

HILLVIEW PRIMARY SCHOOL

School Development Plan 2020-2021

Priorities for driving improvement

HEART PASSION SUCCESS

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School Improvement

Each year the school will need to evaluate its performance to ensure that it reaches its full potential. In order to achieve this the school work with the Gloucester Schools Partnership (GSP) to offer school to school support and challenge. Judgements are discussed and evidence gathered to show the progress and impact of improvements. The school also works with the Local Authority School Improvement Advisor (SIA) to monitor and evaluate progress.

Purpose

The School Plan provides a focus to evaluate the performance of the school and the means for taking the school forward. The plan reflects the aims of the school, National priorities and issues raised by OFSTED. Actions will be prioritised and targets for implementation set, success criteria identified, with dates for achievement. Priorities in the plan will relate to an analysis of school performance in the previous year. This will follow a three stage cycle.

- Stage 1 Analyse the school's current performance – how are we doing? In looking at pupils' performance the school compares itself with those of similar schools.

- Stage 2 Clear and measurable targets are set in light of analysis of performance. Actions are identified and success criteria set. Determined action to improve is then taken.

- Stage 3 Success is reviewed and the cycle begins again. The school must monitor and evaluate its actions in terms of improved pupil performance.

Vision

“There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning.”

– Jiddu Krishnamurt

The Vision at Hillview

New draft vision: **At Hillview Primary School we welcome children into a safe and caring environment, where they will be encouraged to be curious about the world around them, building resilience with kindness and collaboration.**

Through our curriculum, our children are empowered and motivated to have an active and responsible role in shaping their future beyond the Hillview family.

Overview of School Plan Priorities 2020-2021

This year our objective is to

Priority 1 – Phonics and Reading		Led by JH and HA
Priority 2 Raising standards in Writing across the curriculum		Led by SLT / Subject leads
Priority 3 Curriculum Developing the recovery curriculum Developing a curriculum evidencing progression		Led by middle leaders
Priority 4 Early Years - Impactful interactions		Led by JH
Priority 5 Behaviour management result in positive outcomes		Led by HA

Priority 1 – Phonics and reading Improved outcomes in phonics and reading at the end of HEY, Y1, Y2 and KS2					
	Objective / Key outcome	Actions	Timescale / Owner	Monitoring evidence	Impact
1	Staff CPD supports staff to have an improved knowledge and understanding of phonics, including how to teach it as well as how interventions	JH to provide training to teachers JH to provide weekly training for TA's from October timetabled for 15 minutes on a Wednesday at 11.45am JH to teach a 'good' phonics lesson to SF/OC/TT and observe.	JH Weekly March - December 2020	Feedback from staff questionnaire July 2020 Staff meeting minutes Staff meeting preparation slides Observers notes	Staff have an improved knowledge and understanding of phonics regardless of the age of the children they teach
2	Phonics learning starts as soon as all children are in school in YR.	HA/JH/TT to agree how children will start in September and communicate this to parents. Teachers to carry out home visits in the summer term.	May 2020 JH objective complete	Timetable for children starting school Planning of phonics by YR teachers Pacing document	Children will start learning phonics from the beginning of the third week in school. They will be further through the phonics programme by the end of YR and in line with the 2020-2021 pacing document, giving extra time for consolidation of gaps in knowledge.
3	Phonics books will be organised into phases	JH/HA/ TT to remove old and outdated books. JH to review all books left and labelled them into phases by looking at a best fit model.	July 2020 JH objective complete	Book boxes in YR and KS1 corridor	Adults will be able to select books which match the phase that a child is working on. Books will be better matched to where the child is to enable them to practise the key sounds that they have been working on, using the books as a source of consolidation.

