



# **SCHOOL DEVELOPMENT PLANNING**

**2019- 2020**

**Spring 2020 Review**

## **GOLDEN HILL'S MISSION STATEMENT**

- At Golden Hill (Short stay) School, we develop the potential of each and every child, empowering them and giving them the confidence to play a positive role in society as responsible citizens. We aim high and believe we can succeed. We work as a Team to ensure the very best outcomes for our children.

## **OUR SCHOOL VISION**

- To provide a nurturing yet challenging learning environment which empowers our children to be ambitious and excel in their learning.
- To ensure our curriculum is broad, balanced, relevant and accessible for our children.
- To teach our children the core values of tolerance and respect for individual differences, abilities, needs and beliefs.
- To equip our children and families with the knowledge, skills, independence and resilience to face future challenges.
- To foster positive working relationships with parents, mainstream schools, multi-agency professionals and our local communities.

## **OUR SCHOOL PRIORITIES FOR 2019 2020**

### **AREA 1**

Quality of Education: To raise standards and embed strong teaching in English and Mathematics across the school.

### **AREA 2**

Quality of Education: To review and amend our School Curriculum to ensure it is robust, coherent and engaging and promotes the best possible learning outcomes for our pupils.

### **AREA 3**

Leadership and Management: To develop strategic Subject Leadership of English, Maths, Science, PSHE and Computing in order to ensure the best learning outcomes for pupils.

## GOLDEN HILL'S PUPIL POPULATION

This SIP is written to support the academic, social, emotional and mental health needs of our varied pupil population. It is written at a time of significant educational financial constraint and against a backdrop of increasing social and economic deprivation for our pupils.

There are 3 distinct cohorts of pupils who will attend GH during the academic year 2019-2020:-

- Permanently excluded pupils- places commissioned directly by LCC:-
- Referral Pupils- places commissioned by mainstream schools for a 12 week intense period of behaviour intervention
- SEND pupils with Final EHC Plans- whose placements are commissioned directly by the South Central SEND team.

Each of the three cohorts provide differing challenges for our school.

### **Permanently excluded pupils:-**

- Permanently excluded pupils: Currently during the autumn term 2019, 11 pupils have been permanently excluded. This puts permanent exclusion rates in the south central area of Lancashire at the rate of 1 per week- 11 in 12 weeks. It is expected that the current cohort of 29 permanently excluded pupils will increase significantly during the 2019-2020 academic year.
- Permanently excluded pupils are arriving at GH with little or no SEN work having been completed- no EP involvement but a long history of extreme disaffection with education, very limited attendance in school, a history of frequent fixed term and “grey” exclusions and in many cases with significant learning difficulties.
- These pupils are often hostile to adults and in whom they have a lack of trust. They frequently demonstrate extremely low self-esteem and are on high alert throughout the day leading to high levels of stress and anxiety and associated volatility and aggression towards others.
- Parents/ carers/ guardians are often at their lowest points when these pupils are permanently excluded having experienced- often years of school difficulties with their child. Often these parents are disillusioned with formal education and dubious about the impact GH will have on their children. These parents are often very frustrated and their family life is quite literally turned upside down in regard to domestic arrangements, responsibilities for other children getting to and from school and their own work commitments.

### **Referral Pupils:-**

- Referral pupils are admitted to GH for a 12-week period of intense intervention focused on developing an increased engagement with learning; improving school attendance and developing self-moderating behaviours and enhanced social skills.
- Referral pupils with have already worked with members of the school's intervention team (GHIST) in their mainstream school.
- These pupils are always at critical risk of permanent exclusion.

- GH staff need to establish positive, trusting relationships with these pupils quickly in order to reengage them with learning.
- To work towards the targets identified in the referral request for a school placement, to monitor impact and report on progress to mainstream schools.
- To support mainstream colleagues in managing, teaching and supporting these pupils- by demonstrating teaching and interaction in the classroom, professional discussions with mainstream colleagues and well planned, thoughtful reintegration programmes back to mainstream school.
- The very short time these pupils spend at GH means their placement are intense with a very fast moving focus.
- Often these pupils respond so well to GH they are reluctant to return to mainstream school and GH's focus must be on retaining positive links with mainstream schools and encouraging these pupils to still feel part of their mainstream school and positive about reintegrating to their school after the placement.

#### **SEND Pupils:-**

- Currently there are 19 pupils with Final EHC Plans attending GH.
- 11 pupils have final plans for Special School provision and are awaiting SEND placement
- 8 pupils have final plans for Mainstream School provision and are awaiting SEND's identification of an appropriate mainstream school for them to reintegrate to.
- 4 of pupils are in Statutory Integrated Assessment (SIA)
- The parents of 2 pupils are in dispute with SEND decisions and are awaiting Mediation or Tribunal involvement.
- SEND pupils are always pupils who have attended GH during SIA.
- GH staff know these pupils well and have a wealth of understanding about the academic, social, emotional and mental health needs.
- These pupils, on average attend GH for 3 terms. This presents its own challenge in that these pupils become over familiar with our school systems and can try to push the boundaries.
- Provision for these pupils must focus on challenging and extending their academic learning and social, emotional development; ensuring their Annual and Transition EHC Plan reviews and use the range of professionals involved- SEND, EPs and Therapists and Parents/ guardians to ensure the pupils progress is monitored against the pupil's EHC Plan objectives.

