



Glen Hills Primary School



Subject Plans 2018-19

Received by LGB	
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Subject/Area: English

Key Personnel:- Bec W, Kerry, Ben and Louise O.

Quality of teaching and learning: outcomes for children	
Activities and improvements during the year 2017/18	<ul style="list-style-type: none"> Whole school Reading Olympics has successfully raised the number of children reading at home across the school this year -promoting reading for pleasure and a raise in reading understanding, processing, comprehension and fluency. Regular Guided Reading with use of the SAS Guided reading sheets, reading buddies, Yr 6 and 2 reading intervention and reading partners (employed and volunteers) has furthered the children's overall reading skills knowledge. The use of a standardised reading test has further informed staff and given them a comparable standardised test to assess children with accuracy. 'Mr Sutcliffe' handwriting has raised the awareness and profile of handwriting across the school.
Overall evaluation of impact on subject	<ul style="list-style-type: none"> Results remain high, successful moderation in years 2, high phonic results in year one screening.

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)
1. Writing – To improve structure of basic writing in lower KS2 and improve handwriting (letter formation) in KS1.
2. Spelling/phonics – To introduce more practical phonic activities/games to engage the children and raise phonic awareness (link to blend handwriting joins)in KS1/4+ and to ensure consistency of spelling being taught through Rising Stars and standardised spelling tests in KS2.
3. Reading – To ensure the high profile of Reading Olympics to continue to ensure all children are regularly reading and to introduce reciprocal reading as part of comprehension lessons taught weekly across the school.

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
Writing <ul style="list-style-type: none"> To improve the structure of basic writing in lower ks2. To improve letter formation (handwriting) in 4+/KS1. 	Inset on sentence structure. Introduction of Ruth Miskin handwriting. Further practical handwriting activities furthering letter formation. Joining of basic letter blends.	Staff meetings/inset Classroom practice 2018/9	Improved sentence structure observed in scrutiny/books and SATs. Improved letter formation/handwriting observed in scrutiny/books and SATS.	Inset preparation Handwriting resources	Bec w, Louise O and Kerry W in addition to classroom teachers.	4c

<p>Spelling/phonics</p> <ul style="list-style-type: none"> To introduce more practical phonic activities/games to engage the children and raise phonic awareness (link to blend handwriting joins) in KS1/4+. To ensure consistency of spelling being taught through Rising Stars and standardised spelling tests in KS2. 	<p>4+ and year 1 working together to look at resources and classroom practice. Introduction of further practical kinaesthetic phonic activities. Joining letter blends – early introduction to joining handwriting using appropriate phase blends.</p> <p>Staff meeting to discuss where we are now with spelling, spelling questionnaire, revamp of Raising Stars or similar and introduction of standardised word level spelling test linked to curriculum spellings. (possible introduction across symphony)</p>	<p>Staff meetings Within classroom practice 2018/9</p>	<p>Further practical phonic activities to promote phonics and raise results and enjoyment. Earlier letter joining of regular early phonic phase blends to improve handwriting and phonics knowledge.</p> <p>Raised spelling awareness Spelling assessment more uniform across the school. Improved spelling scores. Spelling linked to handwriting more carefully.</p>	<p>Resources</p>	<p>Bec W, Kerry and classroom teachers.</p>	<p>4c</p>
<p>Reading</p> <ul style="list-style-type: none"> To ensure the high profile of Reading Olympics to continue to ensure all children are regularly reading. The introduction of reciprocal reading as part of comprehension lessons taught weekly across the school. 	<p>Tweaked reading Olympic ideas for 2018/9. Inset on Reciprocal Reading as a way of teaching reading skills across the school.</p>	<p>Staff meeting Inset Classroom practice 2018/9</p>	<p>Continued high level of reading participation in Reading Olympics. Reciprocal reading raising reading skills across the curriculum evident in scrutiny and standardised tests.</p>	<p>Resources</p>	<p>Bec W, Ben and Kerry.</p>	<p>4c</p>
<p>Subject specific tasks for the year</p>		<ul style="list-style-type: none"> Work scrutiny, resources audit, observations, insets, staff meetings, introduction of standardised tests and analysis. 				

Subject/Area: Mathematics	Key Personnel:- Janette de Voil
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<p>Quality of teaching and learning; outcomes for children</p>	
<p>Activities and improvements during the year 2017/18</p>	<ul style="list-style-type: none"> Inset was carried out in November. This focused on problem solving and involved staff in using past Sats problems for Years 2 and 6 to create appropriate problems of a similar nature for their own class or group. The aim was to give staff ideas for a wider range of problems to use with pupils Discussions held with staff regarding the current teaching of times tables in Years 3 and 4 with regard to the introduction of the test for Year 4 in 2020. Recommendations made for online sites that could be used to support the children in this area. Termly meetings held with SLT Maths leads with a focus on moderation to ensure parity of standards across the trust

	<ul style="list-style-type: none"> The gender gap has been investigated by staff by using OTrack but progress up to the end of the Spring Term did not appear to show any appreciable narrowing of the gap. If end of year results do not show any improvement, then this will need to be a continuing focus for 2018-19
Overall evaluation of impact on subject	<ul style="list-style-type: none"> Work Scrutiny in Mar did show some greater variety in problems given to the children but there is still room for improvement and this needs to be a continued focus as it is an area that many pupils still find very difficult. Times tables teaching in school is good with a high emphasis on children learning to recall tables facts quickly. Many different activities are used to support this. The gender gap where girls appear to be under-achieving in relation to boys still needs to be a priority focus for staff.

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)
1. A continued emphasis on problem solving.
2. Preparation for the introduction of the Year 4 tables test
3. Implementation of revised assessment system

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
Problem solving in Maths	<ul style="list-style-type: none"> Inset to be provided by JdV to remind staff of the importance of non-routine problems. These were again a significant feature of the KS2 sats papers and many of our pupils are not confident in this area. SLT are investigating problem solving with fractions as this seems to be an area where problems are not taught as well as in other areas of Maths. 	<p>Inset to be carried out in Aut and Spring terms</p> <p>SLT Maths Leaders to create resource or bank of problems for each year group. Aim to complete by Sept 2018</p>	<p>A wider range of problems will be evident in books during scrutiny. Children will demonstrate greater confidence in this area</p> <p>Teachers will have a resource bank of problems to use in this area which will widen children's experience of working with fractions</p>	<p>None</p> <p>Supply cover for meetings</p>	<p>JdV to monitor through scrutiny and lesson obs. Impact to be reported to SMT</p> <p>SLT heads to monitor the work of the subject leader group.</p>	4a
Preparation for the introduction of the Year 4 tables test	<ul style="list-style-type: none"> 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 Online games to be used to practise the skills of entering 	JdV to sort out specific sheets to use that test the tables required for each year group. Test to be done at	Progress should be seen by children's higher scores in Jan and April.	None	Results to be reported to JdV and any children not making progress to be identified and support given.	4a

	answers quickly as the test will be online and trials have shown that entering the answers has been difficult for some children.	the end of Sept, Jan and April.	Children will become more proficient at entering answers quickly on a computer or tablet.			
Implementation of revised assessment system	<ul style="list-style-type: none"> Monitor how staff are using revised teacher assessment focuses and check that adequate coverage of all the National Curriculum requirements is being maintained 	Check planning and work shown in books to ensure complete coverage of National Curriculum	Children continue to receive a thorough education in all areas of Maths curriculum and not just those areas on assessment sheets.	None	JdV to monitor and report to SMT	<u>2a</u>
Subject specific tasks for the year	<ul style="list-style-type: none"> Discuss with staff priorities for Maths budget next year Continue to monitor standards through book scrutiny and lesson observations 					

Subject/Area: Pupil Premium

Key Personnel:-GR, LO.

