

Holmleigh Primary School
School Development Plan 2023-2024

The purpose of the School Development Plan is to review and evaluate the impact of the previous year’s developments, identify key areas for school development and to outline the action to be taken in key areas.

This self-review and evaluation is part of our ongoing school development cycle. The School Development Plan runs with the academic year from September 2023-July 2024.

Governors and the School Development Plan

The monitoring of the School Development Plan is delegated to our Governing Body committees.

QUALITY OF EDUCATION					
TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	CPD
To embed and sustain recent developments in our reading provision to ensure high quality teaching and learning.	<p>Subject Leads action plan.</p> <p>Reading inspection narrative in place.</p> <p>A cycle of monitoring and feedback to teachers.</p>	<p>School data compared with local and national: evidence of substantial and sustained progress from pupils’ starting points</p> <p>End of Key Stage results improved</p>	<p>Literacy lead</p> <p>Whole school</p>	End of school year	<p>Training from Kathleen O’Connor</p> <p>TAs as Primary Leaders of reading training (HE)</p>

<p>To focus on the lowest 20% of readers and how to improve outcomes for these pupils.</p>	<p>Ensure robust systems for teaching and intervention are in place to address Early Reading needs in pupils across KS2</p> <p>Ensure provision for lowest 20% of readers is robust to support accelerated progress.</p>	<p>End of Key Stage results improved</p>	<p>Literacy Lead</p> <p>SENDCo</p> <p>Whole school</p>	<p>End of school year</p>	<p>TAs as Primary Leaders of reading training (HE)</p>
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<p>To embed and sustain recent developments in our synthetic phonics programme (Bug Club Phonics).</p>	<p>Subject Lead action plan.</p> <p>Phonics and Early reading inspection narrative in place.</p> <p>A cycle of monitoring and feedback to teachers.</p> <p>Develop systems for Year 1 and 2 phonics screening check; adjust assessment checkpoints to allow for targeted intervention and support ahead of final assessments.</p>	<p>Year 1 phonics outcomes are in line with local and national figures</p>	<p>Literacy Lead Phonics Team Whole school</p>	<p>End of school year</p>	<p>Monitoring support from Rosie Condon.</p> <p>Phonics Screening Check: The Administration Explained training (HE)</p>
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<p>To improve our writing outcomes (attainment and progress) so that they are in line with local and national expectations.</p>	<p>Literacy Lead action plan.</p> <p>Termly whole school writing assessment based on Pobble image.</p> <p>To internal moderation and sharing of expectations and exemplary models.</p> <p>Writing moderation staff meeting from CT (HE).</p>	<p>School data compared with local and national: evidence of substantial and sustained progress from pupils' starting points</p>	<p>Literacy Lead</p>	<p>End of school year</p>	<p>Moderation from Claire Tregear (HE)</p> <p>Moderation of writing in Year 2: securing judgements for borderline pupils from Hackney Education.</p> <p>Transitions in writing from Reception to Year 2 training (HE)</p>
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<p>To reinforce the writing process across all year groups.</p>	<p>Support and develop teachers' understanding on writing process: planning, drafting, evaluating and editing, proof reading and presenting.</p> <p>A cycle of monitoring and feedback to teachers.</p>	<p>Consistency across the school with writing process.</p> <p>School data compared with local and national: evidence of substantial and sustained progress from pupils' starting points</p>	<p>Literacy Lead All staff</p>	<p>End of school year</p>	<p>Training and support from Claire Tregear</p>
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<p>To refine and embed expectations for teaching handwriting across year groups.</p>	<p>Literacy Lead to develop new handwriting and presentation policy.</p> <p>Share new handwriting and presentation policy as part of staff meetings.</p> <p>Handwriting milestones for each key stage/year group developed.</p>	<p>Milestones for key stages are clear and teachers can refer to them.</p> <p>SLT to refer to milestones as part of monitoring feedback.</p> <p>Teachers and pupils can articulate handwriting expectations for their year group and key stage.</p>	<p>Literacy lead Whole school</p>	<p>End of school year</p>	<p>SLT monitoring</p>
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<p>Audit and monitoring of Maths</p>	<p>Maths Lead action plan.</p> <p>Weekly monitoring and feedback to staff.</p>	<p>Consistency in practice.</p> <p>School data compared with local and national: evidence of substantial and sustained progress from pupils' starting points</p>	<p>Maths Lead</p>	<p>End of the school year</p>	<p>Support from Emma Burton (HE)</p>
<p>Leadership support for new science lead</p>	<p>Use science audit to set new targets in science.</p> <p>Science Lead to attend Science forums (HE)</p>	<p>Consistency in practice across the school.</p>	<p>Science Lead</p>	<p>End of year</p>	<p>Support from Emma Burton (HE)</p> <p>Science forums (HE)</p>

