



HILLSTONE



School
Improvement
Plan and
Evaluation
2021-22



INSPIRE
CARE
EDUCATE

Context

	Numbers	Pupil Premium	SEND	Vulnerable **	Medical	Looked after or previously Looked after	EAL ***
Nursery	45	18	3	0	2		6
Reception	60	26	5	3	9	2	5
Year 1	58	26	16	5	7	1	3
Year 2	63	38	12	8	17	1	7
Year 3	60	33	13	2	8	1	8
Year 4	59	31	11	3	11	3	5
Year 5	61	39	12	6	14	3	4
Year 6	62	39	11	4	10	6	6
School Total*	468	250	83	31	78	17	44
Percentage*	100%	53.4%	17.7%	6.6%	16.7%	3.6%	9.4%

* Whole school - including nursery

** Vulnerable -Social worker, family support worker or Early Help

OFSTED : Good Grade in July 2017 Next steps

- ◆ Teachers help pupils to acquire the confidence and skills to handle failure, as well as success, in their learning, so as to be able to learn from mistakes.
- ◆ Pupils use this resilience when answering challenging questions that require them to infer meaning that is not explicitly stated in a text.

DATA

Age-related expectations—End of year 2021						
Percentage of children	READING		WRITING		MATHS	
	All Pupils	Pupil Premium	All pupils	Pupil premium	All pupils	Pupil premium
Reception	46.5	30.7	24	11.5	58.6	50
Year 1	59.7	47.3	59.7	47.4	69.3	63.7
Year 2	59.6	54.5	52.5	48.5	73.7	58.1
Year 3	62.1	55.8	62.0	58.0	63.8	60.0
Year 4	60.3	52.5	66.7	62.5	65.1	58.1
Year 5	67.2	61.5	63.9	59.0	68.9	60.0
Year 6	68.8	65.1	70.5	62.8	67.2	58.2

School Improvement Target

The pandemic had an impact on our children in terms of their academic achievement and their well being. In the previous year, most children missed a considerable amount of in school learning, although the majority accessed remote learning offer from our virtual school. From the data we can see that approximately 10-15% less children than normal at Hillstone achieved age related expectations by the end of the year. The gap for disadvantaged children widened in Early Years and at Key Stage 2.

The government provided money last year for schools to access tuition to help them catch up. We adopted three different tuition models. Two out of the three models did not provide any benefit for our children and in one case was actually detrimental as it impacted on their behaviour. Although the third model from Fischer Family Trust did show that slight gains had been made, children had to come out of their classes. The reason for poor results from these companies was a lack of quality teaching and an inability to develop strong relationships with our children. For this reason we intend to focus our improvement plan on strengthening our own teaching in school. A barrier to this is the current levels of staff absence—not all of which are Covid related but we have therefore chosen to increase albeit temporarily our staffing contingent.

Another barrier to children's achievement is their well being. Many children have had a very challenging time over the past two years. This has affected their behaviour in turn making it difficult for children to learn. Our second focus then is on improving pupil well-being. In response to a survey by the Children's Commissioner, children said one of the things they wanted was 'moments of self-pride'. We intend to give children every chance we can for them to have these moments of self-pride. These moments will

TARGETS:

- ◆ To improve pupil outcomes in the early years so that they are once again in line with national average
- ◆ 75% of children to achieve age expected attainment throughout key stages 1 and 2

Objective 1: Ensure quality first teaching throughout the school

ACTION	TIMESCALE	PERSON RESPONSIBLE	FINANCIAL	MONITORING	SUCCESS CRITERIA
Professional development programme based on cognitive science .	3 x Teacher Days: September, January	Tricia Bunn	£3,000	Professional Development lead Deputy Head	All teaching to be considered good
Professional development Aspects of Learning : with focus on planning and assessment	Teacher days November Staff meetings : Throughout year	Jason King	Nil	Senior management team to monitor children's learning through: •Lesson observations •Book scrutiny •Pupil interviews.	
Refine new curriculum to ensure appropriate progression	Throughout year at the start of each new project.	Subject leaders	Nil	Subject leaders in conjunction with Head and Deputy	Complete coverage of curriculum
Assessment for Learning • Develop children's self assessment on unit sheets. • Improve use of assessment book throughout lesson. • Foundation subjects assessment created	Throughout the year Staff meetings . Completed by June 2022 Staff meetings Autumn Term	Senior management team	Nil	Senior management team to monitor children's learning through: • Lesson observations • Book scrutiny • Pupil interviews. Subject leads to monitor assessment of foundation subjects.	Children able to talk confidently about their learning.
Ensure new curriculum has a strong component of independent learning through the use of	Throughout the year	Subject leaders	Nil	Head Teacher	Children able to work as a team to solve problems and evaluate their own learning .