Quality of teaching and learning: outcomes for children	
Activities and improvements during the year 2017/18	<ul style="list-style-type: none"> TS can you insert headline Data please PP first agenda introduced across the school. Literacy PP sessions focused on reading from the beginning of the year. Evaluated the attendance of PP parents at parents evening. Attendance of all parents across the school was excellent. 77/81 PP parents attended parents evening (Oct 2017).
Overall evaluation of impact on subject	<ul style="list-style-type: none"> TS can you insert headline data please

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)
1.X % increase in year 6 pupils achieving EXP in reading, writing and maths at the end of KS2.
2. To further personalise the pupil premium intervention provision.
3. To continue to effectively monitor the pupil premium provision.

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
5% increase in PPG achieving EXS or above in KS2 SATS combined	Small group tuition in reading and maths for all PP children. Additional focus on individual specific barriers to progress (see 2 below) Intervention by class teachers following evaluation of data Dec 2018/March 2019. To target specific areas of weakness in reading, writing and maths	Sept 2018- July 2019	5% more PP pupils will achieve the expected standing in reading, writing and maths.	Tutors – see PP funding breakdown	SMT – via lesson observations LO – pupil interviews and work scrutiny (see 3 below)	4c
To further personalise the pupil premium intervention provision.	Identify specific barriers to progress for individual PP children. Teachers to complete questionnaire for their current pupils (2017/18) and hand on to new teacher/PP coordinator.	Summer term 2018	For each child: a clear list of barriers.	N/A	LO/GR	4c
	Group children for PP intervention based on addressing barriers to progress.	Autumn 2018	Evaluation of results – Dec 2018/ March 2019. Are the gaps narrowing more quickly?		LO/GR	4c
To effectively monitor the pupil premium provision to identify further improvements.	Pupil interviews Work scrutiny PP Focus during all lesson observations (as part of rolling programme of evaluation for PP)	January 2019 October 2018 Throughout academic year	Evaluate findings. Take immediate action to improve any areas identified. Share finding with staff at staff meeting.	1 day cover LO (1/2 day for each) SMT	LO/TS Individual staff/SMT	4c
Subject specific tasks for the year	<ul style="list-style-type: none"> Work scrutiny; pupil interviews. Planning of timetable for PP teachers. Barriers questionnaire. 					

Subject/Area: LAC Key Personnel:- Rebecca Dunford/Fatima Variava

Quality of teaching and learning; outcomes for children

Activities and improvements during the year 2017/18	<ul style="list-style-type: none"> Consistency of teaching, planning, assessment and marking across LAC tutors. Regular verbal and written feedback given to relevant class teachers and consultation to set children's targets. ICT was used for creative and academic learning within many sessions, across all curriculum areas. Across all children we completed a group art project. They were taught about many artists and forms, created the border and contents for a display. The central focal point of the display is some wings made from feathers with patterns and motivational messages. The overall theme was 'we can soar/fly'. All children have had group time based on social, emotional, health and wellbeing activities. These may have been games, creative activities or verbal interactions. Maths teaching has incorporated a wide variety of practical resources to include ICT, Numicon and mastery materials.
Overall evaluation of impact on subject	<ul style="list-style-type: none"> 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.

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)
1. An individualised health and wellbeing target set for each child (in line with their PEP document target).
2. LAC children to be provided with an enrichment opportunity in Art (in coordination with the Art Leader)
3. To use OTrack, PEP targets and VS data to track and monitor progress of all LAC children.

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
An individualised health and wellbeing target set for each child	Pupil interviews PEP meetings Consultations with social workers and carers.	Termly	(Dependant on specific target) Joined a club Pupil feedback Produced project etc		FV, SW, carers and class teachers	3b, 3d, 4c, 4b
LAC children to be provided with an enrichment opportunity in Art (in coordination with the Art Leader)	Coordinate with Art leader Pupil meetings and discussions	Lunchtime Tutor time	Finished project displayed/produced		SW, FV, Art Leader	3d, 4b, 4c,
To use OTrack, PEP targets and VS data to track and monitor progress of all LAC children.	PEP meetings OTrack analysis Class teacher discussions Termly data requests from VS	Termly	Adequate progress made in line with their targets		FV, SW and class teachers	2a, 4c
Subject specific tasks for the year						

Subject/Area: Special Educational Needs and Disability.

Key Personnel:- Rachel Cole

Quality of teaching and learning; outcomes for children	
Activities and improvements during the year 2017/18	<ul style="list-style-type: none"> • Education psychology advice has been gained to support high number of pupils waiting to access this service. • We have continued to develop person centred approaches to annual reviews. • Necessary members of staff have been Team Teach Trained to hold/restrain pupils according to legislation.
Overall evaluation of impact on subject	<ul style="list-style-type: none"> • 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. • Annual reviews have a more child-friendly approach to them so that it is about the child rather than the wants of the adults. • Staff who have been Team Teach trained have the knowledge of what to do when physical contact is necessary with a child. Also they have the knowledge of how to record the incidents.

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)
1. Develop Dyslexia pathway to be used by teachers as an initial start to the assessment process.
2. Support staff who have received the Speech and Language Training to be able to deliver it to certain children.
3. Deliver specific intervention training to members of staff who will need it to work with specific children across the school.

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
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.	Next July	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	Objective 3d, 4c

Support staff who have received the Speech and Language Training to be able to deliver it to certain children.	Identify members of staff who will be delivering the new assessment. Meet with them regularly to discuss ideas and impact of target children.	Next July	Children who have been identified as having a speech and language difficulty that can be targeted in school (not children who are under a speech and language therapy,) will improve on their speech and language skills to be at an expected level for their age.		Teachers report to SENCo	Objective focus 3d, 4c, 5b, 5d
Deliver specific intervention training to members of staff who will need it to work with specific children across the school.	From the SEN review in July, identify specific children who would benefit from interventions we have in school. Identify time and member of staff to deliver the intervention and monitor impact over the term.	Next July	Children who have been identified as needing a specific intervention will be able to meet the target they have been set over the time frame.		Teachers report to SENCo	Objective 4c, 5b
Subject specific tasks for the year	<ul style="list-style-type: none"> • Education psychology advice required to support high number of pupils waiting to access this service. • Autism Outreach Service required to support children in school. • Visual impaired service required to support children in school. 					

