



# Glen Hills Primary School



## Subject Plans 2019-20

Received by LGB	
-----------------	--

## Links with Core Priorities highlighted in green

<b>Contents</b>	<b>Page number</b>
English	3
Maths	5
Pupil Premium	7
LAC	10
SEN	12
Child Mental Health	14
Gifted and Talented	16
EYFS	18
Computing	21
Science	24
PE	26
RE	27
History	29
Geography	31
Music	33
PSHE	35
Library	37
French	39
Art	41
DT	43
Local Community and British Values	44
Environmental	46



<ul style="list-style-type: none"> <li>To improve GDS standard in writing.</li> <li>To improve letter formation (handwriting) in 4+/KS1.</li> </ul>	<p>a focus on greater depth through writing competitions and drama linked activities.</p> <p>Further practical handwriting activities furthering letter formation. Joining of basic letter blends. Work with 4+ and Year 1 so yr 1 continue good work of 4+ with Ruth Miskin sayings and actions.</p>	<p>Meeting with 4+ and Yr 1 (internal training if needed).</p>	<p>Focus on writing standards and GDS writing to raise progress score</p> <p>Improved letter formation/handwriting observed in scrutiny/books and SATS.</p>	<p>N/A</p>	<p>BS/KW/LO/RW</p>	<p>4c</p>
<p>Spelling/phonics</p> <ul style="list-style-type: none"> <li>To introduce 'Marmalade' sheets as an intervention tool to address gaps in knowledge/difficulties with spelling.</li> <li>Rising Stars spreadsheets submitted internally to monitor progress.</li> </ul>	<p>KW to liaise with Newcroft and set up master copies of 'Marmalade' sheets. These will then be distributed through school for intervention groups.</p> <p>KW to have data submitted on a half termly basis from years 2 – 5 on Rising Stars format.</p>	<p>Autumn 1</p> <p>Half termly</p>	<p>Sheets used as intervention across school. Improvement in scores on standardised spelling test and general spelling ability within work.</p> <p>Data used to identify areas of weakness and lead to intervention/different approaches within class.</p>	<p>Rising Stars CD per year group</p>	<p>BS and KW</p>	<p>4c</p>
<p>Reading</p> <ul style="list-style-type: none"> <li>Reorganisation of the Reading Olympics scheme to ensure all children remain engaged in reading at home and it links to Routes to Resilience.</li> <li>Year 6 to have independent competition with a prize.</li> <li>Reorganisation of Guided Reading/class reading to include more nonfiction.</li> <li>To improve the pace that children are moved through book bands</li> <li>To improve subject knowledge of teaching reading domains</li> <li>To improve accuracy of assessment of reading</li> </ul>	<p>Reworked Reading Olympics scheme to continue to keep reading as a focus cross the school. Separate reading scheme for Year 6 launched and run throughout the year.</p> <p>Meeting to discuss teaching of reading across the school and ideas of how to improve this.</p> <p>Inset</p> <p>Speed reading</p> <p>Inset</p>	<p>Staff meeting Inset Classroom practice 2019/20 Assembly results shared.</p> <p>Staff meetings</p>	<p>Improved levels of reading participation in Reading Olympics in all year groups.</p> <p>More children reading for pleasure.</p> <p>Children reading a wide range of genre to help with vocabulary and knowledge of text types.</p> <p>Audit of Guided Reading Improved knowledge of reading domains</p>	<p>Funding for prizes.</p>	<p>BS</p> <p>BS/RW</p>	<p>4c</p> <p>4C</p>
<p><b>Subject specific tasks for the year</b></p>	<ul style="list-style-type: none"> <li>Work scrutiny, resources audit, observations, insets, staff meetings, standardised tests and analysis.</li> </ul>					

<b>Subject/Area: Mathematics</b>	<b>Key Personnel:- Janette de Voil</b>
----------------------------------	--

<b>Quality of teaching and learning; outcomes for children</b>	
Activities and improvements during the year 2018/19	<ul style="list-style-type: none"> <li>Inset was carried out in Sept, Jan and March. The first session focussed on improving fluency so that children had a secure foundation for solving problems. The January session looked at how to use the bar model to support problem solving and the March session looked at a range of ways of raising attainment in Maths following cpd undertaken by JdV and BS.</li> <li>Termly tables checks were introduced in Years 2-4 to track pupil progress in learning these. Results from the tests show a big improvement by nearly all children over the year. Children in Yr 3 who have not made much progress to be highlighted for Year 4 teachers.</li> <li>A range of online games have been used by Years 3 and 4 to improve fluency and recall of multiplication facts in preparation for the Multiplication check in 2020. Times Table rock stars has also been purchased to support this.</li> <li>The SLT Maths group completed the fractions document for years 1-6 and this will be given out at the start of the new academic year.</li> </ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"> <li>Work Scrutinies in November and March showed that the children are still being taught the entire curriculum and SLT sheets were being completed through the year. There was an increased use of bar modelling seen in the second half of the year following Jan inset.</li> <li>Raising attainment generally still appears to be an issue as children do not appear to be secure with facts and methods that were thought to have been secured in earlier years. This has an impact on their ability to learn new elements of the Maths curriculum.</li> </ul>

<b>Judgement:</b>		
Outstanding	Good	Requires Improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
1. More emphasis on fluency in known facts to ensure all pupils have a sound base prior to entry into next year group
2. Preparation for the introduction of the Year 4 tables test
3. To continue to provide inset to ensure all teachers subject knowledge is as good as possible

<b>Improvement plan for the year</b>						
<b>What</b> do we want to improve? ( area for development	<b>How</b> will we go about it?	<b>When</b> will it happen and be completed?	What will <b>success</b> look like/ anticipated <b>impact</b> ?	<b>Cost (if applicable)</b>	<b>Who</b> will monitor its impact and to <b>whom</b> will this be reported to?	<b>SLT Business Plan reference</b>

<p><b>To raise attainment in Maths by all groups of pupils</b></p>	<ul style="list-style-type: none"> <li>▪ Following March inset, teachers to be reminded to ensure that number bonds etc are reinforced at other times than in Maths lessons.</li> <li>▪ To ensure that lessons use 'small steps' so that more children fully grasp what they are taught.</li> <li>▪ To improve retention of knowledge by using regular repetition or 'spaced learning' of methods. 5 a day or short low level testing to encourage recall.</li> <li>▪ To continue to develop problem solving skills by teaching explicit strategies.</li> </ul>	<p>Daily extra sessions of 5 mins for all children</p> <p>Lesson planning will take account of what needs to be taught at each stage.</p> <p>Regular use of 5 o day or short quizzes.</p>	<p>Children demonstrate greater knowledge and recall of number bonds etc.</p> <p>Children will show a greater grasp of what is being taught during lessons and be able to apply this more securely. Gradual impact on PUMA scores</p> <p>Children will demonstrate greater confidence when solving non-routine problems</p>	<p>None</p> <p>None</p> <p>None</p>	<p>JdV to monitor through timetables and lesson obs. Impact to be reported to SMT</p> <p>JdV and SMT through lesson obs and test data</p> <p>As above</p>	<p>4a</p>
<p><b>Preparation for the introduction of the Year 4 tables test</b></p>	<ul style="list-style-type: none"> <li>▪ Strawberry Jam sheets to be used as a quick termly assessment of which children are fluent in their times tables knowledge in Years 2, 3 and 4</li> <li>▪ Online games such as Times Tables rock stars to be used to practise the skills of entering answers quickly</li> </ul>	<p>Specific sheets have been identified and should be used at the end of Sept, Jan and April.</p>	<p>Progress should be seen by children's higher scores in Jan and April.</p> <p>Children will become more proficient at entering answers quickly on a computer or tablet.</p>	<p>None</p> <p>£50 for TT Rock Stars</p>	<p>Results to be reported to JdV and any children not making progress to be identified and support given.</p> <p>Results of Multiplication Check given to SMT</p>	<p><u>4a</u></p>
<p><b>Provision for more and very able pupils</b></p>	<ul style="list-style-type: none"> <li>▪ MVA in years 3,4,5 to take part in the National Maths Challenge.</li> <li>▪ MVA in years 5 and 6 to deliver part of a whole school or phase assembly on Maths</li> </ul>	<p>Autumn term</p> <p>Autumn term</p>	<p>Children will have the opportunity to take part in a national event and receive awards</p> <p>Pupils will have the opportunity to work with others and to lead their own learning.</p>	<p>£60 for papers (£20 per year group)</p> <p>None</p>	<p>LO/JdV</p> <p>ASenior/LO/JdV</p>	
<p><b>Subject specific tasks for the year</b></p>	<ul style="list-style-type: none"> <li>• Discuss with staff priorities for Maths budget next year</li> <li>• Continue to monitor standards through book scrutiny and lesson observations</li> </ul>					

**Subject/Area: Pupil Premium**

**Key Personnel:-George Robertson**

<b>Quality of teaching and learning; outcomes for children</b>	
Activities and improvements during the year 2018/19	<ul style="list-style-type: none"> <li>• 89% of Y6 PP children being assessed at EXS in Reading.</li> <li>• 83% of Y6 PP children being assessed at EXS in Maths.</li> <li>• Individual barriers to progress identified for all PP children.</li> <li>• Interventions targeted at addressing these barriers.</li> <li>• New system introduced to individualise PP programme, target interventions and assess impact across the school.</li> <li>• Whole staff training delivered on Barriers to Progress for children.</li> <li>• Whole staff training on 'Improving the progress of PP children in the classroom'.</li> <li>• Focus on PP progress and provision in the classroom in all lesson observations by SMT.</li> <li>• Focus on PP pupils in Autumn Term work scrutiny.</li> </ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"> <li>• In writing PP groups in every year group have narrowed the gap.</li> <li>• In maths PP have narrowed the gap in 4 out of 6 year groups.</li> </ul>

<b>Judgement:</b>		
Outstanding	Good	Requires Improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
1.To narrow the gap by 5% in combined reading, writing and maths for PP compared to non PP students in all year groups.
2. To continue to personalise the pupil premium intervention provision.
3. To continue to effectively monitor the pupil premium provision.

