



Dear Parents/Guardians

I am delighted to share with families the news that our Ofsted visit went extremely well on Tuesday. This was a one day visit with two HMIs, one of whom was one of Ofsted’s Senior HMIs. The visit was conducted remotely and included a huge focus on our curriculum work and the experience our pupils get in their lessons. Even though this sounds hard to do remotely, through rigorous conversations with Senior Leaders and a selection of Middle Leaders, and their interviews with pupils the inspectors were able to gain a great deal of information about the diet our pupils receive in their lessons. The team were extremely positive about what they found and I can’t wait to share their letter with you.

As part of the inspection parents were invited to complete ‘Parent View’ and share their views about Hillside. This is the mechanism parents can use to share their views with school at all times, but has a particular focus in an inspection as it allows the inspectors to gain an insight into what one of the most important stakeholder groups in our school think. Thank you to the parents who did complete ‘Parent View’ - unfortunately the number of replies was disappointing and when we get our next Ofsted visit it would be amazing if more parents could complete the ‘Parent View’ survey to allow the team to gain an even clearer picture of our school. I have included details below if you would like to have a look now.

Parent View gives you the chance to tell us what you think about Hillside High School.

Leave your feedback at www.parentview.co.uk

Please take the time to read the article in this week’s newsletter which outlines the subjects currently been covered in Personal Development for pupils in Years 7-10, who are covering ‘Respectful Relationships and Families’. It is obviously important that you have an overview of what your child is covering in their Personal Development lessons, allowing you to support them at home with any questions they may have. Please do not hesitate to contact Ms A Jones, Assistant Vice-Principal who leads on Personal Development if you have any questions.

Just a reminder we break up for Easter next Friday, 26th March, pupils will finish school at their normal time and we return to school on Monday 12th April.

Please take care and remember Hands Face Space!

Mrs Amanda Ryan, Principal



HANDS



FACE



SPACE





Personal Development

All pupils in Years 7 to 10 are this week beginning “Relationships” unit as part of their Personal Development sessions. These sessions take place every two weeks with form teachers. The relationships unit links to the statutory Relationships and Sex Education Framework in particular Respectful Relationships and Families. These lessons have been carefully designed and sequenced to be age appropriate and are sensitive to the needs of all learners. Pupils will be learning about the following as part of the Relationships Unit:

Ms Jones

Year 7	Year 8
Families: Different kinds of families	Healthy Relationships
Positive and Healthy Relationships	Legal Relationships
Managing Friendships	Relationships and Conflict
Keeping Safe - Consent	Gender Identity
Being positive	Respect and Discrimination

Year 9	Year 10
Families: Safe family relationships	Respectful relationships
Working on relationships	Coercive Control
Controlling behaviour	Peer on peer bullying
Domestic Abuse	Harassment and Stalking
Diversity in relationships	Online Stalking

If you would like to discuss any aspect of the new RSE framework or Personal Development sessions, please contact Ms A Jones at a.jones@hillsidehigh.co.uk



Top Podders are the pupils who have streamed the most pods
Questions Answered are the pupils who attempted the most questions
Diamond League - are the pupils who have answered with the most accurate knowledge, the more correct responses, the more diamonds.

GCSE Pod For KS4

TOP PODDERS

1st Samantha H, Year 10 - 17

2nd Lydia H, Year 10 - 15

3rd Kemi A, Year 10 - 12

Excellence in the Heart of the Community

GCSE Pod For KS4

DIAMOND LEAGUE

1st Harry E, Year 11 - 315

2nd Joseph Z, Year 11 - 203

3rd Ewelina G, Year 10 - 182

Excellence in the Heart of the Community

GCSE Pod For KS4

QUESTIONS ANSWERED ?

1st Harry E, Year 11 - 177

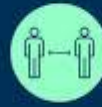
2nd Joseph Z, Year 11 - 136

3rd Ewelina G, Year 10 - 102

Excellence in the Heart of the Community

Excellence in the Heart of the Community





Lexia Reading Core 5 newsletter

During the lockdown Years 7-9 used Lexia Reading as part of their English remote learning. Lexia Reading is a fun computer based programme that helps pupils to improve their literacy skills. The skills developed by using Lexia are not only useful in English but also in all subjects across the curriculum.