Subject/Area: Child Mental Health	Key Personnel:- Rebecca Fisher
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Outcomes for children	
Activities and improvements during the year 2017/18	<ul style="list-style-type: none"> • Implementation of fully supervised Counselling service in line with BACP guidelines. • Full staff INSET delivered 'Mental Health in Schools' in August 2017, which focussed on whole school approach to supporting MH for children in school, including mental health identification, referral systems, what Counselling is and when a child might need counselling. • Implementation of 'Super Seven'; traits for Character and Resilience education. • Attendance at Anna Freud 'Story Stem' course for diagnostic attachment testing. • Newly installed 'Shed' for Counselling purposes in the Atrium. Funding granted by local businesses and PSA.
Overall evaluation of impact.	<ul style="list-style-type: none"> • Children attending Counselling made on average 6 points progress. Anecdotal evidence from the children is strong.

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)
1. Increase the amount of self-referrals for Counselling, relying less upon adult identification.
2 Implement usage of Story Stem profiling following accreditation. (December onwards.)

3. Increase amount of children & parents able to be seen, through increased funding via Children in Need grant.
Also, link 'Routes to Resilience' programme to 'Super Seven' and focus attention on what this programme means for CMH at school.

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
Increase the amount of children and parents accessing counselling. Increase the amount of self-referrals.	Utilise the Children in Need small grant, granted in August 2018. Increase the profile of mental health within the school, through assemblies, classroom talk and make referral pathway more transparent for children.	Service will be planned and implemented Autumn Term 2018.	More children will be seen than current provision allows. Children will make progress with their emotional, social and mental health. Parents will be able to be seen which will in turn impact upon the child in need.	10k per year (funded by Children in Need.)	R Fisher T Sutcliffe R Wesley	
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 October 2018.	Children will be assessed on entry and reassessed post therapy / intervention.	Fuel costs to London (there and back) in October.	R Fisher T Sutcliffe R Wesley	
Subject specific tasks for the year	<ul style="list-style-type: none"> CMH is not a subject in itself but the <u>Routes to Resilience</u> programme will be important to link in with the Super Seven whole school approach. 					

Subject/Area: Gifted & Talented/ MVA **Key Personnel:- Kerry Walker**

Quality of teaching and learning; outcomes for children	
Activities and improvements during the year 2017/18	<ul style="list-style-type: none"> It was highlighted that we need to update and implement more activities aimed at our G & T/ MVA children in the next academic year. Particular emphasis given to Mastery and challenge in maths in KS2 (Yr 4/5/6)

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)
1. Update / Set up our G & T register on O'Track in order to track pupils across the school.
2. 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)
3. Set up and carry out spelling and writing challenges for G & T pupils.

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
Update our register of G & T children across the school.	Discuss with staff and get a list of G & T pupils. Set up the register on OTrack in order to track pupil progress throughout the year.	Autumn Term 1 2018/9	An online register will be easily accessible to all staff, therefore enabling them to plan successfully in order to stretch pupils who are able to achieve greater depth in subject areas.	Resources	KW RW	4a 4c
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)	KW and JdV working together to look at resources and classroom practice. (Scrutiny) Research ideas online, through other schools/colleagues/books/ journals. Introduction of further challenging maths activities. Some form of club?	Over the course of the academic year 2018- 2019. Mastery and maths challenges courses CPD Clubs Staff meeting Within classroom practice 2018/9	More of our G & T pupils achieving Greater Depth at the end of KS2. Enabling children to take autonomy over their learning – sharing ideas and further developing reasoning and explanation skills so that children can vocalise their problem solving more easily. Creative teaching and learning opportunities which motivate and give children enjoyment in their learning.	Resources Maths courses	KW JdV	4a 4c
Set up and carry out spelling and writing challenges for G & T pupils.	Organise and carry out a Junior Spelling Bee involving pupils from years 3/4/5 Including other Trust schools and run as an intra-school competition. Set up a writing Club – entitled Battle of the Books, which involves reading a text and carrying out creative and exciting activities based around greater inference skills and writing ability.	Spelling Bee will be in the Summer Term of 2019. Across the academic year of 2018- 2019.	Pupils will participate in exciting activities to challenge their ability at Greater Depth. Providing the opportunity to think differently and further develop inferential skills and empathy with character, which in turn will enhance writing skills.	Resources Games Books Writing equipment	KW	4a 4c

Subject specific tasks for the year	<ul style="list-style-type: none"> Work scrutiny, resources audit, observations, insets, staff meetings, introduction of standardised tests and analysis.
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Subject/Area: Foundation Stage	Key Personnel:- Miss S Brown & Mrs R Nutbrown
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Quality of teaching and learning; outcomes for children	
Activities and improvements during the year 2017/18	<ul style="list-style-type: none"> New scheme of work developed for daily teaching of Phonics. Engaging resources from Phonics Sessions have been made available to pupils to access independently. Maths planning has changed with a larger emphasis on Number during teacher led sessions, using new resources, ICT and the outdoor environment. Guided reading taught across the year group has enabled children to work with peers of a similar ability which has increased the overall challenge to pupils. Key words for spellings have been made more prominent in the environment and a new writing / spelling work station has been introduced outside. 'Big Cat Phonics' scheme has been delivered on a regular basis throughout the year. Following in school training, Communication & Language support groups have been delivered by Nursery Nurses on a weekly basis. Intervention groups for Phonics, Communication & Language and GLD has led to an increase in pupils achieving GLD. A new video for new intake parents was produced to aid transition.
Overall evaluation of impact on subject	<ul style="list-style-type: none"> More pupils are secure in Phase 3 Phonics for reading and writing. More pupils accessing Phase 4 and 5 Phonics. Pupils are more secure in number concepts for Maths. All Phonics sessions delivered by class teachers (previously also taught by Nursery Nurses / TA's). This has led to more consistency and rapid progression through the phonics phases. Increase in pupils attaining GLD for this academic year.

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)
1. To improve the reading resources for emergent readers.
2. To further develop the transition process from the Foundation Stage to Year 1.
3. To further engage parents, carers and grandparents in pupils learning.