					Guided Reading books for FS and KS1 will also be levelled by Phase.
4	Books in classrooms and the library are organised enabling children to have books match to their current ability.	HA to organise staff to label all book spines with the authors last initial HA to organise books to have the relevant AR code to show the level of challenge in books which are not in the reading scheme	July 2020 October - February 2021	The library/ Classroom book shelves. Teacher records of reading phase or AR code. Children's reading records	Books by specific authors or topics will be easy to find in the library. Every book will be 'levelled' either by phase or AR code to show how challenging it is. Children and adults will find it easier to select books which support fluency when decoding and improved comprehension.
5	Reading lessons are challenging and enable children to make progress in their understanding of fiction, non-fiction and poetry	HA to ensure reading happens daily in every class. HA to review the reading challenge cards HA to assist LP with the writing curriculum. HA and LP to set out a reading curriculum where if children are learning about poetry in writing, two weeks before they spend reading a variety of poetry. Where possible link the nonfiction reading comprehensions to the theme to deepen their understanding - or widen it.	November - January 2021	Teachers planning folders Children's reading comprehension books	Children read widely which supports good progress in reading and writing outcomes for pupils
<u>Actions/ Evidence</u> 1. JH running staff weekly staff meeting CPD for phonics - staff meeting minutes evidence 20/10/20 JH running support staff training - JH to add dates and links to where the training materials are. 2. Phonics teaching started on the WB 21/9/20 on the first day that the third group of children started					

1/9/20 Not able to carry out home visits in the summer term due to Covid.
 14/9/20 - Phonics videos uploaded daily in YR by teachers - evidence ClassDojo
 7/9/20 + 14/9/20 - JH feedback to SF 14/9/20 - evidence feedback

3. JH has continued to scoop any books up and label them as they are returned to school - making sure that all books in school are labelled.

4. AD is now more than 28 wks pregnant and is using time when children come into school to continue to code books in the library and classrooms so that all KS2 books have AR codes. She will do this when the corridors are busy and she is not able to listen to 1:1 readers.

5. Writing curriculum is in place. HA and LP spent time on 11/12/20 pulling together reading comprehensions linked to the themes. Non found that link to science. There are enough that link to themes for one per week.

Priority 2- Raising standards in writing across the curriculum

	Objective/ Key outcome	Actions	Timescale /Owner	Monitoring evidence	Impact
1	Children have meaningful opportunities to write across the curriculum	Curriculum maps which set out what is taught and where are shared with teachers. SLT review planning to ensure quality differentiated writing opportunities for all children	July 2020 LP September 2020	Curriculum maps Feedback to planning	Children have the opportunity to write at length in different areas of the curriculum
2	Genre overview and text progression document ensures that teachers teach key grammar related to the text type	LP/HA to create a grammar overview for the whole school. LP/HA to create a progression document for each year group		Genre overview Genre Progression document, fiction, non-fiction and poetry	Children will not revisit the same text type repeatedly at the same level. Teachers will spend more time teaching the specific

		LP/HA to map out grammar to be taught during each genre.		complete for non-fiction Grammar progression document. complete for grammar - non fiction	grammar linked to the genre. Children will have a greater understanding of how to use the relevant grammar
3	Where possible the genre will support learning of other areas of the curriculum	LP/HA to use the curriculum map to make best use of the different genres	July 2020 LP	Curriculum map Complete	Text types support learning in other curriculum areas.
4	Children will have an individualised writing target to support their next steps in writing.	Staff to ensure all children have an appropriate writing target by 25.9.20. LP to monitor use of writing targets and ensure teachers are updating them at least once per term (based on 6 terms per year).	25.9.20 Term 2 Term 3 Term 4 Term 5 Term 6	Percentage of children who had a target by date.	Children will have targets which are achievable and enable them to make progress.
<p><u>Actions/ Evidence</u> See writing action plan for finer detail.</p> <p>1) 1/7/20 LP has shared curriculum maps with teaching staff 30/9/20 HA has shared curriculum maps with governors - this will be evidenced in the governors meeting 7/10/20</p> <p>2) 1/7/20 and 22/9/20 Genre overview was shared with staff to show how writing genres are mapped out over the year and how they can create a similar overview for the objectives in their subject. 1/7/20 text progression documents were shared with staff so they have a clear understanding of the text features to teach within a unit for their year group and which grammar objectives to cover. Evidence - conversation with staff shows that they have had these documents. Documents were shared with staff. 3/11/20 The progression for poetry is now completed in draft form ahead of being shared (19/10/20, 20/10,20, 21/10,20)</p>					

3) Where is our evidence for this?

