



Hillcross Strategic Plan 2022-2025

Mission	Nurturing our children to think critically and creatively within a collaborative community. Our outstanding practice ensures our children meet their full potential, both personally and academically, and provides opportunities for them to develop their unique talents and skills. As a nationally recognized Thinking School, we nurture an empathetic community of creative and critical thinkers. We achieve success for all through our dynamic and ambitious curriculum, inclusive learning, promoting fairness and celebrating diversity.				
Vision	To enable a resilient school community of compassionate global citizens, with a focus on well-being and mental health, fairness and environmental sustainability.				
Culture	The Three C's: Collaboration, Consistency and Celebration				
Values	Aspiration	Challenge	Compassion	Respect	Responsibility



People	
Strategic Outcomes	Strategic Objectives
<ul style="list-style-type: none"> ✓ All members of the school community demonstrate compassion for themselves, other people and different communities. ✓ All stakeholders uphold the values of the school and demonstrate their commitment to promoting fairness and equality in all they say and do. ✓ All stakeholders have a shared understanding of environmental sustainability and demonstrate a commitment to taking action to bring about change. 	<ol style="list-style-type: none"> 1. The <u>Mental Health and Well-being Team</u> evaluates existing practices and sources and enables timely and effective support and intervention. <ol style="list-style-type: none"> a. Strategies that can be used to promote positive mental and physical health are shared with, and available to, children and staff. b. Strategies to support their own and their children's mental health are shared with parents/carers. 2. The <u>Equality Team</u> evaluates existing practices and to promote issues of equality, diversity and fairness. <ol style="list-style-type: none"> a. All members of the school community know which groups of people have 'protected characteristics' and take proactive action to ensure everyone gets a fair chance to access all aspects of school life. 3. The <u>Environmental Sustainability Team</u> evaluates existing practices and promotes the importance, principles and elements of environmental sustainability, including how we can influence and impact locally, nationally and internationally.
<p><u>How will we know?</u></p> <p>School Community surveys: parents, children, staff (compassion)</p> <p>Stakeholder surveys: contractors, parents, children, staff (fairness & equality; environmental sustainability)</p> <p>(Mid-year surveys for families, mid-year forum for children and staff)</p> <p>Contractor Register - annual review process</p>	



Curriculum	
Strategic Outcomes	Strategic Objectives
<ul style="list-style-type: none"> ✓ All children have equal access to a challenging and innovative curriculum which sustains their interest and enthusiasm, provides them with opportunities to apply their learning in a range of contexts and reflects and celebrates the diversity within our school community and society as a whole. ✓ The curriculum inspires children to proactively engage with and influence global issues. ✓ Specific opportunities to promote positive well-being, to teach strategies to develop resilience and to develop an understanding of a range of mental health issues are embedded across the curriculum. ✓ Subject leaders ensure clear progression of knowledge and skills from the EYFS curriculum support future learning across the school. ✓ The 'behaviour curriculum', centred on what successful behaviour looks like, is embedded explicitly and implicitly in all aspects of school life. 	<ol style="list-style-type: none"> 1. Refine curriculum planning and Knowledge Organisers to ensure that the work given to children is dynamic and ambitious whilst consistently matching the curriculum intent, thus enabling children to consistently achieve the aims of the curriculum. 2. All teachers have expert knowledge of all the subjects they teach. 3. To create increased opportunities across the curriculum to further develop the children's understanding of equality, including the protected characteristics, and how they can promote and influence fairness and diversity. 4. The Curriculum clearly identifies where children can learn about global issues (with a focus on environmental sustainability) and promotes informal opportunities to inspire and engage them into action. 5. The curriculum clearly identifies where children can learn about mental health and well-being, including specific reference to physical health (e.g. Carnegie Centre of Excellence Mental Health Award, Healthy School Award and MSSP Award). 6. Opportunities to learn outside the classroom are clearly identified (intent), and utilised (implementation) across the curriculum. 7. The PSHE curriculum and the Emotional Intelligence Programme are fully utilised so that children can self-regulate their emotional responses and demonstrate resilience. 8. The Behaviour Policy will ensure that there is a focus on what successful behaviour looks like (re-focussing on Habits of Mind) so that this becomes embedded within the school culture.
<p><u>How will we know?</u></p> <p>Attendance</p> <p>School Community Surveys - Staff well-being and child annual survey</p> <p>Appraisal Outcomes</p> <p>Curriculum Peer Reviews</p> <p>MEP Reports</p>	



