

# *Hillstone School*



*School Improvement  
Plan*

*2020-2021*

## OUR AIMS

INSPIRE

CARE

EDUCATE

In partnerships with parents we will meet our three aims:-

1. Hillstone School aims to offer the highest standard of education and support to children of all levels, abilities and needs.
2. We will foster a caring, secure and well-disciplined learning and social environment where there is respect for everyone.
3. We will inspire children by offering a wide range of opportunities and a stimulating and fun curriculum to enable children to fulfil their full potential.



All children returned in September and we have been delighted with attendance to date. A school improvement planning day was held at the start of term. Due to restrictions, only teaching staff were able to attend, divided into two groups - teachers and teaching assistants- the day was held in separate rooms. Discussion and activities were held and the findings are below:

<u>What benefits did we find during lockdown?</u>	<u>What are the implications?'</u>
<ul style="list-style-type: none"> <li>• Effectiveness of hands-on learning</li> <li>• Smaller number of children beneficial</li> <li>• Child-led learning</li> <li>• More creative, imaginative</li> <li>• Children were problem solving more</li> <li>• More time outdoors (inc use of allotment)</li> <li>• Thinking time</li> <li>• Felt more relaxed</li> <li>• Ownership of their own equipment</li> <li>• Children became more resilient</li> <li>• Much better transition day</li> <li>• Reading and exercise everyday</li> <li>• Hygiene routines</li> <li>• Topics split in smaller weekly topics</li> <li>• 1-1 times were beneficial for speech, reading, PSED</li> <li>• Able to tailor teaching to child's level of development and next steps needed</li> <li>• Shy and vulnerable children grew in confidence</li> <li>• Pupil voice</li> <li>• Bonding with children during playtime</li> <li>• Flexible timetable and better use of time</li> <li>• Time with the children – got to know them well</li> <li>• Feedback to pupils was more effective</li> <li>• Didn't feel the need to do things in books for the sake of it – could be a discussion</li> <li>• Flexibility – schedule activities depending on weather and outdoor space.</li> <li>• Following children's needs not necessarily a curriculum</li> <li>• Positive impact on work life balance</li> <li>• Children loved making their own lunch</li> <li>• Online stories being read by staff</li> <li>• Calmer environment</li> <li>• Virtual school/Tapestry 2 way communication</li> <li>• Utilising staff expertise and passions</li> </ul>	<ul style="list-style-type: none"> <li>• Finding time in 'normal' curriculum to replicate</li> <li>• Finding enough staff</li> <li>• Children cannot miss out on catching up on core skills</li> <li>• May need to use TA's differently</li> <li>• Addressing learning plans and targets</li> <li>• How can we achieve all the desirables with all children back</li> <li>• Find the right balance – a happy classroom is not necessarily the same as one where appropriate progress is being made.</li> <li>• What is necessary? How do we avoid replication</li> <li>• Good use off assessment</li> <li>• Find time to talk to children</li> <li>• Financial implications</li> <li>• Curriculum overhaul</li> <li>• Storytime should be honoured – not skipped</li> <li>• Evidence doesn't always need sticking in books</li> <li>• Do we need to record everything on balance</li> <li>• RWI will make flexibility more difficult</li> <li>• Make outdoor learning a priority</li> <li>• SAT's are a pressure on children and staff</li> </ul>

<u>What concerns do we have for our children?</u>	<u>How can we address them?</u>
<ul style="list-style-type: none"> <li>• Children being anxious</li> <li>• Concentration</li> <li>• Tiredness</li> <li>• Loss of skills already taught – How big will the gap be?</li> <li>• Catching up on academic work</li> <li>• Can they keep up with speed of learning</li> <li>• Only 1 member of staff on doors</li> <li>• Phonics knowledge may be lost</li> <li>• Safeguarding issues due to lockdown</li> <li>• Unknown events in families</li> <li>• Health and eating habits</li> <li>• Social skills</li> <li>• Separating from parents</li> <li>• Attitudes towards learning</li> <li>• Mustn't have too much focus on English and Maths to the detriment of other subjects.</li> <li>• Pressure/stress on staff filtering down to children</li> <li>• Toilet accidents – changing children</li> <li>• Maintaining same expectations in completely different circumstances</li> <li>• Not engaging with Tapestry</li> <li>• Disadvantaged gap may have widened</li> <li>• Gap between those who worked during lockdown and those that did not.</li> <li>• Fine motor skills</li> <li>• Forgotten school persona</li> <li>• Communication and Speech</li> <li>• Attendance</li> <li>• How will we cover work if staff/bubbles have to self-isolate for two weeks</li> <li>• Hillstone Learning Powers – may no longer buy into qualities such as perseverance and resilience</li> <li>• Ensuring that teaching and learning is not solely focussed on coverage/content</li> <li>• Re-establishing class routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide reassurance</li> <li>• Encouragement</li> <li>• Patience from staff</li> <li>• Staff awareness</li> <li>• Find time to talk to children</li> <li>• Build self-esteem</li> <li>• Identify and address learning gaps as soon as possible on finding gaps</li> <li>• Ensure good communication with DSL</li> <li>• Promote school dinners and good routines</li> <li>• Small groups for identified children to support social skills</li> <li>• Exercise breaks/daily exercise</li> <li>• Review of behaviour policy</li> <li>• Get learning behaviours right before anything else.</li> <li>• Work smarter</li> <li>• Pre-tutoring</li> <li>• Encourage parental support</li> <li>• Positive attitude</li> <li>• Use of Marvellous Me</li> <li>• Hillstone Life Skills (flexibility to address issues if they arise)</li> <li>• Hillstone Learning Powers</li> <li>• Feedback and use of language when sharing feedback</li> </ul>

