman</p>	<p>Professional Development spreadsheet</p>	<ul style="list-style-type: none"> • Pedagogies are revised and reviewed • Professional development is linked to SIP and learning recorded and monitored • All staff subject knowledge is consistently effective and builds over time • Professional development impacts on school priorities • Teaching practises improve • All teaching is good or better 	
<p>Racial Equity Every child has an equal chance to be successful</p>	<ul style="list-style-type: none"> • Examine the curriculum to ensure we are not consciously/unconsciously endorsing systemic racism and make changes to the medium-term plans • Staff professional development on equity conversations and curriculum development • School to purchase appropriate books to ensure 	<p>Nicci Morris</p> <p>Cameron Gibbons</p> <p>Charlotte Hart</p> <p>Megan Purcell</p> <p>Akif Khan</p>	<p>Planning Book shelves and resources Children's books</p>	<ul style="list-style-type: none"> • Every pupil has the support, education and resources they need to be successful • The curriculum is equitable and reflects and teaches about our diverse community • Leaders prioritise racial equity at leadership level and set clear example and are mindful that 	<p>£400 staff and pupil literature</p>

	<p>books in classrooms are diverse</p> <ul style="list-style-type: none"> • Hillside to join SLA Racial Equity Audit • Create an action plan with colleagues to ensure ethnic minorities are represented in each year's curriculum • Assemblies to focus on historical and current famous people of colour– introduced through Black History Month. • Contact BAME Network at the university for visitor support and expertise • Look at data to breakdown outcomes by ethnicity 			<p>people of colour need different to be equal</p> <ul style="list-style-type: none"> • Staff know and become more knowledgeable about our community • Children are more knowledgeable about BAME history, artists and literature and we begin to dismantle the whiteness which is currently in our curriculum. 	
<p>Staff Well-being Staff enjoy their work, feel motivated in the work place and feel they can report well-being issues.</p>	<ul style="list-style-type: none"> • Open well-being survey where staff can report any issues • Leaders deal with any staff concerns promptly • A range of Professional Development opportunities ensure all staff have the chance to become better in their role and deepen educational knowledge • Communication action plan followed by well-being team • Flu jabs booked for staff • Leadership team monitor staff workload • Tea and Coffee purchased for staff 	<p>Jo Sarah</p>	<p>Staff survey Feedback from staff well-being team Wellbeing Governor feedback</p>	<ul style="list-style-type: none"> • Staff are happy in the work place and can talk about any concerns they may have. • Staff acknowledge that communication has improved and feel well informed about school activity • Staff report high levels of support for well-being • School operates effective systems where all staff feel they can talk openly about workload concern. 	<p>£450</p>

Priority 5 – Early Years develops children’s enjoyment in learning, their engagement and motivation in well-developed enabling environments, and builds children’s learning over time.

Aim	Actions	Who	Monitoring	Impact	Cost
<p>Outside Environment The outdoor environment gives children opportunities to develop their learning across all areas of learning and promotes independence</p>	<ul style="list-style-type: none"> • The ‘Specific Areas’ are planned for in the outside environment • Areas are enhanced to inspire children to write and develop their mathematical thinking 	<p>Mel Attewell</p> <p>Laura Kelly</p>	<p>Audits carried out by Leader Ideas shared in Phase meetings</p> <p>Researching new ideas by all staff</p>	<ul style="list-style-type: none"> • The enabling environments are of the highest quality and ensure all children’s needs are catered for and support leaning and development • Exciting and enticing areas are set up for the children to engage with 	
<p>Writing Develop early writing skills through providing many opportunities for independent writing and helping children see the link between their ideas and print, through adult modelling and shared and guided writing sessions</p>	<ul style="list-style-type: none"> • Staff teach writing through high quality modelling, oral rehearsal and effective feedback • Staff use T4W strategies • Books are used as a stimulus for writing and building imagination and creativity as a writer • R,W,Inc scheme helps children with the tools they need for writing – letter formation & spelling • Shared and guided writing sessions enable adults to show and guide children with the skills needed to become an early writer 	<p>Mel Attewell</p> <p>Jess Williams</p> <p>Sophie Ings</p>	<p>Observing teachers and giving quality feedback</p> <p>Modelling writing activities and sharing ideas in phase time with staff (training)</p> <p>Ensuring all books shared are of the highest quality and represent differing cultures (racial equity)</p>	<ul style="list-style-type: none"> • Children become early writers and feel proud of their achievements • Adults feel confident in how to teach children to become early writers • Resources around the environment support early writing • Floor books capture events for children to talk about and write in • Resources around the environment support early writing 	