4) What did the book look show in T1?

Priority 3 Curriculum Developing the recovery curriculum Developing a curriculum evidencing progression					
	Key outcome	Actions	Timescale /Owner	Monitoring evidence	Impact
1	The curriculum is mapped out showing the curriculum journey for each year group	<p>LP to map out what each cohort group has covered during their time at Hillview (theme journey)</p> <p>LP to produce curriculum maps for this year and next year to enable the un pairing of year groups</p>	<p>May - July 2020 LP</p> <p>July 2020 LP</p>	<p>Curriculum maps prior to 2020 completed</p> <p>Completed theme journeys per cohort completed</p> <p>Curriculum maps for 2020-2021 and 2021-2022 completed - drafted dates need adding</p>	<p>SLT know what each year group have been taught and when.</p> <p>Teachers know which objectives to cover in each them</p> <p>It is clear what is being covered this year and what will happen next year.</p>
2	Theme webs reflect what is on the curriculum map	SLT to check Theme webs prior to publishing to ensure that it is a true reflection of the theme web.	August 2020 HA/ JH/ LP	Curriculum theme webs on the website. Annotated theme webs on google drive	Parents and pupils will be able to see what is being covered each term.

			Term 1 and 2 only	completed	
3	Knowledge overviews provide parents and pupils with key information covered in each topic.	<p>Subject leads to share their action plans in staff meeting</p> <p>Review current purpose of current theme webs with teachers</p> <p>Review a range of Knowledge Overviews from other schools</p> <p>Subject leads to map out the curriculum showing where objectives have been covered.</p> <p>In teams create knowledge overviews for the spring themes</p> <p>Get feedback from parents and children about knowledge overviews</p>	January 2020	<p>Subject leader action plans</p> <p>Staff meeting minutes</p> <p>Examples of knowledge overviews from other schools</p> <p>Subject leader coverage grids</p> <p>Knowledge organisers</p>	Parents and children can have more meaningful conversations about what is being learnt at school. Parents can support their child to learn key information.
4	The recovery curriculum takes into account children's mental health	<p>School website has as statement reflecting how the school is meeting the needs of the children in the 'Recovery curriculum'</p> <p>Children have timetabled time in class to talk about their experiences.</p> <p>SLT to create and carry out a pupils questionnaire to emotionally baseline how children return to school.</p>	<p>HA October 23/10/2020</p> <p>1/9/20</p> <p>HA/LP 16/10/2020</p>	<p>Website</p> <p>Timetables Complete</p> <p>Results from questionnaire Complete</p>	<p>All stakeholders will have a clear understanding of the school's position on 'Recovery Curriculum'</p> <p>Class teachers have a better understanding of the children's experiences</p> <p>SLT will have a better understanding of whole school trends and or trends for specific groups.</p>

		Additional pastoral time is targeted to children who are struggling to transition back to school after having a break	HA/LT termly	Repeat questionnaire in T3	Children who have struggled to come back to school calmly have emotional support to help them regulate.
		CPD for SLT enables leaders to reflect on what is in place at school to support children and what other measures/ steps could be taken	HA / SLT 3 times	Pastoral timetable	Decisions made about the curriculum will be made using current understanding about the needs of children based on research
				Notes taken during meeting	