Year 7 worked incredibly hard and the following pupils were awarded certificates for reaching the end of each level. Certificates were emailed home during the lockdown but paper copies will be awarded during form time to:

Joshua Williams

Grace Coffey

Loic Robert Nemet

Harry O'Leary

Jayden Evans

Jack Gee

Katherine Roberts

Alfie Macklin

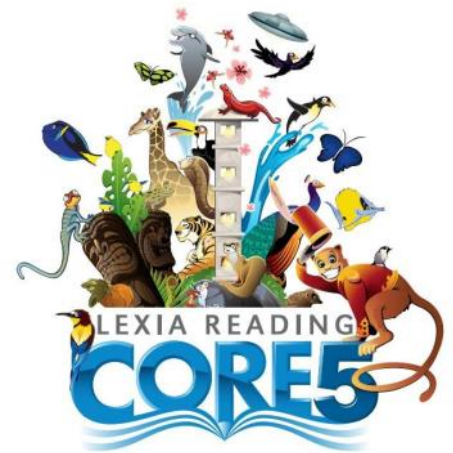
Tilly Wallace

Kye Tyrell

Lexia Daniels

Nelson Osazuwa

Rosita Staneva



Tilly Wallace and Loic Robert Nemet reached the end of Level 18 on Lexia Core 5 and were able to move up to Lexia Power Up which is a huge achievement in a short space of time. Grace Allen in Year 9 also deserves a special mention as she was completed over 300 minutes of Lexia Power Up each week during the lockdown.

Well done to all the pupils who used Lexia during the lockdown. You are able to continue using Lexia at home even though we are back at school. This will help you with literacy in all subject areas. If you would like support logging into Lexia or any more information please email Mrs Miller. r.miller@hillsidehigh.co.uk

Mrs Miller

Times Tables Rockstars

A massive well done to our TT Rockstars this week, they are:

Year 7:

*Ava Rose O'Toole 7CSY, Lola Taylor 7GW
and Kiera Cooke 7THE*

Year 8:

Connor Rooney 8NW, Jack Macfie 8NW



Miss Christian




Safeguarding, Emotional Wellbeing and Mental Health Bulletin

COVID Testing

In line with the DfE guidance we have followed the Lateral Flow Testing regime to support the safe reopening of school. We have been extremely proud of the way so many of our pupils have opted into the testing programme and the resilience that pupils have shown when participating in testing. All pupils who opted in for testing have now completed three tests within the school setting and as per the DfE guidelines we will now move to home testing from Monday 22nd March 2021. All pupils who have participated with tests have been sent home today with self-test kits and instructions for use.

If your child has any issues with completing a self-test at home please let your child's Progress Leader know so we can make alternative arrangements. Similarly, if your child has not participated in school testing but would like to opt in for self-testing at home please let your child's Progress Leader know so that we can arrange for a pack to be sent home. Once again a huge thank you to all pupils who have participated in the testing process and have been a credit to their families, the school and themselves in the mature way that they approached the situation.



NEURODIVERSITY
It takes all kinds of different minds
ADHD | Dyslexia | Autism | Dyspraxia
www.Neurodiversity-Celebration-Week.com

This week is National Neurodiversity Celebration Week to raise awareness of neurodiversity. Though a simple concept, neurodiversity is one of those terms that gets used a lot without much explanation. In its simplest definition, neurodiversity is the idea that when it comes to the human brain and nervous system, people don't all end up the same. In other words, it's a concept that describes individuality and uniqueness in cognitive functioning.

Further information and support can be found <https://www.neurodiversity-celebration-week.com/> ADHD is one example of neurodiversity and we found this article from the website really useful in helping explain what ADHD is.

ADHD Fact Sheet

ADHD is...

- ✓ An abbreviation for attention-deficit hyperactivity disorder. It's also the official name for what is sometimes referred to as attention-deficit disorder (ADD).
- ✓ A common disorder that can impact focus, impulse control and emotional responses.
- ✓ Often diagnosed in childhood but sometimes not until the teen years or later.

ADHD is not...

- ✗ All about hyperactivity. Kids with the inattentive type of ADHD may appear "daydreamy" or off in their own world.
- ✗ A problem of laziness. ADHD is caused by differences in brain anatomy and wiring.
- ✗ Something most kids totally outgrow. Many kids diagnosed with ADHD have symptoms that persist into adulthood.

Kids with ADHD may have trouble with...

- Getting and staying organized
- Managing emotions
- Following directions
- Shifting focus from one thing to another
- Keeping things in mind (working memory)
- Thinking before saying or doing things
- Getting started on tasks
- Focusing on what's important
- Managing time

Ways to help kids with ADHD

- Behavior therapy can help kids get organized and replace negative behaviors with positive ones.
- ADHD medication can reduce ADHD symptoms, but only when the medication is active in the body.
- Classroom accommodations, like taking movement breaks and getting extended time on tests, can help with things like staying seated and finishing tasks.

Success stories

- William, Grammy-winning singer and producer
- Lisa Ling, Award-winning TV journalist
- David Neeleman, Founder of JetBlue Airways

Understood For more information on ADHD and how to help, go to u.org/adhd

Mrs Cross