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

<p>1. To improve the reading resources for emergent readers.</p>	<p>Using online eBooks to support Whole Class Guided Reading.</p> <p>Possible purchase of online eBook subscription.</p> <p>Oxford Owl Website – Create Class Log In so that pupils can access at home too.</p> <p>Creating story sacks and 'talking boxes' to be shared at home between pupils and parents / carers.</p> <p>Using 'Words First' Approach to reading.</p>	<p>Ongoing throughout the year, starting after Baseline.</p> <p>Autumn 1st – talk boxes & story sacks organised and sent home.</p> <p>Autumn 2nd – words first books organised. Phonics & Reading evening completed. Class log-in created for pupils for Oxford Owl Website.</p>	<p>Increase in pupils participating in the 'Reading Olympics'.</p> <p>Monthly phonics sounds and words check – pupils will be more secure within the phonics phases.</p> <p>Parents / Carers supporting reading skills through online reading, story sacks and talking boxes.</p>	<p>Online eBook & Teacher Resources subscription for Phonics Bug £449.00 + £89.80 VAT (To be decided after trial period of the subscription)</p> <p>Purchasing of Jelly and Bean books - £230</p> <p>Purchasing of Read Write Inc Ditty Books - £100</p>	<p>Monitored by FS Leader & FS Shadow Leader, reported to SMT and Literacy Leaders.</p>	<p>2b 2c 3b 4c 5b</p>
<p>2. To further develop the transition process from the Foundation Stage to Year 1.</p>	<p><i>FS pupils to join year 1 teachers for more sessions throughout the year.</i></p> <p><i>FS pupils to attend some of the Phase 1 assemblies in addition to the whole school assembly.</i></p> <p><i>Adapt the timetable in the 2nd half of the Summer Term to teach lessons in a similar format to Year 1.</i></p> <p><i>Year 1 teachers to teach FS pupils for some sessions.</i></p>	<p><i>Spring Term to the end of Summer Term.</i></p>	<p><i>Year 1 colleagues will be more familiar with the pupil's attainment and progress.</i></p> <p><i>FS pupils and Parents feel more secure with the transition to Year 1.</i></p>	<p>N/A</p>	<p>Monitored by FS Leader & FS Shadow Leader, reported to SMT and Year 1 colleagues.</p>	<p>2b 2c 3b 3d</p>
<p>3. To further engage parents, carers and grandparents in pupils learning.</p>	<p>'Grandparents day' for traditional games.</p> <p>Link with PSA for coffee mornings.</p> <p>Maths support booklet to be produced for parents.</p>	<p>Maths support booklet – completed and sent out during the Autumn Term.</p> <p>Phonics and Reading Evening – Autumn 2nd Term.</p>	<p>Support for PSED and UW (People & Communities) area of learning.</p> <p>Increase in support for homework tasks.</p> <p>Increase in Reading support from parents / grandparents will increase</p>	<p>Resources for activities - £200</p> <p>Printing costs of booklets - £10</p>	<p>Monitored by FS Leader & FS Shadow Leader, reported to SMT, Literacy Leaders, Maths Leader, RE Leader, Art Leader and PSA members.</p>	<p>2b 2c 3b 3c 3d 4c</p>

	<p>Celebration days / Subject Theme days – parents or grandparents to be invited in over a series of days to support EYFS Curriculum areas.</p> <p>Phonics and Reading evening for Parents /Grandparents.</p> <p>Trial a 'Reading Rota' for parents / grandparents to volunteer to read with pupils during school time.</p>	<p>Celebration days /subject theme days – ongoing throughout the year.</p>	<p>reading development levels of pupils.</p>			
Subject specific tasks for the year	<ul style="list-style-type: none"> Alter the year group timetable and activities delivered due to having 1 member of staff less for this academic year. Education City Subscription renewal for Maths resources / games - £230. Use of www.duolingo.com to support EAL pupils. 					

Subject/Area:	Computing	Key Personnel:-GR, SB
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Quality of teaching and learning; outcomes for children	
<p>Activities and improvements during the year 2017/18</p>	<ul style="list-style-type: none"> Code Club – Code Club ran in the Spring 2 and Summer 1 terms on Wednesday lunchtimes for Year 5. The club developed the children's programming skills using Scratch. E-safety – Safer internet week ran the week beginning February 5th. Key stage assemblies were held. Whole school homework was completed and activities across the school were completed to raise awareness of e-safety. Programming training – On May 9th staff training was delivered which looked at key concepts in teaching of Scratch for programming across the school. Chromebook training – On Wednesday 21st February staff training was delivered on using G-suite for education. This aided staff use of Chromebooks which use the G-suite. It also helped to prepare for GDPR readiness as it trained teachers to use Google Drive (GDPR compliant cloud based storage). 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 4th of December. This gave all children in the school an opportunity to experience and develop their coding skills.
<p>Overall evaluation of impact on subject</p>	<ul style="list-style-type: none"> 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. E-safety has maintained its profile in the school.

Judgement:		
Outstanding	Good	Requires Improvement

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

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
Develop cross-curricular ICT use.	Implementation of Purple Mash (our new whole school ICT platform) – CPD session by Purple Mash trainer.	Autumn 1	Teachers will have received training by Purple Mash expert. They will know features and how to implement Purple Mash.	£1380	GR	4b
	App audit and Investment in new Apps for iPads and Chromebooks. Training and sharing sessions for new apps and best practice in implementation.	Autumn 2	Staff will feel confident in using a range of apps to support the curriculum.	£200	GR	4b
To maintain high quality e-safety delivery.	Raise the profile of e-safety by holding a Safer internet week.	February 2019	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 greater awareness of e-safety issues faced.	N/A	GR	4b
	Host a high impact e-safety assembly for children – eg Google Internet Legends assembly	Assembly Autumn 2 2018	Pupils have lasting impact of the messages received in the	£0-£500	GR	4b
	E-safety meeting for parents	After school February 2019	Increased attendance from previous meeting (2017)	N/A	GR - TS	4b
Analysis of OTrack data to evaluate attainment and progress in Computing.	Track data at the end of the year to ensure progress is being made across year groups.	Autumn 2, Summer 2		N/A	GR	4b
Subject specific tasks for the year	<ul style="list-style-type: none"> E-safety scrutiny 					

Subject/Area: Science

Key Personnel:-Amy Smith

Quality of teaching and learning; outcomes for children

<p>Activities and improvements during the year 2017/18</p>	<ul style="list-style-type: none"> • Successful whole school science scrutinies carried out during Autumn and Summer term by A. Smith which focused on quality of work being planned and taught and levels of AT1. • Teaching of Science lessons monitored through performance management lessons from 4+ to Year 5. Student teachers also monitored in their teaching and planning of Science learning with visiting science teacher from the University of Leicester, George Smolinski. Lessons seen were rated at outstanding (FS) and good. • Staff development of the Science Assessment Tool on Earwig through both staff meeting time and separate staff workshops for those who needed it in the new 'Year group' assessment tool. • Glen Hills took part in a the 'Clean Air' study – AS delivered 5 weeks of assemblies on the Clean Air project which involved the Science Ambassadors helping to set up a test both outside school grounds and within the playground to monitor air pollution. The results were then relayed back during an assembly in regards to our levels of air pollution and the consequences this could have. (evidence on Earwig) • National Science Week celebrated from 12th March 2018 to Friday 16th 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. • Whole School Homework produced by children during National Science week is now up on display near the 'Science in the News board' where Science was celebrated. • KS1 and KS2 Science Quiz run across break and lunch times for children to complete during National Science Week. Science Ambassadors were used to help calculate winners and distribute prizes in assembly. • Science Ambassadors were chosen after submitting job applications to help run Science events before, during and after Science week. They had to have a passion for the subject and supported the setting up of the Clean Air Workshop. (evidence on Earwig). Certificates were given out to each child in a celebration assembly to thank the children for their efforts. • Visits to school in March 2018 by Sarah Saunders from Dogs' Trust – she ran works shops to a range of years on Senses, Evolution and Animals in History. (evidence on Earwig) • Science Screenings run during Science Week where a range of both age ranges watched science films/programmes in 3LO/AS and 5AS classrooms. (evidence on Earwig) • Children from Glen Hills were invited to compete in a Science World Record where they had to put together scientific jigsaws in the fastest time. Children completed this both within school and at home too- and the fastest time was 13 seconds by a Year 4 child! • 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. • Science Club run throughout Spring term 2018 by A.Smith (individuals included LAC, PP and SEN children from KS2). 15 children from KS2 involved over 5 weeks. • Science Resources monitored and tidied/organised during Spring Term 2018.
<p>Overall evaluation of impact on subject</p>	<ul style="list-style-type: none"> • All the enrichment activities will lead to higher levels of interest and engagement within the subject. • A greater understanding of Science within everyday life for pupils. • More staff now confident in the use of the Science Assessment Tool (through discussion and number of staff seeking support)- as a result, more accurate Science Assessment • Better progression between year group levels can be seen in the new Earwig system and staff are able to see levels the children achieved during previous year clearly. This will enhance foundation subject tracing of science and AT1 levels, and subsequent analysis. • At least 'good' standard of teaching Science seen across the school.