## MONITORING THE IMPACT OF SCHOOL IMPROVEMENT ACROSS THE SCHOOL

A Termly Monitoring Report on the progress of the School Improvement Plan is presented to Members each term at the Standards and Effectiveness Sub-Committee Meeting and the Full Members meeting.

Termly Monitoring and Evaluation of Impact	Area	Staff responsible
Autumn 2019, Spring and Summer Term 2020 Impact Review	Quality of Education: To raise standards and embed strong teaching in English and Mathematics across the school	Allison Collinge
Autumn 2019, Spring and Summer Term 2020 Impact Review	Quality of Education: To review and develop our School Curriculum to ensure it is robust, coherent, engaging and promotes the best possible learning outcomes for our pupils	Sarah Barrett
Autumn 2019, Spring and Summer Term 2020 Impact Review	Leadership and Management: - To develop strategic Subject Leadership of English, Maths, Science, PSHE and Computing in order to ensure the best learning outcomes for pupils.	Allison Collinge

## School Improvement Plan 2019-2020

<b>Area 1: Quality of Education</b> To raise standards and embed strong teaching in English and Mathematics across the school	
<b>Target</b>	Teaching and learning in English and Mathematics to be consistently good or outstanding across the school.

Current situation/ Achievements/ Strengths	Areas of Development/ Required Changes
<ul style="list-style-type: none"> <li>Golden Hill's teaching standards were graded outstanding in the most recent OFSTED inspection – May 2017. The teaching structure within school has remained the same meaning there is an extremely good, well-established staff at GH.</li> <li>The SLT are enthusiastic to maintain and extend the standards of teaching and learning across school. The SLT are experienced and understand the principles of good/ outstanding teaching, learning and progress within a short stay school environment.</li> <li>Teachers and Teaching Assistants are enthusiastic about teaching and learning and are committed to delivering the best education for pupils.</li> <li>All Teachers and 4 out of 5 Teaching Assistants at GH are teaching the same year groups as for the last 2 years. 1 TA has started supporting in Y1 this year.</li> <li>Pupils at GH are making good progress from their starting points at entry to GH.</li> </ul>	<ul style="list-style-type: none"> <li>It is important to continually reflect on the teaching standards at GH and not to become complacent.</li> <li>The teaching staff at GH have on average taught at GH for 12 years. This is a strength but also a challenge in regards to ensuring the taught curriculum in English and Maths reflects excellent practice in mainstream schools; the development in subject pedagogy and embracing new learning resources.</li> <li>The cohort of pupils arriving at GH continue to become more diverse and challenging- for example there are 46 pupils at GH: 9 pupils have ASC and 9 ADHD</li> <li>80% of pupils have specific difficulties in English</li> <li>74% of pupils have specific difficulties in Maths.</li> <li>We will review our English and Maths schemes of work to ensure we teach focused skills based learning, which plugs the gaps in pupils' understanding, develops good foundations in these subjects and allows pupils to accelerate their progress. We will trial, review and implement intervention programmes in both English and Maths to support those pupils with cognitive difficulties, specific learning difficulties.</li> </ul>

Desired Impact	
<b>By the end of the Autumn Term 2019</b>	<p>All Teachers will benefit from English and Maths advisory support in regard to planning and teaching.</p> <p>All Teachers will have accessed high quality CPD support for Maths and English from both external providers and the English Subject Leader.</p> <p>Curriculum time focuses on developing coherent teaching programmes for English and Maths. <b>COMPLETED</b></p>
<b>By the end of the Spring Term 2020</b>	<p>All Teachers will have visited a mainstream setting, and observed their class year groups being taught English/ Maths</p> <p>All pupils will have a voice about their ideas on effective teaching and learning.</p> <p>All Teachers will have accessed high quality CPD support for Maths from both external providers and the Maths Subject Leader.</p> <p>Curriculum time focuses on developing intervention-teaching programmes for both English and Maths. <b>IN PART</b></p>
<b>By the end of the Summer Term 2020</b>	<p>All Teachers will have visited a mainstream setting, and observed their class year groups being taught Maths/ English</p> <p>Monitoring of provision will indicate all English and Maths teaching is good or outstanding across the school</p> <p>All pupils will make exceptional progress relative to their starting points in English and Maths.</p>



### School Improvement Plan 2019-2020

AUTUMN TERM 2019 Actions	Who is involved	Cost/Budget Heading	Time Frame	Desired Impact	Monitoring Evaluation
Review and amend the English and Maths teaching plan formats to ensure learning objectives are focused and anticipated pupil outcomes are clear	DH and FS	No cost Staff meeting	Sept 2019	Maths and English planning is sharp and focused.	New English and Maths teaching plans are in place and being used across school. <b>IMPACT:</b> Improvement in learning outcomes for pupils. SLT and SL monitoring and comparison easier.
Discuss the 4 number operations (Calculation Policy) and amend and adopt as required for GH	All staff	No cost Staff meeting	Sept 2019	All staff implement GH's agreed calculation policy across school	Lancs Calculation policy reviewed and amended for Golden Hill. <b>IMPACT:</b> Staff now teach calculation policies consistency across the school.
Utilise English Consultant time to ensure all Teachers understand the teaching sequence, progress led planning.	All staff	£600	Sept 2019	Staff feel confident in planning effective teaching sequences ensuring coverage and depth.	English Advisor spent time with each Class teacher looking at their projected English coverage for one-half term. She supported teachers in ensure good linkage between Learning objectives and teaching activities; also supported teachers in deciding how to plan for such a wide stretch of pupil abilities/rapid turnover of pupils. <b>IMPACT:</b> All teachers felt they benefitted significantly from the Advisor's input. Teachers weekly planning shows clear links between LO and teaching activities; dedicated handwriting sessions and greater emphasis on making sure the source materials match the teacher's LO.
Utilise Maths Advisor time to ensure all Teachers' Maths understand the teaching sequence and progress led planning.	All Teaching staff	£150	Oct 2019	Teachers feel confident that Maths planning is smart and targeted to ensure excellent outcomes for pupils.	Andrew Taylor (LCC Maths Advisor) spent 0.5 day supporting the KS1 teacher looking at Early Years Maths planning. <b>IMPACT:</b> KS1 Teacher developing Mastery for Maths approach at KS1