Actions/ evidence

1. Curriculum maps shared with staff 1/7/20 with governors prior to FGB on 7/10/20
Cohort theme journeys are completed 17/6/20 (HPS curriculum redesign)
2021-2022 curriculum maps written but subject to changes identified this year. Spelling overviews will need to be adapted (dates changed) as a result of the new year (HPS curriculum redesign / HPS spelling lists folder)
2. Theme webs were checked prior publishing, changes were made by teachers and theme webs have been published to parents and are on the website. 7.10.20 - HA and LP looked at website to check and they were not visible. This was addressed so that they were published.
3. From spring term, knowledge overviews will take the place of theme webs. These provide parents/carers with an overview of the key facts to be covered in the theme (including vocabulary, dates, people/places, etc.) Staff meetings during term 2 will focus on creating knowledge overviews as a staff team for the spring term. Evidence - staff meeting minutes from term 2 and completed knowledge overviews.
Staff meeting on 10/11/20 staff started to create knowledge overviews for the Spring themes. Progress on these was shared with SLT at the end of the staff meeting - this will continue next week.
4. Timetables were created prior to the September start back including time to talk. (Class timetables 2020-2021)

Pupil questionnaire created 6/10/20

Children completed return to school questionnaires. The results tell us that Y6 children are worried about SATs. Since returning to school the children are significantly less worried. We will monitor this again in the Spring term.

Return to School Pupil Questionnaire Results - October 2020

Learnin g set	Whole school			SEN			PP			Both		
	Too much ☹️	Just right 😊	Too little 😞	Too much ☹️	Just right 😊	Too little 😞	Too much ☹️	Just right 😊	Too little 😞	Too much ☹️	Just right 😊	Too little 😞
Whole school	45.4%	46.2%	8.4%	64.4%	24.8%	10.8%	62.5%	25%	12.5%	66.7%	0%	33.3%

Before returning	Whole school			SEN			PP			Both		
	No worries 😊	A few worries 😞	Very worried ☹️	No worries 😊	A few worries 😞	Very worried ☹️	No worries 😊	A few worries 😞	Very worried ☹️	No worries 😊	A few worries 😞	Very worried ☹️
Whole school	30.6%	51.2%	18.2%	24%	56.9%	19.1%	46.9%	40.6%	12.5%	83.3%	16.7%	0%

After return	Whole school			SEN			PP			Both		
	No worries 😊	A few worries 😞	Very worried ☹️	No worries 😊	A few worries 😞	Very worried ☹️	No worries 😊	A few worries 😞	Very worried ☹️	No worries 😊	A few worries 😞	Very worried ☹️
Whole school	68%	27%	5%	68%	22%	10%	78 %	19%	3%	100%	0%	0%

HA attended Jen Edwards Recovery Curriculum session 'July' 2020 through GSP

HA and LP attend LA session 'Loss and its impact on learning' Barry Carpenter (Curriculum Redesign Folder, Recovery Curriculum)

(HA to ask LT to add the Pastoral timetable to the folder of evidence for this - Term 1's intervention timetable and the new one in preparation for term 2. This will need to be anonymised.)
 HA and LP attended LA session 'Frail, fragile and fragmented: reigniting learning in children' Barry Carpenter 3/11/20

Priority 4: Early years - impactful interactions					
	Objective/Key outcome	Actions	Timescale /Owner	Monitoring evidence	Impact
1	Interactions with children support the learning to move on.	Training for TAs in HEY, YR, Y1, Y2 and 1:1 EHCPs around impactful interactions.	Twilight October 2020 JH	Drop in's CDP	9/10 times when adults interact with children they consolidate or move learning on. Children's learning is moved on in the moment.
2	Routines establish good habits by learners	Timetables set up so that all staff know what is happening and when	SW September 2020 JH/TT September 2020	Timetables displayed in Kitchen/ store room door Observations by HA/ JH	The routine will be known and predictable for children and adults. Adults will have high expectations of children and children will know what adults expect of them.
3	Environments are left tidy and organised ready for the next session.	HA to speak to staff in HEY, YR, Y1, Y2 about how they leave their learning environments, including reading books and the message that this gives the children.	September 2020 HA	Weekly drop in's between am and pm sessions Drop in's as sessions end	Learning environments are purposeful and looked after. Children are supported to put things back where they belong.
Actions/Evidence 3. 01/9/20 Vocabulary words to be displayed in water and music areas of continuous provision to support questioning.					

16/10/20 Following a health and safety walk around with our Governor SN, HA met with SW to review the HEY provision - there is less clutter in the setting.

