

OFSTED: Feb/March 2023

Hillcross Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now.

- *‘Pupils love coming to this school.’*
- *‘Leaders have developed a highly ambitious, rich and interesting curriculum. They meticulously plan the knowledge pupils learn in small steps from the early years to Year 6. Each step builds precisely on the last.’*
- *‘Pupils’ opinions matter here. Leaders empower pupils to think for themselves. They regularly ask for pupils’ views.’*
- *‘Ensuring that everyone feels valued and respected is taken very seriously here. Leaders are ambitious for all pupils to enjoy high levels of success.’*



Hillcross Mission 2022-2025

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.



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School Values: aspiration, challenge, compassion, responsibility and respect

Hillcross Vision 2022-2025

To enable a resilient school community of
compassionate global citizens.

Three key threads

1. Resilience - well-being and mental health
2. Compassion - fairness and equality
3. Global citizens - environmental sustainability



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Curriculum

- Families to become more familiar with use of **Thinking Tools** to use to support learning as well as challenges that occur outside of school.
- Building a love of **maths** across the school community so that it matches our passion for reading; children and families understanding the varied concept of challenge in maths learning.

Fundraising focussed on:

- Development of **DT Workshop**
- Development of **Outdoor Environment**

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Resilience and Wellbeing

In school

- **Emotional Intelligence Programme**
- **Peer Mediators**

(more information coming soon on the Mental Health and Wellbeing page on the website)

Home and School Working Together

- **TAMHS in School** - a buy-in service for children and families linked to CAMHS
- **Workshops** for families e.g. Fears and Anxieties (21st September)
- Families actively involved in **maintaining the outdoor environment** to support wellbeing (especially the Allotment, the woodland area) - join the small but growing team!
- **Online Safety** - active involvement of families in monitoring their child's use of social media addressing concerns that arise and reporting inappropriate activity of other children.



Global Citizens & Equality

- Keeping our children **informed about local, national and global issues** that affect them now and those they may face in the future e.g. Picture News and ootiboo
- Inspiring our children to become **actively involved** in initiatives outside school that have a wider impact e.g. Don's Local Action Group, WWF, Unicef
- Empowering our children to **positively challenge** things outside of school that go against their values and beliefs e.g. unconscious bias (related to all protected characteristics)
- Continuing to challenge gender equality (specifically in sport).

Feedback from Parent Survey

- **Some parents want to receive more information about their child's progress across the year.**
 - This has to be balanced with time constraints and the workload of staff.
 - In response to previous feedback, parent teacher meetings happen earlier in the Autumn term and the second one takes place in the middle of year, acting as a halfway checkpoint. In the summer term a detailed report is produced, if parents have any queries about the information provided in this report they can request a meeting.
 - We introduced Progress Celebration Evenings as an additional opportunity for families to come in to school. The children can show family members the progress they have made in their books.
 - If teachers or families have concerns about progress, arrangements can be made for discussions to take place via a phone call or a face to face meeting.
- **Some parents want more communication from school, others feel it is too frequent. Some parents are happy with frequency but want more succinct information, others want more detail.**
 - The weekly bulletin was introduced last year to reduce the volume of Parentmails and is never more than two pages.
 - We will make a determined effort to structure our communications more succinctly and where additional information may be helpful to some families, this will be clearly marked within the text.
- **Dates:** planning ahead as much as possible is key. Parents should check dates on the school diary located on the website regularly. We try to minimise changes but they are sometimes necessary. There is not capacity in the Admin Team to send regular reminders and there is a cost to the school for every email sent.
- **Reassurance:** Asking for year group and house colours does not affect the anonymity of people completing surveys. We ask for this information so that we can award house points and also so we can see if any issues raised relate to the whole school or to specific year groups.