Maths Advisor to support the new Maths Subject leader to complete observations of maths teaching across the school.	FS	£150	Oct 2019	The new Maths Subject Leader feels confident at completing maths lesson observations and giving effective feedback to colleagues to improve teaching and learning.	Andrew Taylor (LCC Maths Advisor) has spent 1 day supporting the new subject leader to complete 1 x KS1 and 1 X KS2 lesson observation. <b>IMPACT:</b> New Maths Subject leader judgements on assessing Maths teacher are quality assured.
Review and compare maths progression and coverage for the Lancashire and Abacus Scheme of work.	FS	No cost	Sept 2019	School ensures the Abacus maths scheme is robust and provides good coverage.	Although the Abacus follows a similar coverage to the Lancs scheme, it becomes quite abstract quickly. Subject leader has looked at Maths No Problem as an alternative but this is very expensive. All teachers have agreed to use the Lancs scheme and supplement with additional resources as required. <b>IMPACT:</b> Improved maths teaching programmes for KS1 and KS2.
English Subject Leader to deliver teacher training focused on structuring sharp lesson objectives for lesson planning and programmes of work for mixed ability groups.	DH	No cost Staff meeting	Dec 2019	English lesson planning is focused, engaging and pacy. Learning is engaging for pupils with the use of innovative and well-pitched resources	English Subject Leader has led a Curriculum meeting (02.12.2019) focused on weekly planning supporting teachers to carefully identify learning objectives and how to translate them into targeted teaching activities for mixed ability groups. <b>IMPACT:</b> English medium term plans for Spring 1, 2020 are in place for both KS1 and KS2.

SPRING TERM 2020 Actions	Who is involved	Cost/Budget Heading	Time Frame	Desired Impact	Update/ Evaluation
Review and update the Math's Policy to reflect curriculum changes and clarify the use of Maths interventions and assessments	FS	SL time	March 2020	Maths Policy reflects the current practise in school.	Fran S has completed the Maths policy This will be reviewed by staff in the summer term and presented to Governors for agreement <b>IMPACT:</b> School consistency for maths teaching and assessment.
English and Maths SLs compile a list of the Wave 2/3 intervention programmes for English and Maths available in school, resource audit and effectiveness of these interventions	All Teachers	None	By Easter-April 2020	Teachers are clear on the effectiveness of Wave 2/3 intervention programmes and the protocols for assessing and accessing these interventions for pupils.	Not completed due to school lockdown
Pupil voice questionnaires to be carried out in regard to teaching, learning and progress	AC	Time	April 2020	Pupils report positively on teaching and learning and make further recommendations to improve their learning experiences.	Not completed due to school lockdown
Ensure ambitious target setting for all pupils; include the least and most able using pupil assessment information.	SLT and staff	No cost Staff meeting	Dec 2019	Pupils' rate of achievement is maximised with pupils attaining their targets.	Not completed due to school lockdown

### School Improvement Plan 2019-2020

SUMMER TERM 2020 Actions	Who is involved	Cost/Budget Heading	Time Frame	Desired Impact	Update/ Evaluation
Review and amend the following Teaching policies:- Curriculum Intent Teaching and Learning Marking and Presentation	AC/ SB	No cost Staff meeting		All policies are embedded into the School's approach to teaching and learning. All policies are available to OFSTED, Parents and Members.	Sarah and Linda to complete these three policies during the School lockdown period.
Review and update English Policy to reflect the changes in curriculum coverage and teaching practise.	DH	SL time			Dave H completing during School lockdown period
Ensure all Teachers have an opportunity to observe teaching of Maths and English in a mainstream school setting	All Teachers	None	By July 2020	Teachers are refreshed in their understanding of mainstream standards, pace of lessons and outcomes for pupils.	Not possible during school lockdown
Audit TA's confidence and familiarity with teaching English and maths in their mixed ability classes. Provide training and support to TAs as required on English and Maths intervention programmes.	AC/ FS	No cost Staff meeting	June 2020	TA's feel upskilled in teaching maths and English and supporting pupils requiring English or maths interventions.	During School lockdown Dave H and Fran S to gather information on TA's confidence in teaching Eng and Maths in mixed ability settings.
Provision mapping to identify pupils who would benefit from Wave 2 and 3 interventions established via Pupil Progress Meetings	AC /SB and CT	SLT	May 2020	Pupils identified to receive English and Maths Wave 2 and 3 interventions. Pupil access these interventions. Pupil progress accelerates in identified area	No Pupil Progress meetings held due to School lockdown

## School Improvement Plan 2019-2020

### Area 2

**Quality of Education:** To review and develop our School curriculum to ensure it is robust, coherent and engaging and promotes the best possible learning outcomes for our pupils.