Senior management considered all findings, using them to form the basis of our recovery strategy.

## Context for 20-21 School Improvement Plan

In March 2020, the country went into lockdown due to the Coronavirus pandemic. From March 20th until the end of May, only children of key workers and vulnerable children attended school. On average we had 30 children attending and they were placed in bubbles with teachers operating on a rota basis. In June when year groups reception, year 1 and 6 returned alongside the key worker and vulnerable children – we had most of the teachers back in front of small bubbles sizes often as few as 7 children. Teachers delivered a curriculum that was dominated by practical outdoor lessons as much as possible.

During the lockdown period March 23<sup>rd</sup> – July 17<sup>th</sup>, the vast majority of Hillstone's 475 children were not able to attend school. Until all our children returned we were unable to assess accurately what this absence had meant to their learning. This was addressed in the first term and plans put in place to address these gaps as well as changes in their attitude and/or ability to learn. It was already firmly established that there was an academic attainment gap nationally for disadvantaged children, which additional funds through pupil premium sought to address. Over the years that gap has been closing nationally. It is highly likely that the gap will have become significantly wider. Our role therefore is to address these two issues through a Recovery Strategy. Our aim is to get children to the expected standard by the end of the year. There is no doubt it is a challenge: Squeezing one and a third years' of academic learning in to one year delivered to children who may have suffered trauma and have certainly been missing the routines, consistency and boundaries of school life.

### Principles

- To redress the effects of missing months of learning due to the Coronavirus pandemic: the vast majority of children to be at the expected standard by the end of the year.
- To narrow the attainment gap for disadvantaged children from a baseline in autumn.
- The focus for this work, particularly in the autumn term, will be on reading, writing and maths but it is important that we continue to offer a breadth to our curriculum. We will not be true to our values if we jettison all those other dimensions which we hold dear.

With these principles in mind, our ABC for School Improvement is as follows:

### **A**cademic

- Pupils attain age-related expectations in reading, writing and maths by the end of the year.

### **B**ehaviour and attitudes

- Acceptable learning behaviours and attitudes to be re-established.

### **C**reative Curriculum

- The opportunities valued by Hillstone, making up the five pillars of our curriculum: arts, sports, outdoor education, international work and food, are provided for our pupils and community.

# Academic

75% of children in each class group to be at age - expected standards by July. Reading, writing and mathematics in KS1 and KS2 and good level of development in EYFS.

Government grants have been made available as we help the children 'catch up' their learning. Funding is also available through the pupil premium grant. All of this was taken into consideration on the formulation of our School Improvement Plan.

## Catch up programmes funded by the government

There are four strands of the Government's catch up offer for which we have been accepted

- £33,000 additional funding. We will spend this on an additional teacher providing additional teaching where needed.
- Tutoring programme. This is heavily subsidised by the government. We will be using Action Tutoring who will be providing tutors for 20 of our year 6 children in the autumn term and again in the spring term. This will cost approximately £4,000
- We are entitled to two academic mentors one for English one for mathematics.
- We have also been accepted on the Early Years language programme.

## Recovery curriculum

As with the pupil premium grant, we know that the most positive impact for children can be made by quality first teaching. Therefore we intend to ensure all classes are receiving the best teaching. In order to address this challenge successfully we will need to work both harder and smarter. Senior leaders are running a series of professional development meetings looking at various aspects of pedagogy for both teachers and teaching assistants. We will have created some additional time by not having assemblies and visits but nevertheless every minute will count. Some of the aspects covered will be using assessment for learning effectively, use of effective questioning, planning backwards, flip learning, SEN, speech and language.

## Pre-Tutoring

Pre-tutoring provides an effective method of supporting students learning. Now that we are not undertaking whole class assemblies for the foreseeable future, the ten minutes during class Agents of Hope assembly could be used for pre-tutoring some children by teachers or TA's. Flip learning is also an excellent vehicle for pre-tutoring.

## Monitoring

Senior leaders will be monitoring the progress and attainment of children through, lesson observations, use of teacher mark book, data from summative assessments, and in talking to children about their work in order to assess their understanding, whilst adhering to our Covid-19 protocols

## Summative Assessments

Children will be taking termly assessment papers. A baseline from the previous year's summer paper will be taken in early September for reading and mathematics. These should be undertaken in exam conditions so that children are not overly supported. These summative assessments should reflect other assessments. If children have not achieved the expected standard on an exam paper, learning is not embedded.