EVALUATION

The 2021-22 year remained challenging. There were clearly gaps in children's knowledge and children needed supporting in order to get back to Hillstone expectations of behaviour. An unexpected barrier was the level of staff absence as Covid, other illness and personal issues affected staff dramatically and in an unprecedented fashion for Hillstone. In spite of this we remained focussed on raising the standard of quality first teaching throughout the school. Where teaching was not good additional support was put in place. This led to excellent results in national tests at all levels which, with the exception of GPS at KS2 were either in line with or above national average. Subject leaders were supported to refine the curriculum and ensure rigour, high expectations, good coverage and sequencing.

Objective 1: Ensure quality first teaching throughout the school

ACTIONS	SUCCESS CRITERIA
Professional development programme based on cognitive science .	The professional development, coaching and monitoring led to improvements within teaching. A support plan was put in place where teaching not of high enough standard. The school now starts 2022/3 with all teaching being good plus one ECT who has an excellent mentor in place.
Professional development Aspects of Learning : with focus on planning and assessment	
Refine new curriculum to ensure appropriate progression	Senior leaders worked alongside subject leaders who were given time to ensure that their subject had full coverage, was sequenced appropriately, links were made with other subjects and to prior learning. Some subject leaders attended peer review training and the HT and deputy worked with some subject leaders to provide coaching for undertaking a deep dive. Deep Dive training was also provided by an Ofsted Inspector.
Assessment for Learning <ul style="list-style-type: none"> • Develop children's self assessment on unit sheets. • Improve use of assessment book throughout lesson. • Foundation subjects assessment created 	Children's self assessment sheets were improved . The use of the teacher assessment book was monitored and teachers coached to improve. A simple assessment system is now in place for foundation subjects.
Ensure new curriculum has a strong component of independent learning through the use of STEAM, problem solving and children as researchers	A teacher attended the "Children as Researchers" training but then was unable to introduce the project with the children. There is a reasonable amount of STEAM work taking place for instance, year 5 undertook The Zeiss, "Make a Robot " challenge. However, there should be more opportunities found for children to be independent learners, particularly as this had been an Ofsted requirement for 2017.

Objective 2: Improve pupil well-being throughout the school

ACTION	TIMESCALE	PERSON RESPONSIBLE	RE-	Financial implications	Monitoring	Success Criteria
<p>Introduce the Kiva project into the whole school</p> <p>See Separate Kiva Action Plan</p>	Autumn term	<p>Kiva Team</p> <p>Sarah Kinsman</p> <p>Gemma Gibbon</p> <p>Angie Hodgkinson</p>		<p>None.</p> <p>This is a fully funded research project</p>	<p>Gill Sparrow in school</p> <p>University of Cardiff</p>	<ul style="list-style-type: none"> •Reduction in incidents. •Children confident how to address any issues which may lead to bullying. •Children feel safe and supported
Nature friendly School	Throughout year	<p>Aimee Edwards</p> <p>Outdoor Ed Lead</p> <p>Delivered by Black Country Wildlife trust</p>		<p>None</p> <p>Fully funded project</p>	Aimee Edwards	All classes to have at least one lesson a week, other than PE taken outdoors.
Confident Resilient Children -Titan project	Autumn Term	<p>Sarah Kinsman</p> <p>Assistant Head</p>		<p>None</p> <p>Fully funded project</p>	Gill Sparrow	
Emotion Coaching	Teacher Day: Nov Staff meeting	Delivered by Solihull Education Psychologist		<p>None</p> <p>Provided by Solihull Lac Team</p>	Vicki Chudleigh	Less incidents of distress and disruption by our most vulnerable pupils.
<p>Active Recovery Curriculum</p> <ul style="list-style-type: none"> • Ensure all children have an hour of physical activity a day . • Daily Mile • Lunchtime play • Extra Curricular 	Throughout year	Class Teachers		<p>None</p>	<p>Governor responsible for PE, school Sport and Physical Activity</p> <p>Alice King</p> <p>Rob Flint</p>	All children to have at least an hour of physical activity each day.
Develop the use of children's university to	Throughout year	Teachers and TA's		None	Musrath Choudhry	All children to have participated in a club

EVALUATION

We were aware at the start of the year just what an impact the pandemic had on our children with some families being particularly fragile. This work therefore was crucial. In addition to these planned projects we participated in arts and sports projects: Commonwealth Connections, National Theatre play, and This is our Voice. We became the Birmingham Athletic Champions. We undertook visits and ensured all our children from year 2 to year 6 had an opportunity to attend a residential. The huge success of all of these actions, meant that by the end of the year, the children were back to feeling confident, team players and excited and engaged about their learning.