**Target**

To ensure our Curriculum has clear intent and focused implementation, which ensures the maximum impact for our pupils' achievements.

Achievements/ Strengths	Areas of Development/ Required Changes
<ul style="list-style-type: none"> <li>• Golden Hill was graded outstanding in the most recent OFSTED inspection – May 2017. The curriculum was judged to be highly effective at the meeting the needs of our pupils.</li> <li>• Our teaching staff remains the same as at the May 2017 OFSTED inspection. There is a wide breadth of teaching strength and subject knowledge.</li> <li>• The School curriculum includes a strong emphasis on English, Maths and PSHE. Curriculum time priorities these areas and staff are committed to developing pupils' skills in these areas.</li> <li>• PSHE is a strength of the curriculum and is taught both discretely and explicitly throughout the school day.</li> <li>• Staff have focused on developing the Science curriculum and extending science resources and pupil engagement with primary science over recent years attaining the Bronze Award for Science in 2017.</li> </ul>	<ul style="list-style-type: none"> <li>• The needs of our pupils are ever changing and an increasing number of our pupils are presenting with significant levels of learning needs, disengagement with learning and mental health needs such as ASD and ADHD. Our curriculum needs to reflect our pupils' needs to continual evolve to meet these learning challenges, re:engage our pupils and develop curriculum accessible and relevant to all our learners.</li> <li>• Our school budget is very tight so the use of resources and equipment must be carefully matched to the curriculum in order to make best use of school funds.</li> <li>• We want to imbed the new Statutory PSHE programme within the curriculum prior to implementation in the autumn term 2020.</li> <li>• Computing is a curriculum area that needs shaping and developing to ensure a breadth of coverage for all pupils. This will include staff training.</li> <li>• The foundation curriculum needs developing in order to offer a greater range of learning opportunities for pupils. As time within the school day is always tight Subject leaders for the foundation curriculum need to consider how to make the maximum impact in the time allocated to their subjects. This will focus on developing pupils' skills in these subject areas.</li> </ul>

Desired Impact	
<b>By the end of the Autumn Term 2019</b>	<ul style="list-style-type: none"> <li>➤ The School's Mission statement will be redefined. <b>COMPLETED</b></li> <li>➤ The curriculum timetable will be reviewed, amended and published. Copies of timetables to AC termly <b>COMPLETED TERMLY</b></li> <li>➤ The English and maths curriculum map and schemes of work will be reviewed, amended and strengthened.</li> <li>➤ The whole school curriculum planner is agreed with clearly identified key events, visits and visitors. <b>COMPLETED</b></li> <li>➤ The curriculum offer will be agreed and shared with staff. <b>COMPLETED</b></li> <li>➤ These documents will be published and available on the school's website for Parents and Members to review. <b>COMPLETED</b></li> </ul>
<b>By the end of the Spring Term 2020</b>	<ul style="list-style-type: none"> <li>➤ The Science and PSHE curriculum map and schemes of work will be reviewed, amended and strengthened. These documents will be published and available on the school's website for Parents and Members to review. <b>COMPLETED</b></li> <li>➤ The Class termly overviews will ensure a broad and balanced curriculum. (AC &amp; SB to check prior to being published online) <b>COMPLETED</b></li> <li>➤ 'Learning Adventures' (Knowledge builders) will be trialled for Hinduism and Christianity, reviewed at the end of the topic and shared with staff. <b>COMPLETED</b></li> <li>➤ The whole school values will be embedded further through the introduction of the bucket of happiness. <b>COMPLETED</b></li> <li>➤ The values plans will clearly show the focus and progression across both key stages.</li> </ul>
<b>By the end of the Summer Term 2020</b>	<ul style="list-style-type: none"> <li>➤ The Curriculum Intent Policy and RE Intent statement will be written, agreed and shared with staff. (these will then be published online)</li> <li>➤ The Foundation subjects (History and Geography) curriculum intent, 'learning adventures' will be produced. These documents will be published and available on the school's website for Parents and Members to review.</li> <li>➤ Pupils' voice will be developed through the introduction of key groups:- digital leaders, Science Ambassadors and Eco Warriors.</li> <li>➤ Our 'school timeline' will be developed and promoted to celebrate the achievements and experiences of all the pupils who attend Golden Hill throughout the year.</li> </ul>

AUTUMN TERM 2019 Actions	Who is involved	Cost/Budget Heading	Time Frame	Desired Impact	Update/ Evaluation
Write a mission statement to reflect the core values and ethos of Golden Hill Short Stay School	AC All staff	Staff meeting time	September 2019	Golden Hill's mission statement is embedded into our curriculum.	Completed <b>IMPACT:</b> A clear direction and ethos for school is re-established, which better reflects the current environment and focus of Golden Hill.
Review the whole school curriculum planner for foundation subjects, themed days/ weeks/ charity events and trips and visits: 2019-2020	All staff and SB	Staff meeting time	September 2019	Children will be taught at least 2 foundation subjects during their placement at Golden Hill. Events such as the ASD themed day; the Christmas Nativity are scheduled so that teachers can plan teaching time effectively without late additions to the calendar. Our curriculum addresses the specific learning, social, emotional and mental health needs of our pupils.	Whole school curriculum planner reviewed. Whole school SMSC calendar has been developed. <b>IMPACT:</b> Curriculum events are strategically balanced across the year to ensure on-going interest and engagement
Define our school choices through our curriculum offer to ensure the curriculum reflects the needs of our children.	AC & SB	SLT	September 2019	Children will be provided with experiences and back ground knowledge that will equip them to enhance in their education, future careers and social development.	Curriculum offer has been completed and will be reviewed termly