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)
1. Involve Glen Hills in a National Project, such as the Clean Air project, during 2018 – 2019.
2. To use the new OTrack assessment system to assess and analyse Science across the whole school.

3. To engage parents more in the teaching of Science at 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
Sign school up for a National Project involving science during 2018 – 2019.	Research possible projects occurring within the UK. Sign the school up. Involved either the Science Club or Science Ambassadors in the running of the project. Run assemblies on the project so the other children are involved.	Research will begin at the start of the year. The timing will be dependent on when the project runs.	More engagement within science curriculum. As a result, better engagement within lessons and higher standards of science. Better links between the school and community in regards to science in everyday life.	N/A	AS, Senior Management.	
To use the new OTrack assessment system to assess and analyse Science across the whole school.	Ensure all staff are using OTrack accurately to assess and understand what each levels means within their year group. Offer support sessions where needed. Discussions at staff meetings with teachers when time is given to focus on OTrack.	Termly – when results are submitted by staff members. Support will occur whenever asked for or during specific OTrack staff meetings.	More accurate assessment of data in Science and AT1 across all age ranges.	N/A	TS	Objective Focus 2a
To engage parents more in the teaching of Science at Glen Hills.	Termly whole school homework. Letters to parents in regards to Scientific events or exhibitions in the local area and city. Use of social media to showcase Science within the school and share the project being run within Glen Hills. Termly Science newsletter about what we have been studying in the school with ideas for science activities they could do at home with their children.	Across the whole year – on a termly basis.	Better engagement with parents and the community. More engagement and enrichment within the curriculum of science which in turn will lead to better progress within the subject.	N/A	AS, Senior Management	
Subject specific tasks for the year	<ul style="list-style-type: none"> <i>Pupil interviews which focus on the levels of engagement and interest across FS, KS1 and KS2</i> 					

Subject/Area: PE

Key Personnel:- Dale Bolsover & Ben Storey

Quality of teaching and learning; outcomes for children	
Activities and improvements during the year 2017/18	<ul style="list-style-type: none"> • More opportunities offered for younger children to participate in sporting competition against other schools. • Entered thirteen Level 2 School Games sporting competitions with a mixture of pupils representing all sporting abilities. • Introduced Level 0 School Games competitions such as <i>My Marathon Challenge</i> and <i>Hoola-Hoop Challenge</i>. These were personal competitions where children tried to improve upon their previous attempts. • Represented Glen Hills in the Oadby and Wigston football cup final, won the Oadby and Wigston football league and got to the semi-final of the Rice Bowl Cup. • On track to maintain Glen Hills' excellent record of achieving the School Games Gold Mark. • Organised parent/child competitions for sports often not catered for in primary schools, such as footgolf. • Two trips organised to watch Leicester City Football Club and receive training at the club.
Overall evaluation of impact on subject	<ul style="list-style-type: none"> • More children participated in extra-curricular activities/sport than previous year. • Greater variety of children with a range of sporting abilities participated in extra-curricular sport. • Largest ever number of girls playing football and attending football training. • Particular sporting success achieved in boys' football.

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)
1. Get pupils more active through the introduction of <i>The Daily Mile</i> .
2. Maintain School Marks Gold Award.

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
Get pupils more active through the introduction of <i>The Daily Mile</i> .	Introduce <i>The Daily Mile</i> in a staff meeting and cascade throughout the school.	Staff meeting to happen in first term and event to start in some classes from Autumn 2 onwards.	A minimum of 4 classes participating before Christmas. Children should improve on concentration and motivation within lessons. Boost for health as well.	N/A	DB/BS	
Maintain School Marks Gold Award.	Ensure that School Games Gold Mark is fulfilled and evidenced throughout the year.	Ongoing.	Achievement of School Games Gold Mark.	N/A	DB/BS	
Subject specific tasks for the year	<ul style="list-style-type: none"> • Teacher observations of Football and Fitness coaches for CPD opportunities. 					

		the end of the year.				
Raise money that could be used to update RE resources.	Select pupils from different year groups to create Christian themed Christmas items to sell to parents.	In November and December.	Money raised to spend on the RE budget.	n/a	SBahia / TS/ RW	
Subject specific tasks for the year	<ul style="list-style-type: none"> 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. Assisting colleagues with delivering engaging RE lessons where necessary. Assisting colleagues with the organisation of trips to local places of worship relevant to the faith that they are teaching. 					

Subject/Area:	History	Key Personnel:-R. Patel
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Quality of teaching and learning: outcomes for children	
Activities and improvements during the year 2017/18	<ul style="list-style-type: none"> Ancient Greek Day has increased their 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 Ancient Greek life and battles/weapons. The children were enthusiastic to take part and were able to access the artefacts brought into school by the 'Up and At Em' team. Year 6 children have been eager to join and attend History Club. History club children have been Re organising history museum to make it more accessible for all children and have tried to organise some of the artefacts into eras, such as, Glen Hills history from the fire to now, technology, Victorian artefacts and old school life items. Most year groups have been on a historical trip outside of school or organised activities within school, such as, Year 1 have been to Beaumanor Hall, Year 2 go to Rockingham Castle, Year 4 have had Neil Hunt come into school for a World War 2 day.
Overall evaluation of impact on subject	<ul style="list-style-type: none"> History is taught well at Glen Hills and enjoyed by all children. The use of specific historical days using outside organisations has greatly increased the knowledge and enjoyment of history. 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.

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)
1. Continue to reorganise the History museum.
2. Evaluation of History data to be carried out using O'Track.
3. History ambassadors to promote History throughout 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
Continue to reorganise the History museum.	Use History club (if still happening) to help reorganise and review whether it is accessible for them.	Ongoing project	Artefacts better organised, accessible and being used by	£0	S. Davis to report to T.S and R.W	Objective Focus 2b, 5b

			staff and children more frequently.			
Evaluation of History data to be carried out using O'Track.	End of year O'Track data to be converted into a report and analysed 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	S. Davis to report to T.S and R.W	Objective Focus 2b, 4b
History ambassadors to promote History throughout Glen Hills.	Choose a boy and girl from year 6.	Throughout the year.	A picture poster could be made to capture the history taught and learnt within Glen Hills	£0	S. Davis to report to T.S and R.W	Objective Focus 2b, 4b
Subject specific tasks for the year	<ul style="list-style-type: none"> A Viking day to be organised for the spring term by the 'Up and At Em' team. 					