<p>To embed an ambitious, broad and coherently sequenced foundation curriculum to enable students to Learn More and Remember More</p>	<p>Two-year action plan for implementation of wider curriculum.</p> <p>Links with another school for curriculum areas.</p> <p>Ensure all subjects have a whole school progression document/learning journey overviews in place.</p> <p>Implement knowledge organisers for all subjects</p> <p>End of topic assessments</p> <p>Continued focus on: Learn More Remember More</p>	<p>Consistency in practice.</p> <p>Children Learn More and Remember More</p> <p>Teachers and pupils can articulate expectations for their year group and key stage.</p>	<p>Subject leads</p>	<p>End of school year</p>	<p>Support from Rachel Thompson and other curriculum leads.</p>
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<p>To improve the overall provision and support for children with SEND.</p>	<p>Autumn term action plan including handover and expectations for teaching and learning.</p> <p>Embed role of new SENDCo planning and teaching.</p> <ul style="list-style-type: none"> • Key focus areas include: <ul style="list-style-type: none"> - provision MAP - expectations for teaching and learning - intervention groups - planning and assessment <p>SENCo action plan</p>	<p>School data for SEND children compared with local and national: evidence of substantial and sustained progress from pupils' starting points</p>	<p>SENDCo</p>	<p>End of school year</p>	<p>SENDCo forums Hackney Education</p>
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PERSONAL DEVELOPMENT

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	CPD
Continue to provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.	Whole-school charity events School council Peer leadership responsibilities	Pupils know how to discuss and debate issues and ideas in a considered way Impact this has on the school, and the local and national environment	WAMHS Lead Whole school	End of school year	WAMHS forums Support from CWIS
To continue to prioritise the enhancement and protection of our staff's mental health and wellbeing.	WAMHS Lead action plan. Wellbeing days.	Systems in place to support staff wellbeing and mental health	WAMHS lead Whole school	Ongoing	Education Mutual counselling and wellbeing support

BEHAVIOUR AND ATTITUDES

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST
Pupils' attitudes to their education continues to be positive. They're committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements	Lesson observations Improvement of r pupils' resilience work and books	Evidence of pupils showing pride in their work, being motivated and able to show resilience Evidence of consistently good presentation, pride in their work and feedback from staff continuing to enable this	Whole school	Ongoing	N/A

LEADERSHIP AND MANAGEMENT

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	CPD
<p>Staff consistently report high levels of support for wellbeing issues</p>	<p>Wellbeing Days</p> <p>Wellbeing focus once a month</p> <p>Share counselling/ wellbeing support from Education Mutual with staff</p>	<p>Impact on staff performance</p> <p>Impact on staff retention</p>	<p>Headteacher WAMHS Lead</p>	<p>End of school year</p>	<p>Support from CWIS</p>

<p>To develop subject leaders to support their articulation of the INTENT, IMPLEMENTATION and IMPACT of the curriculum for their subject.</p>	<p>Subject Leads' meetings once a week</p> <p>Staff meetings led by subject leads: expectations and support to meet these.</p> <p>Monitoring programme for foundation subject teaching: two weekly cycle of planning/book looks/feedback. Support for staff as required.</p>	<p>Subject Leads have impact on the attainment and progress of all children especially disadvantaged children.</p>	<p>Subject Leads SLT</p>	<p>End of year</p>	<p>Selling your subject: how to speak to an OFSTED Inspector Training (HE)</p> <p>Education Inspection Framework training (HE)</p>
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All leaders including Governors can accurately articulate and reflect on their impact.	Subject Leads action plan. Education Inspection Framework training for governors and staff from Rachel Thompson and Jason Marantz (HE)	Leaders and Governors clear and confident about narrative	Subject Leads Governors	End of year	Education Inspection Framework training for governors and staff from Rachel Thompson and Jason Marantz (HE)
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