SPRING TERM 2 2020 Actions	Who is involved	Cost/Budget Heading	Time Frame	Desired Impact	Update/ Evaluation
Define our English and Maths curriculum to ensure a clear overview of what knowledge, skills and understanding are being taught in our long-term plan.	All staff -led by DH and FS	Directed and Non-directed time	25.02.2020	Knowledge, skills and understanding are put at the forefront of the English and maths curriculum.	English and Maths Policies to be completed by 25.02.2020  All other English and Maths actions to be completed by 03.03. 2020 ready for the Full Members Committee.
Ensure our English and Maths curriculum aligns with our vision statement for our school and pupils including our contextual position as a school and the community we provide education for.	All staff -led by DH and FS	Directed and Non-directed time	Time given to English and Maths SLs on full days with AC	GH's vision statement is embedded into our curriculum. Our curriculum for English and maths addresses the specific learning needs of our pupils	
Ensure the English and Maths curriculum map is clear for each year group and subject and addresses the gaps that our pupils are likely to have.	All staff -led by DH and FS	Directed and Non-directed time	In addition: 15.01.2020: Staff meeting time to begin the audits	Our English and maths curriculum map is strategically planned to address our pupils learning needs.	
Define our school choices for programmes of work such as texts used for reading in English; which artists/ designers we will study; which history units we will teach.	All staff -led by DH and FS	Directed and Non-directed time	20.01.2020 and 27.01.2020 Curriculum meeting time	Resources and equipment for English and maths are specified and budgeted for.	
Detail the subject-specific skills such as oracy in our curriculum map for English and maths	All staff -led by DH and FS	Directed and Non-directed time		Subject specific skills are not "lost" in the curriculum map but highlighted and focused on by teachers.	
Ensure we have good breadth and balance in our English and maths curriculum and that it is ambitious enough?	All staff -led by DH and FS	Directed and Non-directed time		Our maths and English curriculum does not focus on breadth at the expense of meaningful depth, which ensures our pupils make concrete, ambitious progress.	



SPRING TERM 2 2020 Actions	Who is involved	Cost/Budget Heading	Time Frame	Desired Impact	Update/ Evaluation
Define our Science and PSHE curriculum to ensure a clear overview of what knowledge, skills and understanding are being taught in our long-term plan.	All Teachers-led by ZT, AH	Directed and Non-directed time	May 2020	Knowledge, skills and understanding are put at the forefront of our Science and PSHE curriculum.	<p>COMPLETED:</p> <p>Science and PSHE policies updated</p> <p>Science and PSHE updates given by Subject Leaders. Staff given actions to implement for each subjects (see curriculum meeting notes)</p> <p><b>IMPACT:</b> Staff able to plan clearly with new Science and PSHE focus, with support from Subject Leaders.</p> <p>Staff more confident in setting up areas within classroom.</p> <p>Science and PSHE are now providing a more bespoke, personalised learning for pupils.</p>
Ensure our Science and PSHE curriculum aligns with our vision statement for our school and pupils including our contextual position as a school and the community we provide education for.	All Teachers-led by ZT, AH	Directed and Non-directed time	May 2020	GH's vision statement is embedded into our curriculum. Our curriculum for Science and PSHE addresses the specific learning needs of our pupils	
Ensure the Science and PSHE curriculum map is clear for each year group and subject and addresses the gaps that our pupils are likely to have.	All Teachers-led by ZT, AH	Directed and Non-directed time	May 2020	Our Science and PSHE curriculum map is strategically planned to address our pupils learning needs.	
Define our school choices for programmes of work such as which scientists will be studied and how we will develop pupils' sense of tolerance of others in PSHE.	All Teachers-led by ZT, AH	Directed and Non-directed time	May 2020	Resources and equipment for Science and PSHE are specified, budgeted for, and accessible to all staff.	
Detail the subject-specific skills such as scientific investigation in our curriculum map.	All Teachers-led by ZT, AH	Directed and Non-directed time	May 2020	Subject specific skills are not "lost" in the curriculum map but highlighted and focused on by teachers.	
Ensure we have good breadth and balance in our science and PSHE and that it is ambitious enough?	All Teachers-led by ZT,	Directed and Non-directed time	May 2020	Our Science and PSHE curriculum does not focus on breadth at the expense of meaningful depth, which ensures our pupils make concrete, ambitious progress.	