Subject/Area: Geography

Key Personnel: Sarah Walters

Quality of teaching and learning: outcomes for children

Activities and improvements during the year 2017/18	<ul style="list-style-type: none"> Glen Hills have recently had their very own 'Tour de Glen Hills' in the style of the 'Tour de France' (Summer Term). Assemblies about the event were delivered to KS1 by Mrs Leach and to KS2 by Mrs Walters. Activities about the event were delivered in individual classes and all children took part in the 'Tour de Glen Hills' in their Year groups as part of PE. Children cheered on in different languages using language cards. Jerseys and certificates were awarded to 4 competitors from each year group. A Geo Club was delivered by Mrs Walters to a group of 12 Year 4 children during the Spring Term for 8 weeks. Children used Google Earth, created virtual fieldtrips, learnt about extreme weathers and made their own papier mache volcanoes which they erupted. Children also baked a 'whole world cake' using ingredients sourced from all over the world. A new year 4 trip to Bradgate Park was organised this year to investigate our local area (Summer Term). Mrs Walters has also familiarised herself with the new subject coordinator role by speaking with previous leaders, Miss Walker and Mrs Nutbrown. Discussions and changes were made to the Year 5 curriculum. Year 5 commented that they were finding their 'Nicaragua' topic increasingly difficult to teach since resources were minimal. Suggestions were made that this topic may be changed next year to something where resources are more accessible.
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Judgement:

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

1. To arrange a visiting speaker to come to the school to enrich the Geography curriculum.
2. To continue to encourage interest and excitement for Geography at Glen Hills.
3. To conduct a planning/book review and focus on skills being taught across the school.

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
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To arrange a visiting speaker to come to the school to enrich the Geography curriculum.	Speak to different year groups to see who might benefit from a visiting speaker and liaise with external agencies to arrange a suitable visitor as appropriate.	Autumn Term	A visiting speaker will come to work with a year group or talk to children in assembly.	£0	SW	4a 4c
To continue to encourage interest and excitement for Geography at Glen Hills.	Run a 'Geo club' for Year 4 children to focus on topics that interest and excite them.	Spring Term	A Geo Club for approx 12 children will run during the Spring Term for Year 4 children.	£0	SW	4a 4c
To conduct a planning / book review and focus on skills being taught across the school.	Speak with different year groups, look at books and planning to gain an understanding of skills taught across the school.	Spring Term	To learn that a wide range of skills and knowledge are taught across the school.	£0	SW	4a 4c
Subject specific tasks for the year	<ul style="list-style-type: none"> Monitor use and need of resources 					

Subject/Area: Music	Key Personnel:- Caroline Roper
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Quality of teaching and learning; outcomes for children	
Activities and improvements during the year 2017/18	<ul style="list-style-type: none"> Use of BBC ten pieces has given children more access to classical music Worked with visiting music staff to further extend the MVA students. Gifted and Talented children have the opportunity to experience working with the high school performing arts staff and older students.
Overall evaluation of impact on subject	<ul style="list-style-type: none"> Music continues to be a strength at Glen Hills with a particular emphasis on performing arts as a whole.

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)	
1. To work alongside KW and drama club to work with children in teaching songs for a performance of Roald Dahl's Cinderella.	
2. To further develop the yr 2 recorder programme.	
3. To work with an outside teacher to develop a school band.	

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 work alongside KW and drama club to work with children in teaching songs for a performance of Roald Dahl's Cinderella.	Working collaboratively with staff, students and volunteers.	Spring Term	A great and enriched performance	Cost of the script	All staff involved TS,RW	4c
To further develop the yr 2 recorder programme.	CR to assess it's success at present and look at materials used and staff training.	All year	A programme staff are happy with and progress of children is observed.	NA	CR, TS, RW	4c
To work with an outside teacher to develop a school band.	CR to contact SN to discuss how/ when/ who?	Work alongside SN to ensure success of project.	Progress by the children involved and interest of other children.	NA	CR, TS, RW	4c
Subject specific tasks for the year		<ul style="list-style-type: none"> Assess and research whole class recorder materials, contact SN to discuss set up of the school band. 				

Subject/Area: PSHE

Key Personnel:-Helen Wilcox

Quality of teaching and learning; outcomes for children

Activities and improvements during the year 2017/18	<ul style="list-style-type: none"> Friendship Stop re-established which has evolved into 'Games Club'. Assemblies monitored for content with specific links to focussing upon British Values. CMH links have been fully developed with the 'Shed' being erected for pupils who need an area to retreat to.
Overall evaluation of impact on subject	<ul style="list-style-type: none"> PSHE continues to be a strength at Glen Hills with particular emphasis in 2017/2018 on Child Mental Health provision.

Judgement:

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

- To examine the implications of the new DfE guidelines relating to PSHE (due to be published 2018/2019)
- To review the SRE programme of study in y5 and y6
- Develop an 'environmental care club' to focus on the outdoor environment and keeping it clean and tidy

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 examine the implications of the new DfE guidelines relating to PSHE (due to be published 2018/2019)	When the new DfE guidelines are produced, it will be necessary to review the current content against new guidelines	As the guidelines are released – July 2019 target	Integration of the new guidelines into existing schemes of work and effective coverage ensured	N/A	HW to monitor and progress to reported to PM leader / RW/ TS	4a

To review the SRE programme of study in y5 and y6	Examine the current y5/6 SRE programmes of study. Discussion with AS and JdV regarding current PoS and aspects which may need updating.	July 2019	Relevant changes made to existing PoS to ensure no overlap and correct coverage of SRE maintained	N/A	HW to monitor and progress to reported to PM leader / RW/ TS	4a
Develop an 'environmental care club' to focus on the outdoor environment and keeping it clean and tidy	Set up a group of y6 pupils to be environment preservation team (EPT). Equip with suitable equipment to maintain cleanliness of outdoor area and meet to ensure the pupils understand that it is a social task to maintain our environment	July 2019	EPT established and outdoor area continues to look respectful and properly fit for use for all	N/A	HW to monitor and progress to reported to PM leader / RW/ TS	4a
Subject specific tasks for the year	<ul style="list-style-type: none"> Continuation of the Games Club and monitoring usage of the CMH retreat 'Shed' with RF 					

Subject/Area: Library	Key Personnel:- I Owczarek
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Quality of teaching and learning; outcomes for children	
Activities and improvements during the year 2017/18	<ul style="list-style-type: none"> The school library is a continually developing space, not only promoting current reading trends and recommendations but also displaying and celebrating children's work and the Glen Hills Museum. It continues to be an essential flexible working space for staff and children. The shelves are bursting with books on various topics which staff use to support their teaching and children regularly borrow books as their class teachers allow. Children are able to issue books themselves using the electronic system. Library Crew is now more established as a small number of Year 4/5 pupils 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. As part of monitoring the use of MLS (electronic system), the review facility was found to be under-used. This has begun to be addressed by starting up a Review Crew – Library Crew members build up a bank of book reviews for other children to view (monthly lunchtime club). MLS app and quick-access links installed on iPads and chrome books across the school, ready for teachers and classes to use. World Book Day was celebrated in March with children and staff dressing up as a book character from the newly painted doors around the school. Special activities and lessons within year groups were arranged as well as a quiz for all ages relating to the doors. October School Book Fair held to promote reading and raise money for more reading literature. This was a very successful week with children and parents/carers purchasing a record number of products for the school and generating over £800 commission for school texts. Current award-winning titles are promoted and displayed in the library as well as through various assemblies and story times throughout the school.
Overall evaluation of impact on subject	<ul style="list-style-type: none"> Each cohort is becoming increasingly more comfortable and able at independently circulating their own books, using MLS. 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. To continue to improve the impact of using MLS across the school (and to improve children's understanding of how ICT and computing relates to the real world), review facilities will be encouraged across year groups. Children will then be able to access reviews in order to inform their book choices further.

