St Hilary School:
SIP Priorities 2020-21

Where do our priorities for whole school development sit this year?

School Mission and Values:

At St Hilary School everyone is valued and cared for as an individual and children are at the centre of all we do. We allow the unique qualities in each individual to flourish, through a happy, safe and stimulating environment, where everyone can meet their personal goals and full potential: intellectually, physically, socially, emotionally, morally and spiritually. Through a positive community ethos we listen, engage and nurture a 'can-do' attitude in order to prepare all learners for their future lives; enabling enjoyable learning within the context of a rapidly-changing technological society.

THE BEST WE CAN BE!

Leading Edge …

- Values at the heart of everything we do:

  - Ethical

  - Excellence
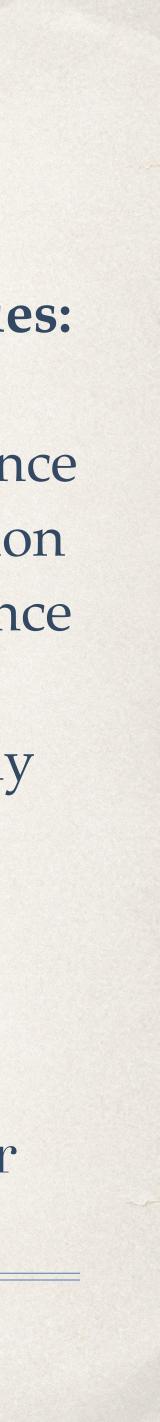
  - Equity

  - Empathy

  - Evolution

  - Endurance

Core Values:

* Endurance
* Evolution
* Excellence
* Equity
* Empathy

SIP - Priority 1: Ensuring all children, staff and members of the school community thrive through effective use of catch up funding and strategic planning to cater for their physical and emotional well-being.

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- All children and staff's mental, physical and emotional wellbeing is prioritised and at the heart of all school development
  - The health, safety and well-being of pupils, staff and parents is paramount in every aspect of school life
- Catch-up funding provides the very best value for money: providing measurable and definite impact for the most in need as a result of the pandemic
  - Children identified in baseline and ongoing assessments as having suffered academic, social, behavioural 'dip' catch up – return to prior attainment levels, behaviour for learning and well-being.
    - Standards in reading, writing and mathematics to improve so that all pupils, and groups of pupils, achieve well (in-line with or above each schools high expectation)
    - Standards of teaching, learning and assessment are good or better. so that all pupils, and groups of pupils, achieve well (in-line with or above each schools high expectation)
    - To ensure that the needs of vulnerable children (PP, FSM, SEN, LAC) and those that need it most are met so that any widening gaps are closed. Provide equity of education for all pupils, ensuring that our most vulnerable reach their full potential.

Core Values:

❖ Evolution
❖ Excellence

SIP - Priority 2: Developing a clearly defined curriculum intent (relevant, coherent, connected, sequential and balanced) and subject leadership which ensures best possible implementation of our broad and balanced REAL project-based curriculum, so that its impact exceeds national expectations

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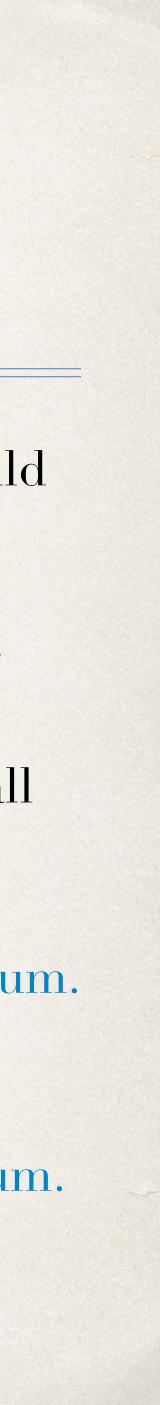
✤ Fully embed a curriculum intent shared by all staff, clearly defining the school's ambition for every child to access a broad and balanced curriculum, which inspires them to thrive academically, personally, emotionally and socially (in-line with the school and LEAP vision and values).