<p>Language and Communication Staff develop children's communication and language through stories, talk through the day, singing rhymes</p>	<ul style="list-style-type: none"> • Staff know when to interact and when to stand back in children's play • Staff use 'I say, you say' techniques to develop language • Staff introduce and model tier 2 and 3 vocabulary • Staff • Staff read 3 stories a day (one the story of the week which is re-read) • Join SLA EYFS network 	<p>Laura Kelly Sophie Ings</p>	<p>Observations and feedback of staff Introducing and using techniques from R,W,Inc and Oracy toolkit to build oracy skills and discussions Quality of adult language when interacting with children</p>	<ul style="list-style-type: none"> • Quality of language increases • Children speak and answer questions in full sentences and use the oracy toolkit to promote talk skills • Children know familiar rhymes and stories off by heart 	
<p>Baseline Effective use of Baseline assessments to a measure of each individual's aptitude for learning and their potential, as well as to measure the impact they have on learners as they progress through school</p>	<ul style="list-style-type: none"> • Baseline is implemented • Staff analyse areas and create action plans to address outcome 	<p>Mel Attewell</p>	<p>Use the information gathered from the RBA to assess where the children are on entering Hillside and start to plan interventions accordingly</p>	<ul style="list-style-type: none"> • Children can move on with their learning from their starting point • Curriculum planning reflects where the children are, and next steps can be planned for 	
<p>Nursery Curriculum A curriculum that develops the children's maths and literacy skills in an age-appropriate way.</p>	<ul style="list-style-type: none"> • Using new documents to support planning of an engaging, well sequenced and skills-based curriculum which flows and builds on prior knowledge and follows the interests of the children • Ensuring books are shared and enjoyed daily 	<p>Laura Kelly</p>	<p>Observe children in the environments and adult interactions Monitor progress in literacy and maths from their starting point</p>	<ul style="list-style-type: none"> • Children make progress from their starting point • The curriculum takes into consideration children's interests and fascinations • Books are used as a stimulus for all areas of learning 	

	<ul style="list-style-type: none"> • Outside area reflects all areas of learning and is engaging and allows children to build their independence 				
Marketing Ensure that Reception remains the school of choice.	<ul style="list-style-type: none"> • Banner promoting open events and school tours • Keeping website up to date with Early Years and national curriculum updates • Website showcases exciting events taking place in school 	Jo Morsman Nicci Morris Mel Attewell	How popular are the open events? How well attended are they? Do parents ask lots of questions?	<ul style="list-style-type: none"> • School places at Hillside are fully allocated each year. • Nursery has a good waiting list. • We are people's first choice of school for their child and the school has a good reputation 	£347 Banners £200 Catering

Priority 6 – Safeguarding – <i>Hillside's safeguarding culture is effective and children are protected and educated to keep themselves safe.</i>					
Aim	Actions	Who	Monitoring	Impact	Cost
Staff understand their role in <i>Keeping children safe in education</i>	<ul style="list-style-type: none"> • Annual Level 1 Safeguarding training plus weekly reminders • Staff read KCSIE 2021 part 1 • Panel Meetings enable in school professional discussions about children Monthly • SFL and DSLs support children's services working together to get the best outcomes for children • Safeguarding booklet for children and parents 	Nicci Morris Dan Pearman Mel Attewell Debbie Sadiq Karen Czornij	Annual training records Quality of CPOMS Panel meetings CIN/CP minutes Attendance at meetings Feedback from parents	<ul style="list-style-type: none"> • Hillside has effective arrangements in place to protect children. • Systems ensure children who need help are identified, help is given and children are supported without judgement • Audit actions completed • Policy updated • Children know how to keep themselves safe and know what to do if they feel unsafe 	

	<ul style="list-style-type: none">• Annual NSPCC audit and address actions• Take part in SLA Safeguarding audit• Update Safeguarding policy considering new KCSIE 2021	Karen Mackin			
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