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)
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1. Improve use of review facility.
2. Provide troubleshooting session/s for TAs re: library and MLS
3. Build on links with Glen Hills local library.

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
Improve use of review facility.	Promote review crew with new Yr5 cohort, to continue with each pupil bringing another friend to improve review numbers. Introduce use of reviews to staff.	Autumn term to establish review crew and IO investigate how staff feel reviews can be best integrated into children's learning.	New Yr5s will be able to read and write reviews more readily, with a growing number of staff and children across the school to do this as well.	£0	IO report to RW and TS	Objective Focus 2b, 3b, 3c, 3d, 4a, 4b
Provide troubleshooting session/s for TAs re: library and MLS	Arrange appropriate times/sessions for TAs to recap skills re: circulating books and general Q&As, to allow them to better support children and staff for day-to-day library use.	Liaise with staff to judge depth of need and best time for session by December 2019. Session/s delivered by summer term.	TAs will be more confident in using the computer and MLS system. Children will consequently be able to borrow books quicker and even more easily.	£0	IO report to RW and TS	Objective Focus 2b, 3b, 3c, 3d, 4a, 4b
Build on links with Glen Hills local library.	Artwork from school's World Book Day 2019 competition (design a book cover) to be displayed in local library. Mirror display in school library to provide direct links for children to see.	World Book Day in March and displays by summer term.	Displays in both libraries. Art skills and love for reading and books promoted and showcased.	£0	IO report to RW and TS	Objective Focus 2b, 3b, 3c, 3d, 4a, 4b
Subject specific tasks for the year	<ul style="list-style-type: none"> Continue to monitor state and condition of books and general stock. Maintain varied selection of literature, using Book Club and Book Fair rewards to purchase new titles. Continue to inform staff and leadership of reward funding received from Books Clubs and Book Fair to allow for purchases of general school literature. 					

Subject/Area: French	Key Personnel:- Margaret Leach
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Quality of teaching and learning; outcomes for children	
Activities and improvements during the year 2017/18	<ul style="list-style-type: none"> Tour de Glen Hills. There was a collaboration between the French / Languages curriculum and the Geography curriculum when we held an event inspired by the Tour de France. Phase 1 and Phase 2 Assemblies were given to introduce the concept and inform children about the Tour de France. All children in school took part in a physical challenge around the school to different country bases, (France, Italy, England, Germany and Spain) Each team took a turn to cheer the other teams on in each language so a number of cheering slogans were practised for each language. The children learned a song about the Tour de

	<p>France – in French and sang it in a whole school assembly. 4 children in each year group were awarded 'jerseys' for demonstrating different qualities and they received certificates also. A display was put in the school with photographs from this successful event.</p> <ul style="list-style-type: none"> • Year 3 shared their learning during an assembly to Years 1 and 2. • Year 3 presented their harvest contribution in French in our Harvest Assembly. • Year 3 sang Frère Jacques in the assembly tribute to Jo Small. • New curriculum plans for Year 3 and 4 are being prepared and will be ready for use by September 2018. • Year 6 French club performed their French play – Je Veux Manger to all of the year 2 and 3 classes. Year 6 will be performing their French plays – The Three Little Pigs to Year 3 before the end of this term.
Overall evaluation of impact on subject	<ul style="list-style-type: none"> • French is visible throughout the school - there is always a French display on view and where possible it is included in assemblies. 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. • 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.

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)
1. Prepare new curriculum plans for Years 5 and 6, incorporating aspects of a project based approach.
2. Ensure that French continues to be visible throughout the school.
3. Trial the new curriculum plans for Years 3 and 4 and evaluate their impact.

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
Curriculum plans for Years 5 and 6	Consult with staff about the best aspects of the current plans and alter what is not working. Ensure the necessary resources are in place.	Completed by September 2019	Plans will be manageable for staff to use and are linked to assessments.	N/A	M. Leach Report to R. Wesley	2a Assessment
Trial Year 3 and Year 4 new curriculum plans.	Give plans to staff and offer advice / help as needed.	throughout 2018 / 2019	Changes can be made if needed. Staff are happy to use plans and children enjoy lessons.	N/A	M. Leach Report to R. Wesley	2a Assessment
Keep French / Languages visible throughout the school.	Create some signs throughout the school in French to be situated beside the English signs	Autumn term 2018 Completed by December 2018	French signs around the school. The children will notice / comment / try to say the words.	N/A	M. Leach Report to R. Wesley	3c Global Citizenship

Subject specific tasks for the year	<ul style="list-style-type: none"> • update French display board • Run a French club with Year 6 children for ten weeks during the Autumn term. • Carry out a work scrutiny in the summer term • Encourage more use of videoing evidence for Earwig.
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Subject/Area: Art

Key Personnel: Rachel Bretherton

Quality of teaching and learning; outcomes for children

<p>Activities and improvements during the year 2017/18</p>	<ul style="list-style-type: none"> Some of the best pieces of children's artwork from across all year groups is now on display at Glen Hills Library, Glen Parva, showcasing the wonderful artwork being produced at our school to the local community. Two art clubs have been run with MVA artists from years 4 and 5 to produce crafts to sell to raise money for the art budget. At Christmas, children designed Christmas cards and made plaster of Paris tree decorations to sell at the PSA Christmas shopping evening. At Easter, Children designed packaging for chocolates and sweets to sell after school. Overall, over £80 was raised to spend on art resources. Classroom art resources have been audited. Staff have been informed what art resources and equipment is available to borrow from other classrooms. Sketchbook use has been monitored and teachers have had ideas suggested to them as to how to increase their use. Displays around school continue to be replaced with exciting new work. The new painted doors look amazing. The 4+ Making Table has continued to be developed. The children now have independent access to a display space where they can label their work, enhancing cross-curricular links with Literacy.
<p>Overall evaluation of impact on subject</p>	<ul style="list-style-type: none"> Glen Hills Primary School's artwork is being represented positively in the local community through the Glen Hills Library art display. MVA children in years 4 and 5 have had enrichment opportunities. Money has been raised to buy art resources. Pupils will continue to have access to art resources and equipment despite budget pressures due to teachers being able to borrow from other classrooms when required. Children's art teaching has been enhanced through greater use of sketchbooks and, in the 4+, the continued development of the Making Table.