<b>Improvement plan for the year</b>						
<b>What do we want to improve? ( area for development</b>	<b>How will we go about it?</b>	<b>When will it happen and be completed?</b>	<b>What will success look like/ anticipated impact?</b>	<b>Cost (if applicable)</b>	<b>Who will monitor its impact and to whom will this be reported to?</b>	<b>SLT Business Plan reference</b>
To narrow the gap by 5% in combined reading, writing and maths for PP compared to non PP students.	Targeted small group tuition in reading and maths for pupils identified as making lower progress from PIRA and PUMA scores.  Additional focus on individual specific barriers to progress (see 2 below)	Sept 2019 – July 2020	Gap narrowed by 5% in combined reading, writing and maths for PP compared to non PP students.	Tutors – see PP funding breakdown	SMT – via lesson observations  GR – pupil interviews and work scrutiny (see 3 below)	4c

	Intervention by class teachers following evaluation of data Dec 2018/March 2019. To target specific areas of weakness in reading, writing and maths					
	Structured conversations training	August 2019	Staff will be trained on how to use structured conversations with parents to ensure meetings are focussed and engagement is improved. Attendance of PP students is above 96%.	Provided by LA.	GR	4c/2b
	Trialling using structured conversations for parents' evening with selected pupils	October 2019				
	Using structured conversations for all PP parents' evening meetings	February 2019				
	Pupil interviews	1 <sup>st</sup> week of Autumn 2 1 <sup>st</sup> week of Spring 2	Class teachers will hold interviews with students. Students will identify their strengths and areas for focus including route to resilience targets.	18 x ½ days cover	GR	4c
	Staff meeting for staff on how to address barriers in the classroom and will have agreed actions for pupils.	Autumn 2019	Teachers will be given guidance on how to target their PP children in the classroom. They will also be given the opportunity to plan weekly provision.	N/A	GR	4c
To continue to personalise the pupil premium intervention provision.	Identify specific barriers to progress for individual PP children. Teachers to complete questionnaire for their current pupils (2019/20) and hand on to new teacher/PP coordinator.	Summer term 2020	For each child: a clear list of barriers.	N/A	GR	4c
	Identify key underachieving pupils.	Autumn 2019	Evaluation of results – Dec 2018/ March 2019. Are the gaps narrowing more quickly?	½ day cover each term GR	GR/RW	4c
	Identify pupils for 1:1 reading with A.Norman Years 1-3 M.Small Years 4-6	Autumn 2019	Children who are identified as requiring reading support will receive support and narrow gap in reading.	2 x 3 sessions per week HLTA cover	GR/RW	4c

	Identify children for R.Fisher – therapeutic groups and 1:1 counselling	Autumn 2019 Spring 2020	Pupils in need of support are able to access service through self-referral or teacher referral. Barriers to learning are removed.	2 x mornings per week	GR/RF	4c
	Update provision sheets termly		Teachers will be given staff meeting time to identify and update provision and barriers to learning sheets. Barriers are identified, addressed and reduced.	N/A	GR/RW	4c
	Social skills/team building groups.	Autumn 2019 Spring 2020	Pupils from Y1-6 will be targeted in team building and social skills groups – they will show greater confidence and independence – barriers to learning are reduced.	HLTA cover 30mins 2x weekly	GR	4c
	Identify pupils for Big moves(Y1), energize (Y3) and Inclusive games (Y2)	Autumn 2019	Children will be picked by class teachers to take part in a developmental movement intervention programme to improve their physical development and develop listening, concentration, learning success and appropriate behaviour.	N/A	GR/DB	4c
To effectively monitor the pupil premium provision to identify further improvements.	Pupil interviews	January 2020	Evaluate findings. Take immediate action to improve any areas identified. Share finding with staff at staff meeting.	1 day cover GR (1/2 day for each)	GR/RW	4c
	Work scrutiny  PP Focus during all lesson observations  (as part of rolling programme of evaluation for PP)	October 2019  Throughout academic year		SMT	Individual staff/SMT	
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>Work scrutiny; pupil interviews. Planning of timetable for PP teachers. Barriers questionnaire.</li> </ul>					

**Subject/Area:****LAC****Key Personnel:- Fatima Variava****Quality of teaching and learning: outcomes for children**

Activities and improvements during the year 2018/19	<ul style="list-style-type: none"> <li>Consistency of teaching, planning, assessment and marking across LAC tutors and class teachers.</li> <li>Regular verbal and written feedback given to relevant class teachers and consultation to set children's targets.</li> <li>ICT was used for creative and academic learning within many sessions, across all curriculum areas.</li> <li>All children have had group time based on social, emotional, health and wellbeing activities. These may have been games, creative activities or verbal interactions.</li> <li>Art activities have been incorporated within the tutoring sessions to allow the children to experience different art forms. Also, children have been able to share their feelings and experiences of times at Christmas, Easter and summer.</li> <li>Children were taken to DMU for a drumming performance to family, friends and the public. They built their confidence and developed an understanding of how to deliver a show.</li> <li>KS2 LAC children were taken out for a trip to New Walk Museum and Heavenly Dessert where they learnt how to interact in shops and public spaces. They learnt how to make orders for food and how to use their money efficiently.</li> </ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"> <li>All LAC children have received academic and social, emotional and well-being teaching individualised for their needs. This has enabled all children to full access and focus on their classroom learning. It has helped them develop and extend their social interactions with peers and adults in school. All children have achieved their end of year target, some making two times the progress.</li> <li>All KS2 LAC children have been involved in Taiko drumming which has improved their personal and social skills. It has opened opportunities for them to be involved in the public music industry.</li> </ul>

**Judgement:**

Outstanding

Good

Requires Improvement

**On the basis of this information, what are your key priorities for development? (up to 3)**

1. An individualised social and communication target set for each child (in line with their PEP document target).
2. LAC children to have their own R2R target to develop, in and outside of school.
3. LAC children to be involved in a social activity with student council (in line with new VS social development plan).

**Improvement plan for the year**

<b>What do we want to improve? ( area for development)</b>	<b>How will we go about it?</b>	<b>When will it happen and be completed?</b>	<b>What will success look like/ anticipated impact?</b>	<b>Cost (if applicable)</b>	<b>Who will monitor its impact and to whom will this be reported to?</b>	<b>SLT Business Plan reference</b>
An individualised social and communication target set for each child (in line with their PEP document target).	Pupil interviews PEP meetings Consultations with social workers and carers. VS approval	Termly PEP meetings	(Dependant on specific target – discussions with child) Class target with teacher Joined a club Pupil feedback Produced project etc		FV, SW, carers and class teachers	3b, 3d, 4c, 4b
LAC children to have their own R2R target to develop, in and outside of school.	Pupil meetings and discussions Class teacher meetings Carer and social worker discussions	Termly Class times	More perseverance and resilience. Personal development of muscles – assessed by class teacher		FV, class teachers, parents and carers.	3a, 3c, 3d

			Assessed by FV – before and after PEP meetings			
LAC children to be involved in a social activity with student council.	PEP meetings Discussions with LB Student council meetings Information for development from VS	Weekly Termly	Detail of plan and success with student council Involvement and support in activities such as selling, PSA event etc		FV, LB	3a, 3c, 3d, 4b, 4c,
<b>Subject specific tasks for the year</b>	- New VS expectations to be implemented in PEP meeting process and paperwork.					

**Subject/Area: Special Educational Needs and Disability.**

**Key Personnel:- Rachel Cole**

<b>Quality of teaching and learning; outcomes for children</b>	
Activities and improvements during the year 2018/19	<ul style="list-style-type: none"> <li>• Education psychology advice has been gained to support high number of pupils waiting to access this service.</li> <li>• We have continued to develop person centred approaches to annual reviews.</li> <li>• Certain staff have been doing Speech and Language intervention with children.</li> <li>• Certain staff have been trained in Funtime through the Autism Outreach Service</li> <li>• Meetings between staff and parents of particular children have continued to be successful.</li> </ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"> <li>• Education Psychology has been used to gain advice for certain children and to get diagnosis for children so that they can access appropriate support for outside agencies.</li> <li>• Annual reviews have a more child-friendly approach to them so that it is about the child rather than the wants of the adults.</li> <li>• Children have had a positive impact from the extra speech and language work done.</li> <li>• Children have had a positive impact from the Fun time groups set up.</li> <li>• Staff and parents continue to have a positive open dialogue which then benefits the children.</li> </ul>

<b>Judgement:</b>		
Outstanding	Good	Requires Improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
1. Continue to develop Dyslexia pathway to be used by teachers as an initial start to the assessment process.
2. Set up times for 1:1 supports to observe and then support them in running their own Funtime groups.
3. Support classroom support who are having to be 1:1 support with regular meetings about how best to support the child.

<b>Improvement plan for the year</b>						
<b>What do we want to improve? ( area for development)</b>	<b>How will we go about it?</b>	<b>When will it happen and be completed?</b>	<b>What will success look like/ anticipated impact?</b>	<b>Cost (if applicable)</b>	<b>Who will monitor its impact and to whom will this be reported to?</b>	<b>SLT Business Plan reference</b>
Continue to develop Dyslexia pathway to be used by teachers as an initial start to the assessment process.	Using the Universal Symphony Offer to show staff resources and support for children they may think have dyslexia.	September and ongoing through the year.	Teachers who think that a child may have dyslexia will be able to access a bank of resources and ideas to try before the SENCo needs to assess them. There will then be more evidence to support a dyslexia assessment from day to day school and home.		Teachers report to SENCo/RW	Objective 3d, 4c
Support staff who have received the Funtime training to be able to	Identify members of staff who will be delivering Funtime. Meet with	September and ongoing through the year.	Children who have been identified as needing support with social skills and		Teachers and 1:1 supports report to SENCo/RW	Objective focus 3d, 4c, 5b, 5d

model and cascade it to other 1:1 support in school.	them to organise observing and setting up a group.		have a 1:1 or EHC plan will then get Funtime social skills support.			
Support classroom support who are having to be 1:1 support with regular meetings about how best to support the child.	Meet with staff July 2019 and make sure they know about the child, their needs and how best to support them. What works and what doesn't.	September and ongoing through the year.	Children who need 1:1 support will have their needs best met through collaborative working with the class teacher, 1:1, parents and SENCo.		Teachers and 1:1 supports report to SENCo/RW	Objective 4c, 5b
Inset training to staff on Autism in Girls	Staff inset to cascade information from course attended.	January teacher Day 2020	Teachers will recognise the traits of Autism in girls and be able to access resources and further ideas to support the child in school.		Teachers report to SENCo/RW	Objective 3d, 4c
Liaise with DSL Head and Deputy staff on Operation Encompass Training	Meeting with DSP staff to discuss how we can further support children flagged up to us through Operation Encompass.	SLT meeting Monday night after school in September.	Further informed DSPs. Support for pupils.		RC	Objective 3d, 4c
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>• Education psychology advice required to support high number of pupils waiting to access this service.</li> <li>• Autism Outreach Service required to support children in school.</li> <li>• Visual impaired service required to support children in school.</li> </ul>					

## Subject/Area: Child Mental Health

Key Personnel:- Rebecca Fisher

Outcomes for children	
Review / Activities and improvements during the year 2018/19	<ul style="list-style-type: none"> <li>Children in Need bid was, sadly, not successful.</li> <li>We did, however, manage to increase the amount of self-referrals for counselling by implementing a 'drop in service' once a week by rearrangement of timetable following advice from Supervisor.</li> <li>We have not been able to implement the usage of Story Stem on an accredited basis, as Day three was cancelled by AFCFC until May 2019. This was attended and submission of final pieces of coursework are due to be sent by the end of this academic year, so that assessments made are verifiable for the start of the new academic year.</li> <li>It has been hard to increase the amount of family support due to the lack of time available.</li> <li>We have undertaken the Routes to Resilience programme and this has been being implemented by staff, following sample lessons delivered by RF and videoed for observation by staff.</li> <li>A Staff meeting was delivered by RF which looked at emotional regulation strategies in the classroom, particularly linked to PP and a whole school strategy was implemented to allow more in-depth conversations surrounding mental health and moving children from behavioural responses to language responses.</li> <li>R2R Programme has been launched to parents in KS2 and is planned in other key stages for the end of this year / beginning of next.</li> <li>Enhanced transition visits carried out for the first time for children experiencing challenging mental health, to Secondary school, to SWHS and CCLC.</li> <li>Lego Therapy carried out weekly for another year.</li> </ul>
Overall evaluation of impact.	<ul style="list-style-type: none"> <li>Children attending Counselling continue to make on average 6 points progress. Anecdotal evidence from the children is strong.</li> <li>Children are wearing R2R stickers around school and are able to talk informatively about the programme.</li> <li>Children attending counselling know what their options are with regards to self-referral for sessions when they have ended.</li> <li>Evaluation of launch days is strong.</li> </ul>

### Judgement:

Outstanding	Good	Requires Improvement
-------------	------	----------------------

### On the basis of this information, what are your key priorities for development? (up to 3)

- Increase the amount of children able to access therapy by implementing effective therapeutic groups in 2019-20, including Theraplay for KS1.
- Implement accredited usage of Story Stem profiling following accreditation. (September 2019 onwards.)