Review pupils enjoyment and engagement of English and Maths	All staff and SB	Staff meeting time	July 2020	Pupils are actively involved with helping to shape and develop their curriculum. Teaching engages pupils and therefore has the greatest impact	
Ensure we have good breadth and balance in our foundation subjects and that our curriculum is ambitious enough	CT		March 2020	Class teachers will produce a Class overview for each term evidencing curriculum coverage.	Completed <b>IMPACT:</b> Pupils have access to a broad and balanced curriculum. Class teachers focus on making the curriculum stimulating and challenging.
Define our foundation curriculum to ensure a clear overview of what knowledge, skills and understanding are being taught in our long-term plan. Spring 2 -Produce a curriculum Intent statement for RE	LEK SB	Non directed time	Spring 2020	Knowledge, skills and understanding are put at the forefront of our foundation curriculum.	
Detail the subject – specific skills and progression of skills being taught for each foundation subject. Spring 2 - Create a 'learning adventure' (knowledge builder) for RE Christianity and Hinduism trial during spring 2 .	LEK SB	Non directed time	February 2020	Subject specific skills are clearly highlighted including links to reading and PSHE for all foundation subjects	Learning Adventure' produced for Christianity and Hinduism <b>IMPACT:</b>  Is there evidence of progression? Review end of spring 2 and introduce to staff before Easter Agree assessment judgements. – Will now be completed Summer due to COVID 19
To further develop and embed the the Values based education within school. <ul style="list-style-type: none"> <li>Introduce the 'bucket of happiness in daily meeting and embed the language used and expectations throughout school.</li> </ul>	LEK SB GR	Non directed time  Daily Meeting	March 2020	Values will be embedded throughout school and have clear links to the PSHE curriculum.  Staff and pupils will consistently use the language / vocabulary related to the values and bucket of happiness.	The Values bucket has been introduced. This will need to be adapted to individual classes due to COVID 19.

<ul style="list-style-type: none"> <li>• Create The Values Tree within the library area. Photographs and pupils work will be added weekly. Add photographs, pupils work and quotes.</li> <li>• Introduce ‘tip of the week.’</li> <li>• Review and produce plans for the weekly Values sessions (focussed objectives and tasks relating to age / ability)</li> </ul>			<p>May 2020</p> <p>May 2020</p> <p>Ongoing</p> <p>Completed July 2020</p>	<p>The tree will provide a focal point within school for all classes to share their thoughts, feelings and work around each value.</p> <p>The class ‘tip of the week’ will offer advice to others related to the value.</p> <p>The values planning will show progression, with clear and focused learning objectives.</p>	
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SUMMER TERM 2019 Actions	Who is involved	Cost/Budget Heading	Time Frame	Desired Impact	Update/ Evaluation
Review pupils enjoyment and engagement of the bespoke curriculum on offer at Golden Hill.	SB SM	Non directed time	Summer term 2020	Create 'our school year' timeline throughout school. The timeline will promote and evidence all the experiences the children have throughout the year. Pupils starting at Golden Hill throughout the academic year can see the previous events and the opportunities and experiences planned for the future.	
Pupils are actively involved with helping shape and develop our curriculum through the introduction of key groups:- Digital Leaders Science Ambassadors Eco Warriors  Create a 'logo' for each of these groups.	LEK ZT LEK  SB & pupils	Cover the staff whilst meeting the groups e.g. during meeting / breakfast time	Summer term 2020	Children will be given opportunities to develop ICT within school, including the pupil zone on the website (Digital Leaders) and support children might need on line, undertake science experiments and lead experiments with their peers (Science Ambassadors) and develop and lead in environmental issues within our school and community (Eco Warriors).	
Ensure our foundation curriculum aligns with our vision statement for our school and pupils including our contextual position as a school and the community we provide education for.	All Teachers	Directed and Non-directed time	July 2020	GH's vision statement is embedded into our curriculum. Our curriculum for the foundation subjects addresses the specific learning needs of our pupils	<b>Curriculum Intent policy</b> Consider <ul style="list-style-type: none"> <li>• Intent, implementation, impact</li> <li>• budget issues / develop forest schools</li> </ul> Free local experiences
Foundation Subject Leader to collate learning adventures, evidence of work in the class floor books and pupil assessment. Opportunities to have informal discussions with the pupils with pupils linked to key vocabulary and sticky knowledge taught. Does this evidence link to learning adventures? Spring 2 – RE Lead	LEK		April 2020	Agree a preformat for the foundation subject Leads feedback (previously position statements).	Next focus subjects:- History Summer 1 Geography Summer 2 Computing autumn 1 Music autumn 2 Art & DT Spring 1

<p><b>Develop the whole school website to ensure:</b></p> <ul style="list-style-type: none"> <li>• We are compliant.</li> <li>• Improve the layout to enable easily access for our parents and stakeholders.</li> <li>• Improve the aces for children via the 'kids zone'</li> </ul>	LEK SB	1 hour per week	July 2020	<p>All curriculum subjects' content is available for each class.</p> <p>Information is easily accessed on the website.</p> <p>Website is used to display and celebrate the learning and achievement of the children.</p> <p>Website provides information about whole school curriculum, events, themed days/week, trips, and clubs.</p> <p>Website allows children to access information about school life.</p>	<p>Curriculum overviews/intent/overviews added Pupil zone updated to include and explain school life e.g. bucket of happiness, School council etc.</p> <p><b>IMPACT:</b></p> <p>NB: - Website has been used initially to set home learning. From May 2020, home learning is now delivered through the google classroom platform.</p>
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**AMENDED School Improvement Plan 2019-2020**

**School Improvement Plan 2019-2020**

<b>Area 3:</b>	<b>Leadership and Management:</b>
<b>Target:</b>	<b>To develop strategic Subject Leadership of English, Maths, Science, PSHE and Computing in order to ensure the best learning outcomes for pupils.</b>