Priority 5: Behaviour : Behaviour management results in positive outcomes

	Objective/Key outcome	Actions	Times cale /Owner	Monitoring evidence	Impact
1	Review behaviour Policy	Look at other behaviour policies - focus on clarity is regarding actions for poor choices Identify what makes the policy robust	October 2020 HA	Examples of behaviour policies from other settings. Strengths and weaknesses of these policies identified.	HA will have clear examples of behaviour policies which work and can be used robustly.
2	The school has a clear behaviour policy which reflect the practice at the school	HA to write new behaviour policy HA to consult stake holders regarding the policy. HA to publish updated policy	November 2020 December 2020 January 2020	Draft behaviour policy Letter to stakeholders New policy on website	Behaviour will be managed in a consistent way. The behaviour policy supports this and is clear to all stakeholders.
3	A clear pathway is published demonstrating all of the available support on offer to support good behaviour.	HA to work with LT and JH to ensure that a list is made of all possible supports that could be tried for a pupil who is struggling to make good choices. When a strategy is tried to support better choices it is recorded on the provision map.	October 2020 January 2020		It will be clear to all parties what has been tried and what has not been tried to support good behaviour. Children and adults will know where they are on the behaviour journey.

		Review what support has been put in place for the most challenging children. Identify gaps in the provision map and review what strategy can be tried next. Publish the provision map to stakeholders for feedback		Behaviour pathway provision map published to all stakeholders.	
4	Restorative practice supports adults to support children to make better choices	SLT to take part in training so that there is joined up thinking when introducing restorative practice approach across the school. HA to agree a date with the RP team for them to come in a train the staff.	Nov 2020 TBC	Notes from RP training Leadership minutes showing actions	Children and adults will put it right when they have made a poor choice. Behaviours

Actions/ Evidence

4. 2/11/20 HA, LP, LT and JH attended a 'Restorative Circles' meeting held through the GSP. Actions from this training will be agreed at the next SLT meeting.

Lunchtime meeting was held 11/11/20 to discuss how to support good behaviour at lunchtimes.

Hillview Primary School and Early Years Premises

<i>Area</i>	<i>Issues</i>	<i>Priority(high, medium, low)</i>	<i>cost</i>
<i>Windows YR/Haven</i>	<i>not retaining heat</i>	<i>M</i>	<i>£20,000</i>
<i>Windows Hall</i>	<i>not retaining heat - cracked</i>	<i>M</i>	<i>£20,000</i>

<i>Hall floor</i>		<i>L</i>	<i>?</i>
<i>Roof leaks in office and store room off hall</i>	<i>drains blocked with leaves - needs regular unblocking</i>	<i>L</i>	<i>?</i>
<i>School electrics are old and need replacing</i>	<i>Lightening is dated and lights are constantly needing changing</i>	<i>L</i>	
<i>Carpets</i>	<i>worn</i>	<i>L</i>	<i>?</i>
<i>Classroom tables</i>	<i>wobbly</i>	<i>M</i>	<i>?</i>
<i>Classroom chairs</i>	<i>tired</i>	<i>L</i>	<i>?</i>
<i>Painting rooms</i>	<i>staff room, Learning Cafe, head's office all in need of painting. Colour makes the rooms feel dated and dark</i>	<i>M</i>	<i>?</i>
<i>Interactive screen in YR</i>	<i>Currently using hall screen</i>	<i>M</i>	<i>£2,000</i>
<i>Playground</i>	<i>KS2 playground floods, KS1 playground uneven surface - collects puddles</i>	<i>L</i>	<i>£23,000 £25,000</i>
<i>Outside areas</i>	<i>New flags are needed for shelter at the front of the school. They provide shelter from the sun in the summer.</i>	<i>M</i>	<i>£1,000</i>
<i>Car park</i>	<i>needs extending / floods</i>	<i>L</i>	
<i>Boiler room</i>	<i>floods needs a window replacing</i>	<i>L M</i>	
<i>HEY exterior building</i>	<i>Falling off</i>	<i>H</i>	<i>£15,000</i>

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