Behaviour Report and Action Plan

Physical	
Strategic Outcomes	Strategic Objectives
<p>✓ Valued by all, the inspiring physical environment supports and enables all children to access high quality teaching and learning in all areas of the curriculum, utilising both the indoor and outdoor space, whilst promoting the positive physical health, mental health and well-being of the school community.</p>	<ol style="list-style-type: none"> 1. The outdoor environment is organised and resourced so that teaching and learning can easily transfer inside and outside e.g. reading hut, sketching stations, wildlife viewing areas and an outdoor classroom. 2. Subject specific learning spaces (science laboratory, art studio and DT workshop) support high quality teaching and learning in foundation subjects. 3. All areas of the school environment celebrate and promote equality and the diversity of the school population. 4. All areas of the school environment enable and promote the physical and mental health of the school population. 5. Staff spaces are maintained and developed to support well-being e.g. the staff garden, well-being room, staffroom and PPA room.
<p>How do we know? Feedback from staff and children re use of spaces (forum) Outcome measures across the wider curriculum Subject Leader Feedback Staff well-being survey Annual survey - (where is your favourite place in the school to learn and why?)</p>	



Structures, Systems and Procedures	
Strategic Outcomes	Strategic Objectives
<ul style="list-style-type: none"> ✓ Fully embedded structures, systems and procedures across the school support people to deliver the schools vision and outcomes, provide clarity and consistency for all members of the school community and ensure everyone demonstrates compassion for themselves, other people and different communities. ✓ Children benefit from effective teaching and consistent expectations, wherever they are in the school by considering implications for physical and mental well-being, fairness and environmental impact in all decisions that are made. 	<ol style="list-style-type: none"> 1. Review and refine structures, systems and procedures in relation to respect, compassion, well-being and global citizenship through the process of maintaining the Green Flag Award and achieving the Rights Respecting School Gold Mark, The Mental Health Award and the Equality Gold Mark.
<p><u>How will we know?</u></p> <p>School Community surveys: parents, children, staff</p> <p>Staff Well-being Survey</p> <p>Governor Visits</p> <p>Outcome Measures/Performance Information</p> <p>Appraisal Overview Teaching Profile</p> <p>Award/Mark Audits and Action Plans</p> <p>Attendance - staff and children</p>	



Pedagogy	
Strategic Outcomes	Strategic Objectives
<ul style="list-style-type: none"> ✓ High quality teaching and learning opportunities ensure children are engaged, enthusiastic and motivated learners who receive support and challenge appropriate to their individual needs. ✓ Engaging lessons foster children's natural curiosity and encourage them to become independent dynamic thinkers who use a range of thinking processes to help them make links within and across their learning so that they can confidently and fluently express their views and ideas. ✓ Trusting, respectful relationships across the school community enable children to demonstrate resilience and self-regulate their emotions. 	<ol style="list-style-type: none"> 1. All children and staff demonstrate their ability to 'think beyond the tools' when solving problems through their natural application of critical and creative thinking. 2. All teachers will have the knowledge and skills they need to effectively adapt the curriculum/teaching and learning to meet the needs of children with SEND, developing their knowledge, skills and abilities across all subject areas to apply what they know and can do with increasing fluency and independence. 3. All staff have the necessary knowledge and skills to promote well-being and to identify and support children with mental health issues (e.g. Emotion Coaching) 4. The Forest School ethos and approach is explored and understood by all staff.
<p><u>How will I know?</u></p> <p>School Community surveys: parents, children, staff</p> <p>CPD Reports</p> <p>Governor Visits</p> <p>Outcome Measures/Performance Information</p> <p>Appraisal Overview and Teaching Profile</p> <p>Attendance - children</p> <p>Curriculum Peer Reviews</p> <p>MEP Reports</p> <p>Behaviour Report and Action Plan</p> <p>Audit and Action Plan - Thinking School (Inclusion Mark)</p>	