<b>Current Position/ Achievements/ Strengths</b>	<b>Areas of Development/ Required Changes</b>
<ul style="list-style-type: none"> <li>• All Subject leaders are experienced teachers</li> <li>• 2 of the 3 Core Subject Leaders (English and Science) are established Core subject leaders</li> <li>• Subject leaders already lead Curriculum meetings, complete training with staff and review schemes of work.</li> <li>• The staff ethos at Golden Hill is to support each other, ask for advice and share planning and resources.</li> <li>• Core Subject Leaders are keen to extend their leadership roles.</li> </ul>	<ul style="list-style-type: none"> <li>• One subject leader will be new to their subject area- Maths.</li> <li>• Time out of class is required for all Core Subject Leaders (CSLs) to be able to observe their colleagues teaching their subject each term, both at KS1 and KS2</li> <li>• Time at Curriculum meetings to discuss Core subject areas in greater depth.</li> <li>• Support from English and Maths Advisors to help shape the design and delivery of English and Maths in school.</li> </ul>

Desired Impact	
<b>By the end of the Autumn Term 2019</b>	<p>All Subject Leaders are clear about their roles and are developing a robust subject leadership-monitoring file.</p> <p>English and Maths subject leaders have observed teaching in both KS1 and KS2.</p> <p>An understanding of the format and breadth of Subject Deep dives. AC to gather information on Deep Dives- we have Reading/ Science and PSHE. Check and get copies to look at and discuss at SLT and staff meeting. <b>COMPLETED</b></p>
<b>By the end of the Spring Term 2020</b>	<p>Pupils' progress in the core subject areas is tracked from the Autumn 2019 to Spring term 2020.</p> <p>All Core subject leaders are developing their subject leadership electronic monitoring files. <b>COMPLETED</b></p>
<b>By the end of the Summer Term 2020</b>	<p>SLT have undertaken Deep dives in Reading</p> <p>Pupils' progress in the core subject areas is tracked from the Spring 2020 term to Summer 2020.</p> <p>Open Day for Members Committee- opportunity to sit in on classes, observe lessons and discuss with SLT.</p> <p>All subject leaders have robust electronic monitoring files.</p> <p>All SLS complete an Impact statement for their curriculum area to be shared with Members at a Curriculum afternoon meeting.</p> <p>The HT and School Adviser have undertaken Deep dive in reading. English and Maths and TLR Curriculum Lead to attend the SEC committee to feedback on curriculum developments over the year.</p>

AUTUMN TERM 2019 Actions	Who is involved	Cost/Budget Heading	Time Frame	Desired Impact	Update/ Evaluation
To review the Subject leaders Job description and person specification for English, Mathematics, Science, PSHE and Computing	AC and all Teaching staff	Staff meeting time	18.10.2019	All Teachers understand the role and responsibilities of Core Subject leadership.	Subject Leaders job descriptions reviewed and agreed. <b>IMPACT:</b> All Subject Leaders clearly aware of their role and purpose in regard to monitoring and leading their subject and seeking improved outcomes for pupils.
To review and update the School's Subject Leadership Monitoring Protocol in light of the new OFSTED Inspection schedule	AC and all Teaching staff	Staff meeting time	18.10.2019	All Teachers understand and adopt the new Subject Leadership Monitoring Protocol. SLs feel supported by SLT to do their roles effectively. Mentoring, funding, regular meetings, training and support for monitoring activities are all in place.	School's Subject Leadership Monitoring Protocol is completed. <b>IMPACT:</b>
To specify the use of Directed and non-Directed time to fulfil Core Subject leadership role	AC and all Teaching staff	Staff meeting time	31.10.2019	All Teachers understand the time available to complete their subject leadership roll and allocate directed and non-directed time to ensure tasks, assessments and monitoring are completed within allocated time frames.	Directed and non-directed time has been reviewed and a Policy is in place. <b>IMPACT:</b>
All Core Subject Leaders undertake a subject lesson observations of a KS1 and KS2 lesson at GH	AC and all Teaching staff	Directed time	18.12.2019	Core Subject Leaders have a clear picture of how their subject is taught across KS1 and KS2	English and Maths Subject leaders have observed 1 KS1 and 1 KS2 lesson and given effective feedback to colleagues <b>IMPACT:</b> Subject Leader feedback and impact forms completed. Improved outcomes for pupils.
Discussion and agreement on how to give Subject specific feedback to Teachers following Lesson observation	AC and all Teaching staff	Staff Meeting time	18.12.2019	All Maths and English Subject Leaders have practised giving Subject specific feedback to colleagues following lesson observations and recording their impact on staff development.	English and Maths Subject leaders have observed 1 KS1 and 1 KS2 lesson and given effective feedback to colleagues <b>IMPACT:</b> Subject Leader feedback and impact forms completed. Improved outcomes for pupils.