Table showing the percentage of pupils reaching the expected level of attainment for all pupils and for disadvantaged pupils

Date	Sep 20		Dec 20		Mar 21		Jul 21	
Maths	All	Dis.	All	Dis.	All	Dis.	All	Dis.
Y1	/	/						
Y2	61	52						
Y3	37	36						
Y4	40	39						
Y5	51	48						
Y6	44	39						

  

Date	Sep 20		Dec 20		Mar 21		Jul21	
Read	All	Dis.	All	Dis.	All	Dis.	All	Dis.
Y1	/	/						
Y2	63	56						
Y3	40	36						
Y4	63	64						
Y5	67	64						
Y6	61	55						

  

Date	Sep 20		Dec 20		Mar 21		Jul21	
Writ TA	All	Dis.	All	Dis.	All	Dis.	All	Dis.
Y1	/	/						
Y2	/	/						
Y3	/	/						
Y4	/	/						
Y5	/	/						
Y6	/	/						

The tests results appear dramatically different from the teacher assessment given in July. This is due to:

- Test data is often lower than teacher assessment which gives a more rounded picture of a child's ability rather than a snapshot on one day.
- Teacher assessments were based on those children who were on track to be at expected levels in March.
- Children generally have a regression over the summer period and this year many may have had little or limited education for some time – even with our virtual school being so successful.
- The summer term, which the tests covered, was the term most affected by Covid-19. Some of the work would not have even been covered due to the extreme circumstances and change of curriculum.

The remaining tests will be taken at the end of each term. This school improvement plan will be a dynamic document, the results of each tests reported termly and the recovery strategy and raising attainment plans adjusted accordingly

### Remote Learning

Government expectations are that schools will have the capacity to offer “immediate remote education” should an individual, a group of pupils need to self-isolate, or if their whole premises needs to close temporarily because of a spike in cases.

Our plan is to:

- Keep the virtual school open.
- Teachers identify their learning in advance and provide links to Oak Academy, BBC or Hungry little Minds and similar sites.
- Ascertain exactly what the digital divide is and provide devices and dongles where appropriate
- Having a set of notebooks available for loan.
- Use the government access to technology programme should a bubble have to close.
- If a pupil or numbers of pupils are unable to come to school due to Covid-19 restrictions – a telephone meeting will be arranged between the class teacher and family to discuss use of the virtual school.
- If an entire ‘bubble’ were to close, the full Virtual School for the year group/s affected would re-open – with teacher led videos and children able to contact teachers through the website.

One of the additional advantages of keeping the virtual school open is that children may be able to use it as a form of pre-tutoring. We are also able to keep other links in that such as the wellbeing page which will be kept up to date.

### Raising Attainment Plans

Phase leaders have created their usual Raising Attainment Plans, which are available on the web site and have been shared with their phases. In creating these plans they have been mindful of the specific approaches that the maths and English lead have designed to be used. The principles of these are listed below. The full plans can be found as appendices

### English and Maths

English and maths leads have also created recovery plans which are attached as appendices. The principles are that the autumn term will be used to identify and address gaps in the learning for all pupils with an aim to being back on track in the spring term. This additional catch up work will be supported by the use of tutors from second half of autumn term, academic mentors and pre-tutoring.

### See appendices

- A - Raising Attainment Plans, KS2, KS1,EYFS
- B - English and Maths plans

# Behaviour & Attitudes

To ensure children return to acceptable learning behaviours and attitudes by:

Having a challenging and engaging curriculum

High expectations – made clear to all pupils

Providing support for all pupils experiencing difficulties

- Assistant Head to monitor rigorously to ensure all staff are using our existing systems consistently to reward good behaviour and deter poor behaviour.
- Agents of Hope - an assembly scheme used in each class daily. Whilst we are unable to undertake whole school assemblies we can still offer in class assemblies. Written by Andrew Moffat, who wrote the No Outsiders scheme, it covers some brilliant contemporary moral issues through news stories and picture books.
- Specialist from Behaviour Support and educational psychology Service to support children who have additional needs in terms of behaviour.
- School council to provide regular feedback to all classes through web site to ensure we have pupil voice.



# Creative Curriculum

We intend to provide all the activities and opportunities that reflect our ethos, such as trips, music, sports and clubs. In addition, initiatives were already in place that will provide perfectly timed post-Covid support for our community.

- Fit families – a government funded project that works with adults and children together to learn fitness activities.
- Clubs – All teachers and teaching assistants will deliver a 6-week lunchtime or afterschool club. In addition, we offer further clubs delivered by external providers.
- Nature friendly Schools – another funded project, this looks at the benefits to children’s wellbeing by spending more time outdoors and taking responsibility for encouraging a nature friendly environment.
- Partnership with Birmingham Repertory Theatre working with an actor to deliver drama based lessons which focus on understanding a written text. This will support reading comprehension.
- We have also employed an allotment manager for a few hours a week, which will enable a more coherent approach to the use of the allotment for children to grow food.