### Improvement plan for the year

What do we want to improve? ( area for development)	How will we go about it?	When will it happen and be completed?	What will <b>success</b> look like/ anticipated <b>impact</b> ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported to?	SLT Business Plan reference
Introduce therapeutic groups, including Theraplay for group play therapy in KS1 (a currently underdeveloped key stage with MH intervention.)	Attend Theraplay training in September 2019. Monitor needs based on staff insight and identifiable needs through counselling.	Theraplay January 2020. Therapeutic groups in Autumn Term will be increased Lego Therapy in 4+ and KS1 with	Children will be assessed using SDQ / CORE on entry and exit. (To be decided)	190 pounds which has been donated by PSA.	R Fisher R Wesley	3

		dissemination to staff. Other groups might include, anxiety, anger, behaviour, bereavement and focussed R2R needs.				
Improve the assessment profiling of children with mental health needs.	Selected clients will be assessed using Story Stem profiling to identify their specific needs.	Accreditation will be achieved by the end of September 2019.	Children will be assessed on entry and findings shared where confidentiality allows.	No cost this year.	R Fisher R Wesley	3
Continue to launch Route To Resilience across the school so all parents are informed and staff are using the language daily and building on the 'character muscles' with children through lessons and specific tasks.	Route To Resilience launch to parents for years two and three.  Inset on implementation of Route To Resilience in its second year.	Autumn Term 2019	Children and parents using the language of Route To Resilience. Children and staff have the language to help them discuss difficult situations. Raised awareness of transferable life skills and growth mindset.	Cost of event	R Wesley F Variarva B Storey S Wrighton R Fisher	3
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>• CMH is not a subject in itself but the <u>Routes to Resilience</u> links to this.</li> </ul>					

<b>Quality of teaching and learning: outcomes for children</b>	
<p>Activities and improvements during the year 2018/19 (KW)</p> <ul style="list-style-type: none"> <li>Update the register of G &amp; T children across the school.</li> <li>Research and begin to implement maths challenges/ activities/ groups that will lead to improving mastery in maths at Greater Depth in KS2 ( particular focus on Year 6)</li> <li>Set up and carry out spelling and writing challenges for G &amp; T pupils.</li> </ul>	<p>KW to email staff to ask teachers to update information by adding the names of all children who are deemed as G&amp;T/MVA on to the G &amp; T register which has been set up by TS on O Track. Progress can then be monitored of those children next year/ Analyse data of these pupils.</p> <p>Recommended authors and Schemes for GDS challenges across the school- Ask PSA for funding towards books?</p> <ol style="list-style-type: none"> <li>Stephen Carlson - very good for open ended questions and statements for children to develop reasoning skills.</li> <li>Peter Clarke – Books for year groups Mastery with Greater Depth. Books are quite expensive but we could ask the PSA for funding as this would enhance the children's skills particularly Year 4 / 5/ 6.</li> <li>I have looked at /listed helpful websites and National bodies:                     <ul style="list-style-type: none"> <li>NRich</li> <li>White Rose</li> <li>I have registered with Rising Stars maths- which is free to all teachers and has excellent assessment tools as well as practical activities to deepen learning. <b>Highlight to staff that they can also register and use resources.</b></li> <li>I have also become a member of the NCETM- <b>again, free to all teachers and has materials, resources and assessment tools.</b> They also have organised maths Hubs, which offer funded places for Primary Teaching for Mastery Programme. A second round of applications will be sent through soon. I am keeping my eyes open for it. Have spoken to JdV who is on-board with assembling a team of teaching staff to take part – should we be successful in applying to participate in the next academic year.</li> <li>I have been looking into challenges for Y6 GDS pupils and am aware that there is an enrichment program for G &amp; T which introduces Binary coding – I think this would be a fantastic club idea to embed for y6 pupils. I believe there is also a unit for this within Purple Mash.</li> <li>I began to look at making greater links within Trust schools for G &amp; T, as well as keeping a dialogue with ex colleagues- carry forward to implement next year.</li> <li>Researched helpful teaching journals for maths which we could also access to pass on to staff current ideologies and pedagogy.</li> </ul> </li> </ol> <p>It was discussed at the start of this academic year in symphony literacy trust meeting that we would hold an interschool spelling bee towards the end of each academic year. Planned a 'Battle of the Books' style club whereby G &amp; T pupils from higher KS2 are asked to participate in reading and carrying out drama/design and writing activities based on books we read- like an informal book club. To be implemented when children are highlighted next year. Drama and writing clubs to be implemented over the course of each term and further embedded across the next academic year.</p>

<b>Judgement:</b>		
Outstanding	Good	Requires Improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
1. Improve the level of challenge and progress of MVA children within lessons.
2. Provide enrichment activities to motivate and inspire MVA pupils across the school.
3. Provide opportunities for MVA pupils to lead and inspire other pupils.

<b>Improvement plan for the year</b>
--------------------------------------

<b>What do we want to improve? ( area for development</b>	<b>How will we go about it?</b>	<b>When will it happen and be completed?</b>	<b>What will <b>success</b> look like/ anticipated <b>impact</b>?</b>	<b>Cost (if applicable)</b>	<b>Who will monitor its impact and to whom will this be reported to?</b>	<b>SLT Business Plan reference</b>
<b>Improving the level of challenge and progress of MVA children within lessons.</b>	Deliver staff training on:  1. Developing higher order thinking  2. Effective questioning  3. Effective differentiation	Start Autumn Term 2019	More lessons and planning feature higher order thinking skills.  More lessons and planning use questioning to challenge the most able.  More lessons and planning feature more effective differentiation to challenge the most able	Course – developing challenge MVA.	LO/RW  SMT during lesson observations	4a 4c
<b>Provide enrichment activities to inspire and motivate MVA pupils.</b>	Maths – MVA in years 3,4,5 to take part in the National Maths Challenge. Literacy – MVA to enter writing competition in all year groups R- yr6  Science – trip to Cambridge University Science festival for MVA scientists (juniors) LO/AS  Music – MVA to visit South Wigston to take part in liaison project and performance.  Art- Year 1 art project	Start Autumn Term 2019, across the year.    April 2020	Survey of children before and after activities. Pupils will participate in exciting activities to challenge their ability at Greater Depth. Providing the opportunity to think differently and further develop higher order skills. Improved motivation and desire to succeed. Pupils are inspired by the challenge.	Maths - £60 for challenge papers (20 per year group)    Time – 2 x ½ day (Spring term for RB to work with children)	LO/ASe/RB/RW/JDV/BS/AS/  LO/KW/RW   LO/AS/RW  LO/CR/RW  LO/RB/RW	4a 4c
<b>Provide opportunities for the MVA to facilitate and lead the learning of others</b>	MVA in each year group to deliver part of a whole school/phase assembly which they have planned and lead.	Yr 5/6 – Maths assembly (autumn term) Yr 3 – Reading assembly (spring term) Year 4 – Science assembly (summer term)	Pupils take ownership of their own learning in the subject. They have the opportunity to lead and share with others. Increased confidence and motivation of MVA learners.	Time – assembly preparation	Survey of children before and after activities.  AS/LO/RW	4a 4c
<b>Make links with secondary schools to undertake a joint project for MVA pupils</b>	LO to contact Leysland/South Wigston to investigate opportunities for liaison.  To arrange activities as appropriate.	From Autumn Term 2019	Pupils have the opportunity to work with subject specialists from KS3/4 and are inspired and excited to learn in their area of strength.	Time – to visit/host visits	LO/AS	4a/4c
<b>Subject specific tasks for the year</b>	Staff development, Enrichment, Assemblies					

**Subject/Area: EYFS**

**Key Personnel:- Miss S Brown & Mrs R Nutbrown**

**Quality of teaching and learning; outcomes for children**

Activities and improvements during the year 2018/2019	<ul style="list-style-type: none"><li>• Ofsted (October 2018) rated the EYFS provision as 'good'.</li><li>• Story sacks for each class to take home for a week have been set up to promote a love of reading.</li><li>• Online class log-ins set up to share e-books at home.</li><li>• Route to Resilience launched to parents through Foundation Stage Sport's Day.</li><li>• Games morning's organised with parents and grandparents.</li><li>• Further activities developed for emergent readers including 'words first' and 'talk boxes'.</li><li>• Transition Activities organised - FS pupils attended some of the Phase 1 assemblies in addition to the whole school assembly. We adapted the timetable in the 2nd half of the Summer Term to teach lessons in a similar format to Year 1. Year 1 and FS pupils worked collaboratively for Golden Time sessions weekly. School Governor who supports Year 1 pupils to read has delivered some story sessions with FS pupils. Children encouraged to choose their own reading books in the 2<sup>nd</sup> half of the summer term to familiarise themselves with Year 1 routines.</li></ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"><li>• Very positive feedback from the Ofsted inspectors in regards to provision for EYFS pupils.</li><li>• Excellent written feedback from parents for the story sacks. This has increased engagement with reading at home.</li><li>• An increase in involvement from parents and grandparents with supporting learning of the EYFS Curriculum.</li><li>• Transition activities ensured that Year 1 colleagues are more familiar with the pupil's attainment and progress. FS pupils feel more secure with the transition to Year 1 and are more familiar with their new setting.</li></ul>

**Judgement:**

Outstanding

Good

Requires Improvement

**On the basis of this information, what are your key priorities for development? (up to 3)**

1. To further develop the link with our main feeder pre-school, supporting development of the EYFS Curriculum and the transition process.
2. To further develop the outdoor area to enhance learning of pupils and awareness of 'Route to Resilience'.
3. To further develop writing skills for FS pupils.

