

Our Key Strengths

Sept 2017

- * The school's Early Years Foundation Stage provides a good foundation for our learners.
- * Deliberate action is taken by the Headteacher and the leadership team to create a cohesive, inclusive school community .
- * Parents are positive about the school and say children are happy and safe.
- * Safeguarding practice is robust and effective and the school has high regard for pupils' development and welfare.
Pupils feel very safe.

Our School Improvement and Pupil Premium Strategy

Strategy

- * Improve the quality of teaching and leadership of learning at all levels to raise standards of attainment and accelerate pupil progress.
- * Overcome barriers to learning.

Priority Actions

- * Rapidly increase progress and attainment in reading and writing.
- * Raise attainment in mathematics
- * Improve attendance and outcomes of disadvantaged learners.

Context

- High socio-economic pupil mobility - (70% stability below national of 85.9%) affects standards of attainment and pupil progress in published KPIs.
- Growing urban school (currently 577 pupils). Nursery, Three form entry Yrs R—6.
- Majority of children IDACI Deciles 1-3 (high disadvantage) i.e. above LA and National.
- Children with EAL above Nat.- many no English on arrival.

Headline Published Data (KPIs)

- End KS2 - Reading, writing and maths combined attainment = 30% (below national and attainment floor)
- KS1 - KS2 Standardised Progress = Reading -1.3, Writing -0.6 (above progress floor, below national progress standard), Maths +0.5 (above nationally expected standard)
- KS1 outcomes in Reading Writing and Maths (below Nat.)
- School Grade 3 - Required Improvement - in last inspection (Ofsted 2017)
- Year 1 Phonics Screening = 73% (Below Nat)
- EYFS Good Level of Development = 65% (Below Nat.)
- In-house tracking shows children progress better if taught at Hillside for more sustained periods (i.e. Ks1 to Ks2; EYFS to Yr2, throughout EYFS)