Objective 2: Improve pupil well-being throughout the school

ACTIONS	Success Criteria																				
<p>Introduce the Kiva project into the whole school</p> <p>See Separate Kiva evaluation</p>	<p>The Kiva project has transformed how children and parents feel about bullying in school. They now know ways to prevent it, how to recognise it, what to do if they suspect it. All staff have good systems and protocols in place to address incidents where they happen. Children are heavily involved in monitoring and talk about being Kiva or kind to each other.</p> <table border="1"> <thead> <tr> <th></th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>New Incidents Reported to the Kiva Team</td> <td>26</td> <td>29</td> <td>13</td> </tr> <tr> <td>Resolved – requires ½ term check</td> <td>6</td> <td>8</td> <td>5</td> </tr> <tr> <td>Monitored</td> <td>0</td> <td>12</td> <td>1</td> </tr> <tr> <td>Closed</td> <td>20</td> <td>17</td> <td>7</td> </tr> </tbody> </table>		Autumn	Spring	Summer	New Incidents Reported to the Kiva Team	26	29	13	Resolved – requires ½ term check	6	8	5	Monitored	0	12	1	Closed	20	17	7
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Nature friendly School	A specific outdoor learning area has been created. Staff have been provided with professional development on running lessons outdoors for all subjects not just outdoor learning and PE. This has been well led and developed by the coordinator who has also ensured new resources for outdoor work.																				
Confident Resilient Children -Titan project																					
Emotion Coaching	Staff had coaching and have adapted teaching as a result of this. However, some of our most distressed and challenging children have now left us due to personal circumstances.																				
<p>Active Recovery Curriculum</p> <ul style="list-style-type: none"> • Ensure all children have an hour of physical activity a day. • Daily Mile 	<p>We began the year by continuing with the Daily Mile. However, we found that it ate into too much time in the curriculum. Our children have a very active, outdoor curriculum with many opportunities for extra curricular physical activities and opportunities to attend a residential every year from year 2 to year 6. We had huge success in sporting activities and became Birmingham Primary Athletic Champions. We are still catching up though with swimming following the pandemic and only 50% of our year 6 children left being able to swim 25 metres. We provided free bikeability lessons for all junior children during the summer term. The Commonwealth Connections project culminated in a Mela in which all children were able to try their hand at over 25 different sports and activities available to them in the community.</p>																				
Develop the use of children's university to support extra curricular clubs	Over 20 sporting, arts and food clubs took place throughout the year. All children were given the opportunity to participate in several. Most of these were run for free by Hillstone staff although some such as trampoline came at a cost. Over 40% of Hillstone children are learning a musical instrument or singing in choir outside of their normal curriculum lessons. The use of Children's University could still be developed further in order to give status and recognition to their successes.																				

Developing our five pillars.

Commonwealth Connections: Supporting all 5 pillars, we are working with 5 other British schools, secondary, primary and infant and 5 Indian schools to create a dance. A Go Global club will interact with our linked Indian school. We will be working with a choreography commissioned by SAMPAD. Changemakers in school will create our own version of the Commonwealth Games and we will have visits from a professional sport person. The project will culminate in a Mela (festival) on our site at the beginning of July. With visiting schools participating in sports activities, having the opportunity to sample Indian food and sharing their dances on a stage.

Barclays /FA partnership We are the lead school to develop girls' football across a network of 26 schools in the East of Birmingham.

Artist in Residence We are working in partnership with the Birmingham Rep and have an actor working with us for one day a week. We have found that this is an excellent method of children learning objectives in their project. Robert will also run a drama club which will be able to perform at the Rep in a play based on Floella Benjamin's book 'Coming to England'

Creative Connections This year's Creative Connections artist is the National Thea-



All children will have the opportunity to:

- learn a musical instrument
- go on a residential
- be a performer
- represent their house in a sporting activity
- learn to cook a dish
- grow food in our allotment

Moments of self-pride