**Improvement plan for the year**

<b>What</b> do we want to improve? (area for development)	<b>How</b> will we go about it?	<b>When</b> will it happen and be completed?	What will <b>success</b> look like/ anticipated <b>impact</b> ?	<b>Cost (if applicable)</b>	<b>Who</b> will monitor its impact and to <b>whom</b> will this be reported to?	<b>SLT Business Plan reference</b>
1. To further develop the link with our main feeder pre-school (Glen Hills Pre-School), supporting development of the EYFS Curriculum and the transition process.	<p>Share good practise by delivering lessons to the pre-school pupils. (FS Leader &amp; FS Shadow Leader)</p> <p>Pre-school staff to observe lessons taught by Glen Hills Staff.</p> <p>Supporting pre-school staff with planning and resources to enhance learning.</p> <p>Loaning of some equipment – e.g. Numicon</p> <p>Pre-school pupils visiting for year group assembly rehearsals, Christmas Shows and additional organised days.</p>	Ongoing throughout the year.	<p>More pre-school pupils being secure within the phase 1 and 2 phonics prior to starting Glen Hills.</p> <p>More pre-school pupils being confident with recognising numbers through manipulation of Numicon.</p>	<p>Box of Numicon - £35</p> <p>Photocopying / laminating of resources £20</p>	Monitored by FS Leader & FS Shadow Leader, reported to SMT.	2b 2c 3b 3d
2. To further develop the outdoor area to enhance learning and awareness of 'Route to Resilience'.	<i>Organise 'Play Leaders' from KS2 to support learning and development of 'Route to Resilience' in the outdoor area during lunch time play.</i>	<p>Ongoing throughout the year.</p> <p>Play Leaders – Autumn and Spring Term. Summer Term – independent play.</p>	<p><i>Enhanced PSED skills for independently play.</i></p> <p><i>All 7 areas of the EYFS Curriculum accessible for outdoor independent learning.</i></p>	£800	Monitored by FS Leader & FS Shadow Leader, reported to SMT.	2b 2c 3b 4c 5b

<p>3. To further develop writing skills for FS pupils.</p>	<p>Autumn Term – Focus on gross motor skills for handwriting. Use 'Squiggle Whilst You Wiggle', 'Dough Disco', 'Big Moves' and 'Penpals'. Autumn Term – Send home 'wordless stories' to aid talk for imagination.</p> <p>Spring Term – Focus on Fine Motor Skills and 'Talk for Writing'.</p> <p>Summer Term – Focus on 'Talk for Writing' and extended pieces of independent writing.</p> <p>Additional phonics support groups put into place daily.</p>	<p>Ongoing throughout the year.</p>	<p>An increase in pupils achieving expected and exceeding ELG for writing.</p> <p>Pupils feeling more confident to use their own ideas for writing.</p> <p>More pupils working securely in Phase 3 and above for phonics.</p>	<p>Wordless Picture books Collins Big Cat Phonics Lilac Set £70. Oxford Reading Tree wordless stories- £100 Playdoh pots for £80 Music – Purchase new CD's. £50. Story book CD's. £50. Additional writing resources. £300</p>	<p>Monitored by FS Leader &amp; FS Shadow Leader, reported to SMT and Literacy Leader.</p>	<p>2b 2c 3b 4c 5b</p>
<p><b>Subject specific tasks for the year</b></p>	<ul style="list-style-type: none"> <li>• Monitor the impact of 'Football and Fitness' coaching with the FS Pupils.</li> <li>• Assign subject areas for completing EARWIG records.</li> </ul>					

<b>Subject/Area:</b> <b>Computing</b>	<b>Key Personnel:-GR, SB</b>
---------------------------------------	------------------------------

<b>Quality of teaching and learning; outcomes for children</b>	
Activities and improvements during the year 2018/19	<ul style="list-style-type: none"> <li>E-safety – profile was raised by hosting a Google Internet Legends assembly in October – which was high impact for all pupils. Safer internet week ran the week beginning February 5<sup>th</sup>. Key stage assemblies were held. Whole school homework was completed and activities across the school were completed to raise awareness of e-safety. Year 6 took part in the Leicestershire e-safety questionnaire and the results were shared with Y5 and Y6 parents to aid communication of children’s experiences online. E-safety scrutiny has also taken place this year.</li> <li>Purple Mash – two sessions of training have been delivered this year which have aided teachers’ implementation of the software into their curriculums. The Computing long term plan has been rewritten to show progression of skills across the year groups using Purple Mash.</li> <li>The school has invested in five new touchscreen interactive display boards.</li> <li>Hour of Code – The whole school took part in the International Hour of Code. Each class chose an age appropriate programming or coding activity during the week beginning the 4<sup>th</sup> of December. This gave all children in the school an opportunity to experience and develop their coding skills.</li> </ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"> <li>Across the school, there have been improvements in technology and curriculum for staff and pupils. There have been increased opportunities for children to develop their coding skills this year.</li> <li>E-safety has maintained its profile in the school.</li> </ul>

<b>Judgement:</b>		
Outstanding	Good	Requires Improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
1. Develop cross-curricular ICT use.
2. To maintain high quality e-safety delivery.
3. Analysis of OTrack data to evaluate attainment and progress in Computing.

<b>Improvement plan for the year</b>						
<b>What</b> do we want to improve? ( area for development)	<b>How</b> will we go about it?	<b>When</b> will it happen and be completed?	<b>What</b> will <b>success</b> look like/ anticipated <b>impact</b> ?	<b>Cost</b> (if applicable)	<b>Who</b> will monitor its impact and to <b>whom</b> will this be reported to?	<b>SLT Business Plan reference</b>
Focussing e-safety on the areas that have arisen from the results of the Y6 esafety questionnaire: Screen addiction	Parent information – informing parents of the true statistics of children’s screen time. Newsletter and how to guides.	November 2019 March 2020	Reduced amounts of screen time reported in the year 6 e-safety questionnaire.	£50	GR	3d/4b
	Safer internet day	February 2020	Pupils will have taken part in an e-safety assembly, completed whole Key Stage homework and activities in the classroom as a result they will have	N/A	GR	3d/4b

			greater awareness of e-safety issues faced.			
	Talking to parent's at 4+ new starters meeting	June 2020	All new starter's parents will have received information on e-safety – with a focus on screen addiction.	N/A	GR	3d/4b
To develop cross-curricular ICT use	Skills audit	September 2019	A staff ICT skills audit will be completed – any skills or weaknesses will be highlighted and addressed. Schools across the trust will be able to share strong practioners's skills through collaborative training.	Half days cover £100	RW/GR	2b/5b
	Purple Mash training	September 2019	Staff will receive further training in Purple Mash to ensure they are confident and capable of delivering cross-curricular ICT links.	As part of Purple Mash subscription	GR	5b
	App audit	September 2019	An app audit will be completed to ensure the school has suitable apps installed to be used across the curriculum – new apps will also be purchased from recommendations from across the SLT	£100	GR	4b
	Digital leaders	September 2019	Year 5 will identify children who show confidence in computing. These children will become digital leaders – they will try out new software and help to cascade knowledge to staff and pupils. They will also assist at Code Club.	£10	FV/AS/GR/CR	4b
Improve coding provision	Purple Mash training	September 2019	Staff will receive further training in Purple Mash to ensure they are confident and capable of delivering the coding elements of the curriculum.	As part of Purple Mash subscription	GR	5b
	Code Club	December 2019	Code club to be run across Y3-Y4. The anticipated impact will be earlier	N/A	GR	4b

			introduction to coding languages and thus an increased progression by the time children leave the school.			
Prepare children for Year 4 times table checks.	Purple Mash training	September 2019	Staff will receive further training in Purple Mash to ensure they are confident and capable of preparing children for the times table check.	As part of Purple Mash subscription	GR	5b
	Trials within SLT	October 2019	Schools across the SLT will trial iPads; PCs and Chromebooks to find which children find the easiest to use.	N/A	GR	2b/4b
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>• Skills audit</li> <li>• Computing work scrutiny</li> </ul>					

## Subject/Area: Science

Key Personnel:-Amy Smith

Quality of teaching and learning; outcomes for children	
Activities and improvements during the year 2018/19	<ul style="list-style-type: none"> <li>• Successful whole school science scrutinies carried out during Autumn, Spring and Summer term by A. Smith which focused on AT1 and write up elements.</li> <li>• Meetings Spring and Summer 2019 between A Smith and Science Coordinators of other Symphony schools where resources, ideas for Science Weeks and moderation of work occurred across expected levels for year 2, 4 and 6.</li> <li>• Teaching of Science lessons monitored through performance management lessons from 4+ to Year 5.</li> <li>• Earwig continues to be used to document and assess learning journeys in Foundation Stage and practical science across the school for each science scrutiny.</li> <li>• Glen Hills took part in Beat the Street which was a local programme set up to encourage children to get healthy and more active by walking around the local area. Assemblies were delivered, and prizes given out. A children in year 3 won a Beat the Street prize, as did a parent who joined in. We record 52600 points in total, with 571 members (children, staff and parents) taking part – and our average distance per person was 92 miles over the 6 week gaming period. A Smith organised assemblies to initiate our involvement with members from Blaby Council and continued to monitor leader boards during Wednesday assemblies. Tweets were also shared with parents.</li> <li>• National Science Week celebrated from 11<sup>th</sup> March 2019 – 15<sup>th</sup> March 2018 within school with assemblies for both KS1 and KS2 children run by A. Smith and L.Onions (both teachers with a science specialism within the school). AS used the Award Assembly the following to hand out Science book prizes for children involved in all the quizzes and world record attempt throughout the week.</li> <li>• AS organised for MVA children from year 6 to attend a Science STEM competition at South Wigston. Children chosen were also those who plan on attending the secondary school. The children had to design a catapult (thinking about sources) and competed against other primary schools. Glen Hills catapulted their marshmallow the furthest and won the competition and a huge Easter Egg each!</li> <li>• There is a display of Science work up to celebrate work created during Science Week.</li> <li>• KS1 and KS2 Science Quizzes on facts and scientists run across break and lunch times for children to complete during National Science Week.</li> <li>• Visits to school in May 2019 by Sarah Saunders from Dogs' Trust – she ran workshops and assemblies for a range of years. To finish the day, Sarah designed a workshop specifically for children who had a fear of dogs and parents were invited to join the workshop with their child.</li> <li>• Science Screenings run during Science Week where a range of both age ranges watched science films/programmes in 5AS classrooms. (evidence on Twitter)</li> <li>• Support offered to HLTA staff when required for teaching of Science. HLTAs are not timetabled to teach Science on a regular basis, but are fully aware of the support from the Science Leader should they need it.</li> <li>• Garden taken over and made safe. This involved lots of weekend work by friends and colleagues. The children are now using the garden to plant crops (rocket, spinach, tomatoes, squash, chillies, potatoes, rhubarb, peas, strawberries, celery, asparagus to name but a few!) PSA request for money was approved. The Science Club children and myself will be running a Garden Stall at the fete – selling planters/plants. All monies to go back into Garden Maintenance.</li> <li>• 4 composting units built across back of grounds. Compost Captains now collect compostable fruit from staff room, 4+ and playgrounds on a daily basis. We are also composting cardboard, newspaper and wool (parental donations).</li> <li>• Science Resources use continues to be monitored.</li> <li>• School Gardening Club run during lunchtimes.</li> </ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"> <li>• All the enrichment activities will lead to higher levels of interest and engagement within the subject.</li> <li>• Children completing Science at home more regularly – homework, competitions, sending in experiments from termly newsletter) – higher parent engagement.</li> <li>• A greater understanding of Science within everyday life for pupils.</li> <li>• Outstanding and good standards of teaching Science seen across the school.</li> </ul>

### Judgement:

Outstanding

Good

Requires Improvement

### On the basis of this information, what are your key priorities for development? (up to 3)

1. Continue to develop learning opportunities for using the school garden.
2. Organise a competition between Symphony Schools as part of a Symphony Science week.
3. Assess children's communication in Science.