Investigation into Deep Dives in Core Subject areas- what do they involve? What information/ data is required?	AC and all Teaching staff	Staff Meeting time	18.12.2019		<p>Deep Dive information/ other school's experiences of Deep Dives through OFSTED inspections has been gathered and will be disseminated at SLT/ staff level in the summer term.</p> <p><b>IMPACT:</b> When disseminated, increased staff awareness of the breadth and depth of deep dives Which will help SL improve their Subject leadership and prepare for OFSTED deep dives.</p>

SPRING TERM 2020 Actions	Who is involved	Cost/Budget Heading	Time Frame	Desired Impact	Update/ Evaluation
Ensure SL's receive the right CPD support to develop their pedagogical understanding of their subject.	SLT and SL	£500	April 2020	SLs are upskilled and confident in regard to supporting their colleagues in developing how their subject is taught across school and in raising pupils attainments in their subject.	
Prepare for Deep Dives in Core Subject areas- gather and collate data from termly monitoring	AC and all Teaching staff	Staff Meeting time	19.03.2020	All staff aware of OFSTED's focus on Deep dives. Staff begin to think what information/ data they require to be able to do well in Deep dives into their subjects Core SLs have greater knowledge and understanding of the standards and attainments in their subject and greater confidence in facing OFSTED Deep dives in their subjects.	AC to gather info on Deep dives and discuss with SLT on 05.03.2029 and then present to staff- 11.03.2020 Discuss with E Hick on 19.03.2020 + organise the Deep Dive in the Summer term 2020. Complete Reading Deep Dive with AC/SB and DH on 24.03.2020.  <b>Not completed due to School lockdown.</b>
SL's to bid for an individual subject budget linked to their subject action plan stating budget priorities for the new financial year- 2020- 2021	SLs	Curriculum time	Feb 2020	Schools' Subject leader plans are fully costed and form an intrinsic part of the Schools' Development Plan.	Completed by all staff. <b>IMPACT:</b> More targeted spending of limited budget for 2020-2021.
SL's scrutinise teacher planning and pupils' work In order to secure evidence of standards of attainment in their subjects.	SLs	Curriculum time	March 2020	School subject pupil portfolio is established providing evidence of standards for external scrutiny and moderation. SL's support teaching colleagues to develop their knowledge and teaching impact in their subject areas.	<b>COMPLETED:-</b> ENGLISH: 20.02.2020 MATHS: 10.02.2020 SCIENCE: 25.02.2020 PSHE: 03.03.2020 COMPUTING: 12.03.2020 <b>IMPACT:-</b> SL now clear about the standards in their subject areas and able to more effectively offer professional support to colleagues about improving/ developing the teaching of the subject.

Track pupil progress from the Autumn term 2019 in each subject areas	All teaching staff	Staff Meeting time	End of Jan 2020	Subject leaders, SLT and Members are clearly informed on the standards of pupil attainment in each subject.	Built into SL's time and for English and Maths in Pupil Progress meetings: 14.01.2020: Falcons 23.01.2020: Hawks 28.01.2020: Owls 04.02.2020: Kestrels 11.02.2020: Eagles AC to then share this info with English and Maths SLs on 12.02.2020 Staff Meeting.
All Subject Leaders undertake subject lesson observations of a KS1 and KS2 lesson at GH	SLs	Directed time	03.04.2020	All Subject Leaders have a clear picture of how their subject is taught across KS1 and KS2	Wk beginning:- 23.03.2020. Arrange with Linda (Computing), Amy (PSHE( and Zaina (Science) <b>IMPACT:</b> <b>All 3 SLs feel greater confidence in understanding how their subject is being taught across school.</b>
Prepare for Deep Dives in Core Subject areas- gather and collate data from termly monitoring	AC and all Teaching staff	Staff Meeting time	April 2020	Staff have knowledge and understanding of the standards and attainments in their subject and greater confidence in facing OFSTED Deep dives in their subjects.	Feedback to all staff on the Reading Deep Dive with AC/SB and DH on 24.03.2020. Not completed due to school lockdown
English and Maths Subject Leaders present their Intent, Implementation and Impact Reviews to the Members Committee.	DH and FS	Members Committee SEC	26.02.2020	Subject leaders in English and Maths are clear about the Intent, Implementation and Impact of their subject area. Members are clearly informed on the English and Maths taught curriculum at GH.	Eng and Maths SLs present their Intent, Implementation and Impact reviews to the summer committee meeting Not completed due to school lockdown

<b>SPRING TERM 2020 Actions</b>	<b>Who is involved</b>	<b>Cost/Budget Heading</b>	<b>Time Frame</b>	<b>Desired Impact</b>	<b>Update/ Evaluation</b>
Track pupil progress from the Spring term 2020 in each subject area.	All teaching staff	Staff Meeting time	End of Jan 2020	Subject leaders, SLT and Members are clearly informed on the standards of pupil attainment in curriculum subjects.	
SL's liaise with Link Members to review the Subject Leader file	CSLs and Link Members	Members Meeting time	May 2020	Members have greater understanding of the quality of teaching, learning and pupil standards in core subjects.	
All Core Subject Leaders undertake a subject lesson observations of a KS1 and KS2 lesson at GH	CSLs	Directed time	April 2020	Core Subject Leaders have a clear picture of how their subject is taught across KS1 and KS2	
Subject Leaders produce a Pupil progress report of the standards in their subject to present to Members	SLs	Curriculum time	30.06.2020	Members are aware of the standards of attainment in their subject.	
PSHE, Computing and Science Leaders present their Intent, Implementation and Impact Reviews to the Members Committee.	DH and FS	Members Committee SEC	30.06.2020	Subject leaders in PSHE, Computing and Science are clear about the Intent, Implementation and Impact of their subject area. Members are clearly informed on the PSHE, Computing and Science taught curriculum at GH.	Staff present to the colleagues at staff meeting on 24.06.2020
Staff undertake practise Deep Dives meetings in two Subject areas (English, Maths, Science, PSHE or Computing)	AC and school Advisor	Directed Teacher time	June 2020	Staff practise responding to Deep dive interviews, which ensures they develops confidence and experience in participating in Deep Dives.	