Judgement:

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

1. Continue to showcase Glen Hills artwork by displaying it in Glen Parva library, this time involving all the children in a Book Day competition in order to produce artwork especially for the display.
2. Work with Year 1 to redesign their art planning and teaching.
3. Enrichment opportunity – Work with 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 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
Exhibit Glen Hills pupils' artwork in Glen Hills Library (Glen Parva)	As part of World Book Day, a competition will be organised to design a book cover. The winners in	March	A display in Glen Hills Library that showcases the best of Glen Hills' art talent.	£0	RB/RW/TS	Objective Focus 3c

	each class will have their work displayed in the library.		Winners will feel proud of their achievement.			
Redesign the art planning and teaching in Year 1.	In collaboration with Year 1 teachers, art plans will be redesigned to fit alongside other changes being made to their planning and classroom organisation. Resources will be purchased where necessary and if funds are available.	Throughout the year	Enhanced Year 1 art provision	£40 (From 2017/18 fund raising)	RB/RW/TS	
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/TS	Objective Focus 4c
Subject specific tasks for the year	<ul style="list-style-type: none"> • Monitor borrowing of art resources and equipment if necessary • Replace displays around school when necessary • Order required resources if any money is available (possibly from the PSA) 					

Subject/Area: DT	Key Personnel:- Jenni James
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Quality of teaching and learning; outcomes for children	
Activities and improvements during the year 2017/18	<ul style="list-style-type: none"> • Whole class sewing and baking in Year1! • Year 2 afterschool craft club – Autumn term.
Overall evaluation of impact on subject	<ul style="list-style-type: none"> • 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.

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)
1. Introducing a making table in Year 1.
2. Subject analysis on OTrack.
3. Enrichment – collaborating with the Art co-ordinator (RB) to help with the school play in the spring term – set design, props, ticket design.

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
Introduce a making table into Year 1.	It will be planned into Year 1 short/medium term plans and classes will be put on a rota to use the area.	Children will have the opportunity every half term, if they wish, to make something. This may be linked to our Literacy and/or topic areas at the time and will be a continuation from the 4+.	Children will have the opportunity to be as creative as they want. They will be able to make topic based models and be given the chance to 'show and tell' their model to their class. This will encourage children to give verbal instructions on how they made their model and a verbal evaluation and will help to improve their creativity/imagination, speaking and listening and writing skills.	N/A Materials donated from parents.	JJ will monitor the impact and it will be reported to RW/TS.	4c
Subject analysis on OTrack.	Use the OTrack data imputed by each year group to analysis the subject.	July 2019	This will flag up any areas of the subject not being covered or any trends that need monitoring. Support will be given to year groups that need it following the results.	N/A	JJ will monitor the impact and it will be reported to RW/TS.	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 2019.	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/TS.	4c
Subject specific tasks for the year	<ul style="list-style-type: none"> 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. 					

Subject/Area: Local Community and British Values

Key Personnel:- Louise Layshley

Quality of teaching and learning: *outcomes for children*

Activities and improvements during the year 2017/18	<ul style="list-style-type: none"> Unexpected Royal wedding celebration, with children dressing up in Red/ White/Blue, waving flags and enjoying a Crown Biscuit was a happy and memorable event. In response to the earthquake, we introduced a Penny Appeal and raised almost £70! Parents and children will hopefully 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. Annual Police Stranger Danger/Road Safety assemblies continue to be important. In October, Severn Trent Water visited all children to talk about the importance of saving water in their homes. Phase 2 also had a classroom based activity session about responsibility with water, drainage and sewerage! They enjoyed this and learnt a lot. Both the children and residents of Birch Court residential home continue to benefit from shared activity afternoons. In liaison with our Library Coordinator, classes will visit Glen Hills Library.
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Overall evaluation of impact on subject	<ul style="list-style-type: none"> In liaison with our Art leader, some super work has been displayed in the Local library and many positive comments have been received. Through our RE curriculum when many faith celebrations are learnt about, the British Values of respect and tolerance have been well demonstrated. Children have had lots of visitors from the Local Community, encompassing many different aspects. They are proud to attend Glen Hills Primary School.
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Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)
1. To commemorate 100 Years since the end of WW1 with a Community Sing Song.
2. To establish links with a local church, Glencroft Church in Glen Parva.
3. To organise a Water Aid assembly.

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 have a Community Sing Song, as part of commemorating the First World War centenary. Recognise the bravery of local man Robert Cruixant who won the Victoria cross.	To have a Community Sing Song, when residents and pupils/parents can come together for an enjoyable, informal sing a long of old war time songs. Many children and parents enjoy our carol singing event but it would be nice to extend this further, inviting local people without any links to the school. To liaise with both our Music and History coordinators. and SWHS.	An agreed evening, by Summer Term	Continue to further strengthen Local Community links. A chance to welcome non-parents into school, to see education in practise. To reinforce links to British Values of tolerance and respect, law and democracy.	N/A	LL, TS, RW	4a, 4c
To establish links with a local church, Glencroft Church in Glen Parva.	Local vicar Jason has approached school. Contact him to arrange a visit by him to our school and any other activities he may suggest. Our children visit this church annually.	By end Summer term.	To strengthen links with local services.	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	By end of Summer Term.	To make children aware of the Local and World Community and their impact on it.	N/A	LL, TS, RW	4a, 4c

	off point for a one off collection for our local foodbank charity, which the school supports and parents may access.					
Subject specific tasks for the year	<ul style="list-style-type: none"> Contact SWHS, Glencroft church and Water Aid. 					

Subject/Area: Environment/ Eco	Key Personnel:-Amy Senior and Mel Linford
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Quality of teaching and learning: outcomes for children	
Activities and improvements during the year 2017/18	<ul style="list-style-type: none"> Promotion of Earth Day in school (Assembly) Whole school homework/ competition Eco – Team (Paper recycling/ litter picking) Displays (Junior/ Hall) Eco – friendly packed lunch stickers Research into improving the recycling of plastic in school. Eco- Club- art work for displays, posters and aiding the Eco – Team.
Overall evaluation of impact on subject	<ul style="list-style-type: none"> Whole school awareness of the impact of plastic pollution on the planet and how they can help. Interest and awareness across the school was reflected in the fantastic response to the whole school homework. The standard of homework received was high. Feedback has suggested there has been a reduction in the amount of plastic bottles and packaging used in packed lunches. 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.

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)
1. The recycling of plastic in school/ or the reduction in the use of plastic bottles. (Kitchen to sell cardboard carton juices etc)
2. To investigate the possibility of composting some of the waste from the kitchen.
3. To raise awareness of ' Ride your Bike Week' .

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
Recycling and reduction of plastic bottles.	Investigate options for recycling plastic. (Council) Investigate alternatives options for cartoned juices.	On-going (Dependent on the council's response)	Reduction in plastic waste.	TBC	Mel Linford and Amy Senior	

Composting	Ask the PSA for new compost bins and caddies <i>Advertise jobs to pupils</i>	By the end of the Autumn term.	Reduction in food waste.	<i>TBC (PSA to fund)</i>	Mel Linford, Amy Senior, Laura Bent and kitchen staff.	
Promote 'Ride your bike week'.	<i>Key stage assembly</i> <i>Whole school letter</i>	Date to be confirmed.	Raised awareness about air pollution.	N/A	Mel Linford and Amy Senior	
<i>Subject specific tasks for the year</i>	Eco – Team Recycling of paper_Litter picking_Displays					