<b>Improvement plan for the year</b>						
<b>What</b> do we want to improve? ( area for development)	<b>How</b> will we go about it?	<b>When</b> will it happen and be completed?	What will <b>success</b> look like/ anticipated <b>impact</b> ?	<b>Cost (if applicable)</b>	<b>Who</b> will monitor its impact and to <b>whom</b> will this be reported to?	<b>SLT Business Plan reference</b>
Continue to develop learning opportunities for using the school garden.	Purchasing resources and maintaining garden so that it is safe for children to use. Compost Captains Gardening Club Whole school competitions when suitable	Throughout year – Composting daily Gardening Club – lunchtimes – suitable weather	More engagement in Science – impact better progress Better understanding of subjects linked to plants/animals/habitats	All funding from PSA initial funds and ongoing grants.	AS, Senior Management. PSA – funding request use	Objective Focus
Organise a competition between Symphony Schools as part of a Symphony Science week.	Ensure Symphony Science Coordinator meetings continue 19/20. Choose host school and leader. Organise competition and run it.	After first initial Science Symphony School coordinator meeting, date will be organised.	Better sharing of good practice between Symphony Schools Higher engagement in Science – which has direct impact on attainment.	N/A	AS, Senior Management	Objective Focus
Understanding of children's communication in Science	Check – what methods do teachers teach and encourage? How is children's work is formally recorded? Is there good variety? Are quality oral responses encouraged? Vocabulary? Links to Literacy and Maths?	Through termly scrutiny – this will be assessed, via planning (again in termly scrutiny) and in lesson observations across the year.	Teachers planning children's responses with assessment in mind so that assessment is more accurate.	N/A	AS, Senior Management	Objective Focus

**Subject/Area: PE****Key Personnel:- Dale Bolsover**

<b>Quality of teaching and learning; outcomes for children</b>	
Activities and improvements during the year 2018/19	<ul style="list-style-type: none"> <li>Achieved School Games Platinum Mark for the first time. Only school in Leicestershire to do so.</li> <li>Huge increase in participation in physical activity across Key Stage 2 through use of playground screens. Commented on by Ofsted (Oct 2018).</li> <li>Continued Level 0 School Games competitions. These were personal competitions where children tried to improve upon their previous attempts.</li> <li>Entered twelve Level 2 School Games sporting competitions with a mixture of pupils, focussing on involving a variety of pupils with mixed sporting abilities.</li> <li>35 children have represented the school football team this year, playing two or more games each.</li> <li>Represented Glen Hills in the Oadby and Wigston football cup final, won the Oadby and Wigston football league and won the Rice Bowl Cup, as well as representing Oadby and Wigston in the Danone Cup.</li> <li>Basketball trip to Leicester Riders as well as having Riders coaches run sessions in school.</li> <li>Girls' football team won the Oadby and Wigston league.</li> </ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"> <li>More children participated in extra-curricular activities/sport than previous year.</li> <li>Greater variety of children with a range of sporting abilities participated in extra-curricular sport.</li> <li>Largest ever number of boys represented the school football team.</li> <li>Over 50 girls trained with Leicester Ladies football coaches.</li> <li>Particular sporting success achieved in boys' and girls' football.</li> </ul>

**Judgement:**

Outstanding	Good	Requires Improvement
-------------	------	----------------------

**On the basis of this information, what are your key priorities for development? (up to 3)**

1. To establish more break and dinner time sporting clubs and competitions through the direction of a sports apprentice.
2. Maintain at least School Marks Gold Award.

**Improvement plan for the year**

<b>What do we want to improve? ( area for development</b>	<b>How will we go about it?</b>	<b>When will it happen and be completed?</b>	<b>What will success look like/ anticipated impact?</b>	<b>Cost (if applicable)</b>	<b>Who will monitor its impact and to whom will this be reported to?</b>	<b>SLT Business Plan reference</b>
To establish more break and dinner time sporting clubs and competitions through the direction of a sports apprentice.	Sports apprentice to be trained in how to run break and lunch time house sporting competitions.	Training during Autumn 1. Competitions and clubs to run throughout the year.	Engagement of children in organised sporting competitions and clubs during break and lunch time.	Sports Apprentice Funding	DB/RW	4c
Maintain at least School Marks Gold Award.	Ensure that at least School Games Gold Mark is fulfilled and evidenced throughout the year.	Ongoing.	Achievement of School Games Gold Mark or Platinum Mark.	N/A	DB/RW	2b
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>Teacher observations of Football and Fitness coaches for CPD opportunities.</li> </ul>					

## Subject/Area: Religious Education

Key Personnel:- Sheron Bahia

Quality of teaching and learning; outcomes for children	
Activities and improvements during the year 2018/19	<ul style="list-style-type: none"> <li>Pupils observed celebrations from different faiths throughout the year during assemblies, registrations and welcome times.</li> <li>Each teacher was provided with a calendar of these festivals to display for their class.</li> <li>An RE Festivals Homework was set for the whole school, some of which will form a new Religious Festivals Display.</li> <li>Many year groups have made a visit to a place of worship and some have received a talk from a person of a particular faith.</li> <li>Revd Jane was invited to attend the Harvest and Easter Assemblies. She returned to visit the 4+ and Year 1 and talked to them about Christianity and the Church.</li> <li>Due to technical difficulties the analysis and review of pupil progress was not completed.</li> <li>Pupils from Year 5 designed and created Christmas cards and gifts with a 'Stars and Angels' theme. These were sold at the Christmas Fair and the profit has been kept for the RE Budget.</li> </ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"> <li>All pupils have a better awareness of the diversity of religions in the UK. They have been able to compare and contrast the different festivals observed this year and consider one to research further.</li> <li>The visits and talks continue to provide relevant first hand experiences for the pupils.</li> <li>Pupils have become more familiar with a religious leader and understand that in many ways they are similar to ourselves, whilst learning more about Christianity.</li> <li>Money raised for the RE Budget will be used to buy new books.</li> </ul>

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)
1. To ensure full coverage of the curriculum and increase depth of knowledge.
2. To analyse and review pupil progress.
3. To find further opportunities for important religious figures to visit Glen Hills.

Improvement plan for the year						
What do we want to improve? ( area for development)	How will we go about it?	When will it happen and be completed?	What will success look like/ anticipated impact?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported to?	SLT Business Plan reference
Coverage of the curriculum and depth of knowledge across the year groups.	Review Medium Term Plans and identify areas that are not being covered and any that are repeated and adjust planning where necessary.	Throughout the academic year and possibly next year.	Pupils will have deeper knowledge and understanding of the faiths.	n/a	SBahia / RW	2b,

Understanding of pupil progress throughout the school.	Use the O'track Assessment System to analyse data provided by each class teacher.	Teachers will update O'track and the analysis will be carried out at the end of the year.	Completed reports analysing results for RE in each year group.	n/a	SBahia / RW	2a
Opportunities for pupils to meet important religious figures.	To liaise with religious leaders and invite them to visit and talk to pupils.	Throughout the academic year and possibly next year.	Pupils will have a better understanding of important religious figures and the work that they do.	n/a	SBahia / RW	2b
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>• Organising the Harvest and Easter Assembly, liaising with visitors and other teachers in the school concerning pupils to read and help out and song choices.</li> <li>• Assisting colleagues with delivering engaging RE lessons where necessary.</li> <li>• Assisting colleagues with the organisation of trips to local places of worship relevant to the faith that they are teaching.</li> </ul>					

<b>Subject/Area:</b>	<b>History</b>	<b>Key Personnel:-S Wrighton/ R Patel</b>
----------------------	----------------	---

<b>Quality of teaching and learning; outcomes for children</b>	
Activities and improvements during the year 2018/19	<ul style="list-style-type: none"> <li>The Viking Day was enjoyed by all and increased the knowledge and excitement of history and provided a different, hands on format for teaching the subject. Most have been able to increase their understanding of Viking life and battles/weapons/historical figures of the time and crime and punishment. The children were enthusiastic to take part and were able to access the artefacts brought into school by the 'Up and At Em' team. It was a brilliant day! A display of some of the work completed on the day has been completed.</li> <li>History Club has not been run this year due to time constraints but history ambassadors, in the summer term were able to begin an oral history of Glen Hills by interviewing members of staff that had long term memories of Glen Hills. This will be an ongoing project for the next academic year.</li> <li>The history ambassadors in the summer term started to record the details of the artefacts in the museum and continued to reorganise it to make it more accessible for all children (They continued to organise some artefacts into eras, such as, Glen Hills history from the fire to now, technology, Victorian artefacts and old school life items) This is an ongoing project.</li> <li>Data was analysed ( half year data) Overall at Glen Hills 17% of children in the school are WTS, 51.8% are EXS and 31.1% are GDS. More analysis of data will be carried out at the end of the summer term to target the areas for the next academic year..</li> <li>Most year groups have again been on a historical trip outside of school or organised activities within school, such as: Year 1 have been to Beaumanor Hall, Year 2 went to Rockingham Castle, Year 4 have had Neil Hunt come into school for a World War 2 day.</li> <li>Information and email links have been sent when appropriate eg D- Day 75<sup>th</sup> anniversary so staff can include current historical celebrations in their planning if possible.</li> </ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"> <li>History is taught well at Glen Hills and enjoyed by all children. The use of specific historical days using outside organisations (Up' and At 'Em- Viking day) has greatly increased the knowledge and enjoyment of history again at Glen Hills.</li> <li>The use of history ambassadors to record an oral history of the school will ensure that past memories of Glen Hills can be preserved for future reference.</li> <li>The museum has a huge number of artefacts donated over the years and cataloguing this in any effective way will still take a time to sort but hopefully when sorted it would mean it will be more accessible to children and staff to use within history lessons to increase the excitement and realism of the subject spoken about.</li> </ul>

<b>Judgement:</b>		
Outstanding	Good	Requires Improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
1. Continue to reorganise/catalogue the artefacts in the history museum.
2. Continue the evaluation of history data- to be carried out using O'Track.
3. Continue to promote history at Glen Hills by selecting history ambassadors again this year (oral history/memories of Glen Hills project) and running a historical theme day.