✤ Clarity and consistency in our school-wide approach to subject leadership – evidenced by high quality subject leadership across all subjects

✤ Leaders and systems in place, which inspire and support subject specific professional development – all teaching staff have the relevant expertise to best deliver curricular expectations.

✤ Embedding the Leading Edge Trust's 16 core concepts across the curriculum

✤ Ensure that all pupils have access to a relevant, coherent, connected, sequential and balanced curriculum.

✤ Embed the use of good quality texts and the promotion of reading across all subjects and with all age groups.

✤ Maximise the use of digital technologies as a powerful resource for teaching and learning the curriculum.

✤ Ensuring that the IT provision, knowledge and infrastructure across the academies support innovative approaches to teaching and learning.

Core Values:
- ✤ Empathy
- ✤ Excellence
- ✤ Evolution

SIP - Priority 3: To begin modernisation of the school's brand, so that it is inspiring, unique and cutting edge, whilst providing stakeholders with clear, accessible and pertinent information.

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✤ Ensure that the school's brand is inspiring, unique and cutting edge via all communications.

✤ Reinvigorate the school website and brochure – modernise, slim-down content, ensure minimum legal requirements are clearly identifiable and easily accessed;

✤ Establish clear protocols for best practice use of social media

✤ Embedding the Trust values and expectations in the publicity material for the school

Core Values:
- ✤ Equity
- ✤ Ethical
- ✤ Excellence
- ✤ Evolution

SIP - Priority 4: Ensuring equity in READING progress and achievement – reducing the within school achievement and progress variation between PP and Non-PP children (40% in 2019 KS2 SATs, -4.1 progress score compared to -0.9).

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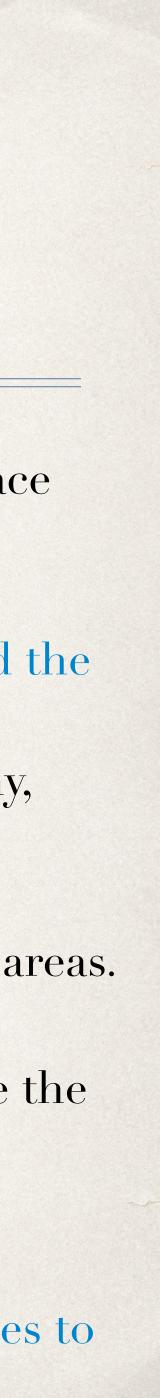
- Reimagine our reading curriculum:
  - Establishing consistent approach to daily whole class reading lessons;
  - Teach specific reading comprehension skills using 'VIPERS' approach to;
  - Increase the creativity of reading teaching, ensuring the multi-faceted elements of reading are successfully in place (enjoyment, fluency, performance, oracy, making connections …)
- Increased quantity and challenge of whole class reading:
- Widen the use of challenging texts (story, non-fiction, poetry and song-lyrics) in cross curricular contexts - Embed the use of good quality texts and the promotion of reading across all subjects and with all age groups:
  - Fast reading approach to whole class novels – to develop fluency of oral reading – speed, effortlessness, autonomy, lack of conscious awareness – fundamental in supporting comprehension skills.
    - Selecting challenging texts (above their paygrade – M Myatt) read to the class at speed;
    - Selecting and using texts with purpose – to expand subject knowledge and vocabulary across all curriculum areas.
- Implementing an effective catch-up phonics support programme in place in the infants and Year 3:
  - Ensuring that in the early years, reading practices continue to promote an intense enjoyment of books, alongside the rigorous teaching of the 'building blocks' of synthetic phonics.
- Improve IT access for disadvantaged children.
  - Maximise the use of digital technologies as a powerful resource for teaching and learning the curriculum.
  - Ensuring that the IT provision, knowledge and infrastructure across the academies support innovative approaches to teaching and learning.

The best we can be!