<b>Improvement plan for the year</b>						
<b>What</b> do we want to improve? ( area for development)	<b>How</b> will we go about it?	<b>When</b> will it happen and be completed?	What will <b>success</b> look like/ anticipated <b>impact</b> ?	<b>Cost (if applicable)</b>	<b>Who</b> will monitor its impact and to <b>whom</b> will this be reported to?	<b>SLT Business Plan reference</b>

Continue to reorganise the history museum.	Use history ambassadors to help reorganise and review whether it is accessible for them.	Ongoing project	Artefacts better organised (catalogued), accessible and being used by staff and children more frequently.	£0	R.Patel/S Wrighton to report to T.S and R.W	Objective Focus 2b, 3d
Evaluation of History data to be carried out using O'Track.	End of year O'Track data to be analysed/ converted into a report. Analysis to spot any anomalies found and areas of development needed.	End of Summer Term.	Report format and analysis to show findings. E.g girls in year x to be targeted to improve data.	£0	R.Patel/S Wrighton to report to T.S and R.W	Objective Focus 2a, 4b,5b
History ambassadors to promote History throughout Glen Hills. (Oral history project/catalogue museum artefacts/ideas for termly history homework)	Choose 2 children from years 3- 6.	Spring/summer term	A book containing Glen Hills memories to be completed, interviewing long standing staff members. Also a catalogue of museum artefacts.	£0	R.Patel/S Wrighton to report to T.S and R.W	Objective Focus 2b, 3d 4b
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>A historical day discovering 4 eras (relating to the sea/ battles?) to be organised for the spring term by the 'Up and At Em' team.</li> </ul>					

**Subject/Area: Geography**

**Key Personnel: Sarah Walters**

**Quality of teaching and learning: outcomes for children**

Activities and improvements during the year 2018/19

- Year 5 and Year 6 children were invited to take part in a 'Geo News Club' during the Spring and Summer Terms. Children had access to the internet and newspapers. Children read and discussed different news stories from all over the world. We talked about news that was happening locally, nationally and worldwide. Children also had access to different 'child-friendly' news sites online to discuss current news.
- A display was put up outside 5AS to display different news stories from around the world. These were written by children from the Geo club to inform others about local, national and worldwide news.
- Liaised with Mrs Onions following a trip to the Botanical Gardens. She suggested that the 'Canals and Rivers Trust' offer free educational visits to school. I am hoping to book a 'water safety' talk for the Autumn term 2019 in the form of a KS1 and KS2 assembly.
- Some year groups have organised their own day and overnight trips to investigate local areas. For example Beaumanor Hall is visited to look at its surroundings, the Botanical gardens where they learn about foods from all over the world, Bradgate Park to learn more about the local area/environment, a trip to our local rivers by going on a walk down to the canal in Glen Parva. In addition there are two residential trips, one to Kingswood in Staffordshire and one to York in June.
- Observed the use of Geography being taught through making models, trips, safety videos and news reports – evidenced on Earwig.
- Conducted a planning and book scrutiny during the Summer term from 4+ to Year 6. Findings showed detailed and varied outcomes of work and good progression throughout the school.

**Judgement:**

Outstanding

Good

Requires Improvement

**On the basis of this information, what are your key priorities for development? (up to 3)**

1. To be aware of environmental issues in the local and wider areas.
2. To take part in international projects.
3. To ensure challenges are made available to children in Geography and evidence is seen in books.

**Improvement plan for the year**

What do we want to improve? ( area for development)	How will we go about it?	When will it happen and be completed?	What will success look like/ anticipated impact?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported to?	SLT Business Plan reference
To be aware of environmental issues.	Discuss current news stories and environmental issues with the Student Council (e.g. reducing plastic). Discuss ways that we can deal with this in school and ways we can help. Whole school homework – poster?	Autumn Term	Children can discuss environmental issues and ways they can reduce problems in our local area. Posters collected and put up around the school.	N/A	SW/RW	

To take part in international projects.	Join a project through the eTwinning website and participate fully. Cross curricular links to French.	Spring Term	Year 4 children will take part. KS2 will hear about the work during assemblies.	N/A	SW / ML/RW	
To ensure challenges are made available to children in Geography and evidence is seen in books.	To conduct a book scrutiny during the Summer Term to see evidence of challenges for all abilities across the school.	Summer Term	Challenges are visible in books to further develop learning and deepen understanding.	N/A	SW/RW	
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>• Run a Geo club with Year 4 children during the Autumn Term.</li> <li>• Carry out a work scrutiny in the Summer Term.</li> <li>• Carry out international project through eTwinning.</li> <li>• Continue to discuss Geography in assemblies and from the news.</li> <li>• Discuss environmental issues with the student council and put plans in place for the school to improve the local area.</li> <li>• Give out a whole school homework.</li> </ul>					

<b>Subject/Area: Music</b>	<b>Key Personnel:- Caroline Roper</b>
----------------------------	---------------------------------------

<b>Quality of teaching and learning; outcomes for children</b>	
Activities and improvements during the year 2017/18	<ul style="list-style-type: none"> <li>To work alongside KW and drama club to work with children in teaching songs for a performance of Roald Dahl's Cinderella.</li> <li>To further develop the yr 2 recorder programme.</li> <li>To work with an outside teacher to develop a school band.</li> </ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"> <li>Postponed</li> <li>Several schemes have been assessed and two remain for year 2 to show preferences.</li> <li>After many attempts there was no response from SN. However, the GT children have had opportunities to perform as part of the band at the Primary Prom concert at South Wigston High School.</li> </ul>

<b>Judgement:</b>		
Outstanding	Good	Requires Improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
1. To purchase the new Leicestershire Music Hub Scheme of work.
2. To ensure music technology is taught at Glen Hills.
3. To continue to take part in the Gifted and Talented programme.

<b>Improvement plan for the year</b>						
What do we want to improve? ( area for development)	How will we go about it?	When will it happen and be completed?	What will <b>success</b> look like/ anticipated <b>impact</b> ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported to?	SLT Business Plan reference
Our current scheme was introduced over 20 years ago. The statutory requirements have changed therefore we will need a new scheme of work. The new Leicestershire hub scheme incorporates all the statutory changes, requirements for the new OFSTED framework and all assessment.	Discussions with Head of school and governor responsible for music.	In conversation regarding the cost of the scheme which will include all training for the music lead, all resources and assessment requirements.	The purchase and implementation of the scheme.	£280	CR, RW, AS	4c
The profile of music technology has been raised in the new OFSTED	In September one of our year 4 teachers will attend INSET on the use of garage band. We will then	During Autumn term we will take part in the	Music tech will become part of the curriculum and its profile will be raised. I am hoping that children who	£70	CR, RW, AS	4c

framework and we need to incorporate this within our scheme.	be part of the hub pilot scheme alongside Newcroft and Fairfield schools. I will also be working with a group of year 6 children in a music tech club to review various programs.	training and the pilot scheme feeding back to the music tech lead at the Leicestershire hub. Programs reviewed by the year 6 music tech club will be assigned to year groups.	wouldn't necessarily be involved in music become interested and use the new skills out of school.			
To further develop the G and T programme.	To continue to take part in the current programme.	Workshops are in Jan, Feb and the concert will take place in March at the high school.	Another fabulous concert.	Cost of buses	CR, RW, AS	4c
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>Decide upon a final recorder scheme.</li> <li>Discuss with RW regarding funds for the new scheme of work and implement the units of work following training.</li> </ul>					

**Subject/Area: PSHE**

**Key Personnel:-Helen Wilcox**

**Quality of teaching and learning; outcomes for children**

Activities and improvements during the year 2018/19	<ul style="list-style-type: none"><li>Friendship Stop continues to support the children that need it. Games club has been another valuable 'happy place' for children that need support. The Environment Care club has been so popular and also another support for children who want to belong.</li></ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"><li>PSHE continues to be a strength at Glen Hills with praise from Ofsted. The R2R has also helped with delivering some aspects of PSHE.</li></ul>

**Judgement:**

Outstanding	Good	Requires Improvement
-------------	------	----------------------

**On the basis of this information, what are your key priorities for development? (up to 3)**

1. To Produce a Policy and Scheme of Work for **Relationship and Health Education** in relation to the new government guidelines and implement these by September 2020.
2. To update the **Sex and Relationship Education** Policy and Scheme of Work for the whole school in relation to the new government guidelines by September 2020.
3. To continue to develop an 'environmental care club' to focus on the outdoor environment and keeping it clean and tidy with Year 1

**Improvement plan for the year**

<b>What do we want to improve? ( area for development</b>	<b>How will we go about it?</b>	<b>When will it happen and be completed?</b>	<b>What will <b>success</b> look like/ anticipated <b>impact</b>?</b>	<b>Cost (if applicable)</b>	<b>Who will monitor its impact and to whom will this be reported to?</b>	<b>SLT Business Plan reference</b>
To implement the DfE guidelines for Relationship and Health Education.	Write a new Policy and Scheme of Work using the Cambridgeshire PSHE program and the new government framework.	Completed by June 2020	The Cambridgeshire PSHE program will be rolled out across the whole school which incorporates the government guidelines. Time will need to be allocated for PSHE so that the new guidelines can be delivered.	Leicestershire Healthy Schools fund the Cambridgeshire program for the first year and the relicense the following year. The school will need to pay £150 for the following year to keep the license and use all the materials.	HW to monitor and progress to reported to PM leader / RW/ TS. HW will also need to consult GR/SB the Cambridgeshire Program has to be installed and accessed online.	3a 3b 3c 3d
To implement the Dfe guidelines for Sex and Relationships Education.	Write a new Policy and Scheme of work using the Cambridgeshire PSHE program and the new government framework.	Completed by June 2020	The Cambridgeshire PSHE program will be rolled out across the whole school which incorporates the government guidelines.	See above	HW to monitor and progress to reported to PM leader / RW/ TS and work closely	3a 3b 3c 3d

	Consultation with parents/cares and members of staff about the changes to this part of education.		Time will need to be allocated to deliver this new program.		with Yr5 and 6 staff members	
To continue to develop an 'environmental care club' to focus on the outdoor environment and keeping it clean and tidy with Yr 1.	The Year 1 pupils will continue to be environment cares by spending time cleaning the outside area and also developing awareness by designing posters and banners to promote the care of the environment,	Tuesday lunchtimes	The outdoor area will be clean, safe and welcoming and the children will develop Respect for living things and the environment.	Need to see if we can purchase more litter pickers and gloves, maybe from PSA	HW to monitor and progress to reported to PM leader / RW/ TS	3a 3b 3c 3d
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>Continuation of the Games Club and monitoring usage of the CMH retreat 'Shed' with RF</li> </ul>					

**Subject/Area: Library**

**Key Personnel:-**

**I Owczarek**

<b>Quality of teaching and learning; outcomes for children</b>	
Activities and improvements during the year 2018/19	<ul style="list-style-type: none"><li>The school library is an established well-used space, not only promoting current reading trends and recommendations but also displaying and celebrating children's work and the Glen Hills Museum.</li><li>It continues to be an essential flexible working space for staff and children.</li><li>Stock is large and well-used, with both fiction and non-fiction texts being borrowed by staff and children. Most staff and children are happy with their use of the library and using the electronic system to issue/return books and training was provided for those interested.</li><li>Library Crew is well-established with a bank of roughly 30-40 Year 4/5 pupils on a rota, who volunteer one lunchtime per week, maintaining the library as a tidy space and handling books and our electronic system. These children then train the next intake, for those who wish to volunteer.</li><li>Review Crew – A small group of Year 4/5 pupils have continued to build up a bank of book reviews for other children to view (monthly lunchtime club).</li><li>World Book Day was celebrated in March with children and staff dressing up as a favourite book character. Special activities and lessons within year groups were arranged. Links with Glen Hills local library were built upon with a whole-school competition held, where each child designed a book cover, using a variety of artistic media. Approximately 60 children succeeded in having their winning designs displayed in either the school library or local library.</li><li>October School Book Fair held to promote reading and raise money for more reading literature. Over £930 commission for school texts was generated from sales. This week is always popular and well-received by children and parents/carers.</li><li>Scholastic Book Club continues to be a small but steady source of funds for books, through rewards from parent orders (4-6 times a year).</li><li>Link with R2R – KS1 and KS2 collections of new titles (as recommended by EmpathyLab) have been promoted and displayed in the library, drawing attention to the Empathy character muscle.</li></ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"><li>Each cohort becomes increasingly more comfortable with using the library as they move through the year groups and increasingly more able at independently circulating their own books.</li><li>Children know and understand that the library is a great resource for reading books to inform or for pleasure. Staff promotions of new and old titles continues to keep children engaged in discovering books that are new to them.</li><li>Links with the local library place reading and learning spaces in good community context.</li><li>New books/texts for the library (and whole school) are becoming more reliant upon reward funds. Reading for pleasure is key for child and parental engagement.</li></ul>

<b>Judgement:</b>		
Outstanding	Good	Requires Improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
1. Update 3D displays of children's work to make library a more exciting and relevant space.
2. Promote Scholastic Book Club to build up more funds.
3. Improve staff and children's awareness of library layout and resources.

<b>Improvement plan for the year</b>						
<b>What</b> do we want to improve? ( area for development	<b>How</b> will we go about it?	<b>When</b> will it happen and be completed?	What will <b>success</b> look like/ anticipated <b>impact</b> ?	<b>Cost (if applicable)</b>	<b>Who</b> will monitor its impact and to <b>whom</b> will this be reported to?	<b>SLT Business Plan reference</b>

Update 3D displays of children's work to make the library a more exciting and relevant space.	Old displays and pieces of work to be re-distributed. Make more display stands/weights so work can be displayed well for children's height. Ask year groups in advance of topics what 3D work can be displayed. Encourage cross-curricular links.	Autumn term to discuss with staff to help plan best use of space. Update displays over the course of the year.	Fresh, new 3D displays will showcase current topics/learning themes from across the year groups.	£0	IO report to RW	Objective Focus 2b, 3b, 3c, 3d, 4a, 4b
Promote Scholastic Book Club to build up more funds.	Drum up support by promoting in assemblies and accompanying letters to parents. Delivery of books to be promoted upon arrival. Investigate if online ordering is more efficient and effective.	1-2 times a term.	Uptake will increase, with some families ordering for the first time and reward funds will rise.	£0	IO report to RW	Objective Focus 2b, 3b, 3c, 3d, 4a, 4b
Improve staff and children's awareness of library layout and resources.	Make a 'scavenger hunt' style activity for each year group, encouraging investigation of different areas and types of books available.	Autumn term used to design activity. Promote by January for staff to deliver as they see fit.	Children and some staff in each year group will be able to navigate around the library better and locate certain types of books and titles more easily. More books may even be borrowed as a result.	£0	IO report to RW	Objective Focus 2b, 3b, 3c, 3d, 4a, 4b
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>• Continue to monitor state and condition of books and general stock.</li> <li>• Maintain varied selection of literature, using Book Club and Book Fair rewards to purchase new titles.</li> <li>• Continue to inform staff and leadership of reward funding received from Books Clubs and Book Fair to allow for purchases of general school literature.</li> <li>• Maintain links with local library by inviting volunteers to promote Summer Reading Scheme in phase assemblies.</li> <li>• Continue to monitor and improve use of electronic system.</li> </ul>					

**Subject/Area: French**

**Key Personnel:- Margaret Leach**

**Quality of teaching and learning; outcomes for children**

Activities and improvements during the year 2018/19	<ul style="list-style-type: none"><li>• Two projects enabled by eTwinning were carried out within Year 4, where postcards and Christmas cards from a number of countries in Europe were sent and received. Participants shared information about traditions and celebrations. A display of the cards received is currently in a Year 4 classroom but will be transferred to the corridor for wider viewing.</li><li>• Year 4 presented some of the cultural learning during the Christmas service at Blaby Church.</li><li>• Year 3 presented their harvest contribution in French in our Harvest Assembly.</li><li>• Dr Tully, our Languages / French governor liaised with Year 4 to supply and read some text versions of Mr Happy, bu Roger Hargreaves, in a number of languages. The versions were chosen to match some languages spoken by children in the year group, i.e. English, Greek and Portuguese. A version in French was also read and the children enjoyed translating some of the vocabulary. Dr Tully pointed out some of the variations that were due to cultural differences.</li><li>• New curriculum plans for Year 3 and 4 were trialled and found to be helpful in terms of progression and ease of use.</li><li>• The curriculum plans for Years 5 and 6 will be ready for use by September 2019.</li><li>• Year 6 French club trialled some of the new curriculum tasks and made collages about themselves using ICT, familiar sentence structures and Google Translate.</li><li>• French signs / labels with pictures have been produced and will be displayed appropriately around the school.</li><li>• Years 3 and 4 have collaborated to share work on French play scripts.</li><li>• A scrutiny of French work books and evidence has been carried out.</li></ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"><li>• The scrutiny has shown that standards are good and has led to useful discussions about how to show evidence of oral work. The new curriculum plans are ensuring progression and continued high pupil motivation for the subject.</li><li>• French is visible throughout the school - there is always a French display on view and where possible it is included in assemblies and school celebrations such as Harvest and Christmas. Little French performances are being shared with the children wherever possible to increase confidence of performers and to portray French as fun and speaking another language as normal.</li><li>• Dr Tully, our Languages / French governor continues to be very involved in the learning.</li><li>• The curriculum plans are being updated and in line with current ideas of good practice are incorporating aspects of a project based approach. Staff are being consulted about this and links with other aspects of the curriculum are being incorporated where possible.</li></ul>

**Judgement:**

Outstanding	Good	Requires Improvement
-------------	------	----------------------

**On the basis of this information, what are your key priorities for development? (up to 3)**

1. Trial new curriculum plans for Years 5 and 6, incorporating aspects of a project based approach.
2. Continue to take part in international projects that benefit the pupils' languages and cultural learning.
3. Apply for the British Council International School Award for glen Hills School.

**Improvement plan for the year**

<b>What</b> do we want to improve? ( area for development	<b>How</b> will we go about it?	<b>When</b> will it happen and be completed?	What will <b>success</b> look like/ anticipated <b>impact</b> ?	<b>Cost (if applicable)</b>	<b>Who</b> will monitor its impact and to <b>whom</b> will this be reported to?	<b>SLT Business Plan reference</b>
Trial new curriculum plans for Years 5 and 6	Give plans to staff with resources and offer advice / help as needed.	Completed by September 2020	Changes can be made if needed. Staff are happy to use plans and children enjoy lessons.	N/A	M. Leach Report to R. Wesley	<b>2a Assessment</b>
Take part in international projects.	Join a project through the eTwinning website and participate fully.	throughout 2019 / 2020	Year 4 children will take part. KS2 children will hear about the work during assemblies.	N/A	M. Leach Report to R. Wesley	<b>2a Assessment</b>
Apply for British Council International Award	Gather evidence for application. Apply on the British Council website.	throughout 2019 / 2020	School will receive a certificate of achievement and will be able to advertise the achievement to parents and prospective parents.	N/A	M. Leach Report to R. Wesley	<b>2a Assessment</b>
Keep French / Languages visible throughout the school.	Displays of International project work.	Autumn term 2019		N/A	M. Leach Report to R. Wesley	<b>3c Global Citizenship</b>

<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>• Update French display board</li> <li>• Run a French club with Year 6 children for ten weeks during the Autumn term.</li> <li>• Carry out a work scrutiny in the summer term</li> <li>• Encourage more use of videoing evidence for Earwig.</li> <li>• Carry out international project through eTwinning</li> <li>• Continue to discuss French work in assemblies and sing a French song.</li> <li>• Give new plans and resources to Year 5 and Year 6</li> </ul>
--	---

## Subject/Area: Art

Key Personnel: Rachel Bretherton

Quality of teaching and learning; outcomes for children	
Activities and improvements during the year 2018/19	<ul style="list-style-type: none"> <li>Children enjoyed participating in a World Book Day 'Design a book cover' competition, providing a whole school cross-curricular link between art and literacy.</li> <li>Competition winners' book covers have been displayed in the local library.</li> <li>Year 1's art curriculum has been redesigned with new planning and activities. Their curriculum now includes both teacher-led art lessons and a making table for children to develop their own creative work and ideas and practise and develop the skills they have been taught. Year 1 have begun to use sketchbooks during the summer term which will then be developed further in Year 2. New resources have been bought to allow Year 1 to experience a broader range of activities.</li> <li>Displays around school continue to be replaced with exciting new work.</li> <li>LAC children have taken part in a broad range of art activities and have been introduced to several famous artists' work as a part of their LAC sessions.</li> </ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"> <li>Glen Hills Primary School's artwork is being represented positively in the local community through the Glen Hills Library book cover display.</li> <li>Winners of the Book Cover competition feel pride in their achievement.</li> <li>Art provision enhanced in Year 1 through new art planning, making table and introduction of sketchbooks.</li> <li>Art resources for Year 1 have been purchased using last years' fundraising money.</li> <li>LAC children have been experiencing broader and more exciting extra provision.</li> </ul>

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development?
1. Continue to showcase Glen Hills artwork in the local community by sending artwork to a local care home
2. Provide enrichment activities to motivate and inspire MVA pupils in Year 1.
3. Enrichment opportunity – Work with LAC children to design tickets/programmes for the school play.

Improvement plan for the year						
What do we want to improve? ( area for development)	How will we go about it?	When will it happen and be completed?	What will <b>success</b> look like/ anticipated <b>impact</b> ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported to?	SLT Business Plan reference
Exhibit Glen Hills' pupils artwork in the local community, with a focus on Pupil Premium Children.	Send artwork to a local care home for residents to enjoy and respond to. Work with Pupil Premium children as a focus to raise confidence, their sense of community and to value their efforts.	Throughout the year	Glen Hills and its pupils' artistic talents will be represented well in the local community, with a focus on Pupil Premium children Children can feel proud that their work is enhancing the care home residents' environment.	£0	RB/RW/AS/ GR	Objective Focus 3c

Provide art enrichment activities to inspire and motivate MVA pupils.	Provide enrichment activities to inspire and motivate MVA pupils.	Spring term	Pupils will participate in an exciting art activity to challenge their ability at Greater Depth. Improved motivation and desire to succeed. Pupils are inspired by the challenge.	£0 Time – 2 x ½ day (Spring term for RB to work with children)	RB/RW/AS/LO	Objective Focus 4c
A new enrichment opportunity for LAC pupils	LAC children will be involved in an art project to design tickets/programmes for the school play.	Spring term	Tickets/Programmes will be made for the school play. LAC children given the opportunity to exhibit their artwork to a wide audience.	£0	RB/RW/AS	Objective Focus 4c
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>• Monitor borrowing of art resources and equipment if necessary</li> <li>• Replace displays around school when necessary</li> <li>• Order required resources if any money is available (possibly from the PSA)</li> </ul>					

**Subject/Area: DT**

**Key Personnel:- Jenni James**

<b>Quality of teaching and learning; outcomes for children</b>	
Activities and improvements during the year 2018/19	<ul style="list-style-type: none"><li>Introducing a making table in Year 1.</li><li>Overseeing and advising DT projects within the curriculum in Key Stage 1.</li><li>Whole class biscuit making and puppet making in Year 1.</li></ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"><li>DT continues to be a subject that the children enjoy and their creativity improves as they move through the school. The children are always proud of what they have designed and made.</li></ul>

<b>Judgement:</b>		
Outstanding	Good	Requires Improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
1. Introduce a lunch time craft club in Year 1 with the possibility of one in Year 2 as well.
2. A gifted and talented afternoon with children from years 5 and 6 focussing on a STEM activity. Booked with an outside engineering agency for the Autumn term
3. Enrichment – collaborating with the Art co-ordinator (RB) to help with the school play (KW) in the spring term – set design, props, ticket design (Carried over from 18/19).

<b>Improvement plan for the year</b>						
<b>What do we want to improve? ( area for development</b>	<b>How will we go about it?</b>	<b>When will it happen and be completed?</b>	<b>What will success look like/ anticipated impact?</b>	<b>Cost (if applicable)</b>	<b>Who will monitor its impact and to whom will this be reported to?</b>	<b>SLT Business Plan reference</b>
Introduce a lunch time craft club in Year 1 and possibly Year 2 over a 6-week period (Autumn term).	Find out who would be interested (Could only have 10 max.) if it's very popular could do a second one in another term.	Children will have the opportunity to make different things during the 6 weeks using different materials. Initially during the Autumn term then possibly other groups in other terms.	Children will have the opportunity to use new materials, make new things and learn new skills while embedding already taught skills in speaking and listening. They will make something different each week and will have the opportunity to show the rest of their class what they have made. Photos will be taken and put on Earwig.	N/A	JJ will monitor the impact and it will be reported to RW.	4c
A gifted and talented afternoon with children from years 5 and 6 focussing on a STEM activity.	Liaise with outside agency.	Autumn 2019	An enjoyable afternoon where the children have experienced and learnt things not available to them yet. They will have worked as a team and with engineers. I hope this will encourage children to think about their futures and how they have used the skills they already use to be able to take part in the activity.	N/A	JJ will monitor the impact and it will be reported to RW.	4c
Enrichment – collaborating with the Art co-ordinator (RB) to help with the school play in the spring term – set design, props, ticket design.	Discussions with Rachel and Kerry about distribution of tasks and how the children can get involved.	End of the Spring term 2020.	A super school play where designs have been initiated by the children and they have challenged themselves by doing something new.	N/A	JJ will monitor the impact and it will be reported to RW.	4c
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"><li>Monitor DT lessons and ensure that evaluations of products are being carried out across all year groups. In the KS2, making sure they get the opportunity to make changes to their designs and products. And in KS1 and 4+ to discuss what they would change and why.</li></ul>					

**Subject/Area: Local Community and British Values**

**Key Personnel:- Louise Layshley**

<b>Quality of teaching and learning; outcomes for children</b>	
Activities and improvements during the year 2018/19	<ul style="list-style-type: none"> <li>Parliament and Democracy assembly well received.</li> <li>Parents and children will hopefully again enjoy our Big clean, where any litter is picked up from school grounds. Newly elected Litter Monitors will promote Keeping Tidy. Children will learn why litter becomes a problem in our environment.</li> <li>Annual Police Stranger Danger/Road Safety assemblies continue to be important. Also Fire safety sessions with Year2 and Year 5.</li> <li>Both the children and residents of Birch Court residential home continue to benefit from shared activity afternoons.</li> </ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"> <li>In liaison with our Art /Library leader, some super work from Book Week has been displayed in the Local library and many positive comments have been received.</li> <li>Through our RE curriculum when many faith celebrations are learnt about, the British Values of respect and tolerance have been well demonstrated.</li> <li>Children have had lots of visitors from the Local Community, encompassing many different aspects. They are proud to attend Glen Hills Primary School.</li> </ul>

<b>Judgement:</b>		
Outstanding	Good	Requires Improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
1. Class and whole school events for UK Parliament Week
2. To run an event for National Road Safety Week.( Brake charity)
3. To organise a Water Aid assembly.

<b>Improvement plan for the year</b>						
<b>What</b> do we want to improve? ( area for development)	<b>How</b> will we go about it?	<b>When</b> will it happen and be completed?	What will <b>success</b> look like/ anticipated <b>impact</b> ?	<b>Cost (if applicable)</b>	<b>Who</b> will monitor its impact and to <b>whom</b> will this be reported to?	<b>SLT Business Plan reference</b>
Understanding of how democracy works in the local community (promoting British Values).	Whole School assembly and classroom based debate and election activities. Involvement of Parish Council. Election in phase 2 of Road Safety Officers.	2 <sup>nd</sup> -8 <sup>th</sup> November	Develop children's knowledge about how they can influence their Local Area. Continue to further strengthen local community links with Parish Council.	N/A	LL, TS, RW	4a, 4c

To promote road safety in the community.	Assemblies,, whole school homework and classroom activities.	!8-24 <sup>th</sup> November.	To promote knowledge about how to be Road Safe in the local area.	N/A	LL, TS, RW	4a, 4c
To organise a Water World assembly	Make collections towards providing clean water for those less fortunate in the worldwide community. In a similar initiative, to provide a drop off point for a one off collection for our local foodbank charity, which the school supports and parents may access.	By end of school year...availability permitting.	To make children aware of the Local and World Community and their impact on it.	N/A	LL, TS, RW	4a, 4c
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>• Contact new church, Brake and Water Aid.</li> </ul>					

<b>Quality of teaching and learning; outcomes for children</b>	
Activities and improvements during the year 2018/19	<ul style="list-style-type: none"> <li>Promoting re-useable bottle</li> <li>Organise with PSA – reduction of waste/ recycle / reusable cups – at disco/fete</li> <li>Year 3 - recycling workshop (earwig)</li> <li>Ride your bike week – letters sent home to encourage riding your bike. – year group discussions about 'bike week'.</li> <li>Continued whole school awareness of the impact of plastic pollution on the planet and how they can help.</li> <li>School fete – recycling of plastic bottle only stall</li> <li>Cardboard - Purchased on specific bin, overflow to be used in the compost with AS</li> <li>The Eco- team has been a success, at times they have been unable to empty recycling boxes due to bins being full or not being put out.</li> <li>Litter picking – weekly</li> <li>Due to high volume of plastic waste – all plastic bottles stopped being sold in canteen.</li> <li>Council has not been able to accommodate our needs for recycling plastic only.</li> <li>Both AS and ML contacted 'Wastebuster' to follow up enquiries and seek advice regarding recycling of plastic.</li> <li>Continued whole school awareness of the impact of plastic pollution on the planet and how they can help.</li> <li>School fete – recycling of plastic bottle only stall</li> <li>Cardboard - Purchased on specific bin, overflow to be used in the compost with AS.</li> <li>New recycling bins purchased for BW and office.</li> </ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"> <li>Raised awareness about the importance of plastic alternatives and recycling.</li> <li>Less plastic waste at fete.</li> <li>Significantly less plastic waste from the kitchen.</li> <li>Cardboard boxes being recycled or reused.</li> <li>Ride a bike week – promoted</li> <li>All paper continues to be recycled</li> </ul>

<b>Judgement:</b>		
Outstanding	Good	Requires Improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
To reduce plastic waste at PSA events
To participate in the plastic waste challenge.

<b>Improvement plan for the year</b>						
<b>What</b> do we want to improve? ( area for development)	<b>How</b> will we go about it?	<b>When</b> will it happen and be completed?	<b>What</b> will <b>success</b> look like/ anticipated <b>impact</b> ?	<b>Cost</b> (if applicable)	<b>Who</b> will monitor its impact and to <b>whom</b> will this be reported to?	<b>SLT Business Plan reference</b>
Plastic waste (limit the amount of plastic waste)	<ul style="list-style-type: none"> <li>Staff and children encouraged to take home their own plastic waste.</li> </ul>	All year	PSA events – Single use plastic free/ alternatives to be agreed with PSA at PSA events. Limited plastic being thrown away- staff and	n/a	ML/ RW	4a, 4c

	<ul style="list-style-type: none"> <li>PSA events –reductions in plastic waste/ use alternatives to plastic</li> </ul>		children take own plastic home.			
Continue to raise awareness and importance or recycling	<ul style="list-style-type: none"> <li>Posters around school – encouraging recycling and the importance,</li> <li>Waste theme day – classroom activities throughout the school.</li> <li>Online quizzes - children have the opportunity to take part in the online quizzes in school and at home (will be trying to get individual logins so parents can also be involved in the awareness of recycling – what/how/where/why we recycle.</li> <li>Assembly – raise awareness on how and what to recycle.</li> <li>Set up a showing of the BBC documentary – 'Drowning in plastic' to educate the children about the impact of plastic.</li> <li>Plastic challenge homework.</li> <li>Encouraging re-useable bottles throughout the school.</li> </ul>	Throughout the year.	Reduction in waste – throughout the school. Children are more aware of the importance of recycling and the effects on planet earth – whole school awareness.	n/a	ML/RW	<u>4a, 4c</u>
					Mel Linford	
<b>Subject specific tasks for the year</b>	Eco – Team - Recycling of paper_Litter picking, recycling of card. 'Waste buster activities. Building the knowledge and awareness of the importance of recycling.					

