

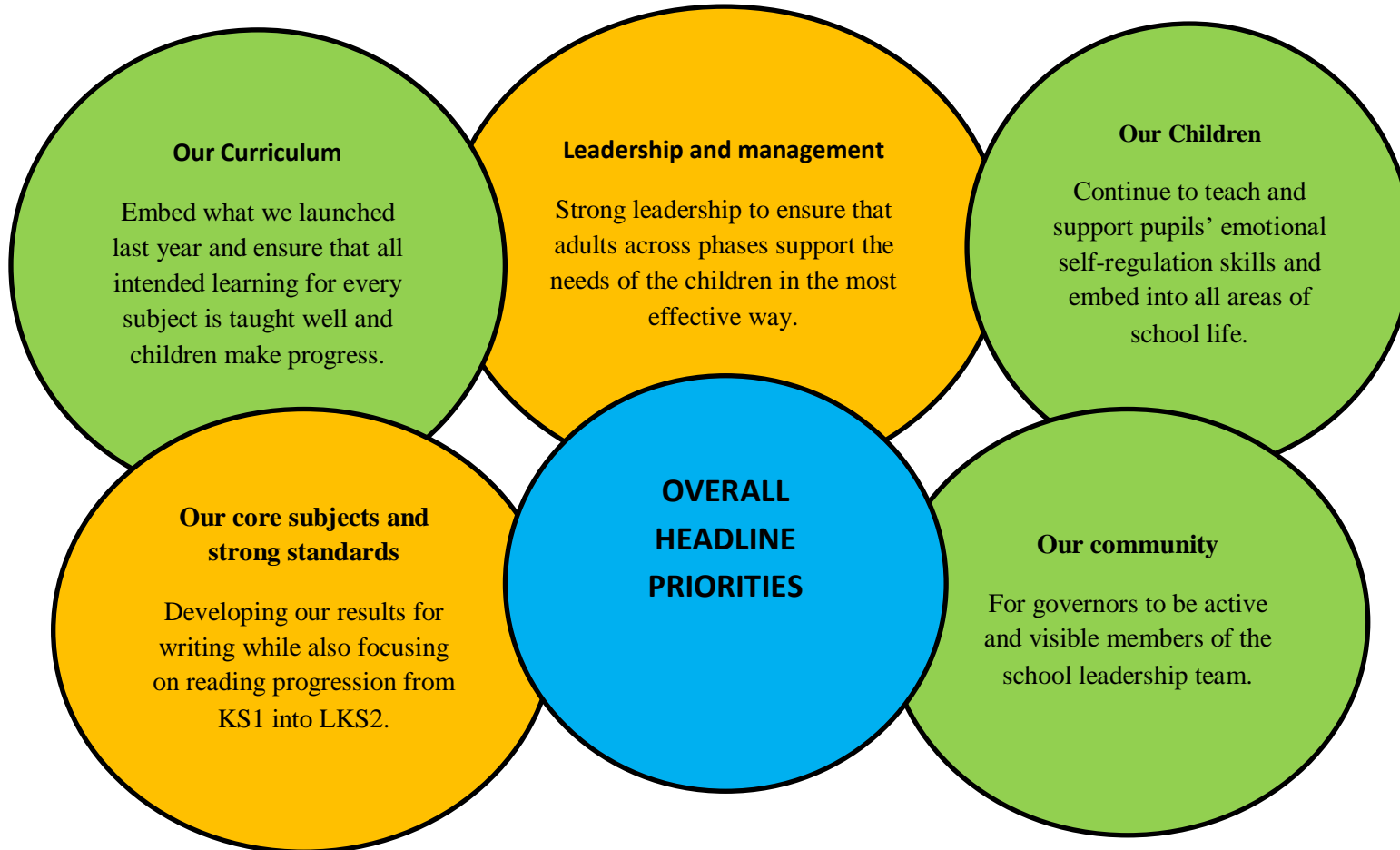
Holmleigh Primary School
School Development Plan 2024-2025

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 2024-July 2025.

Governors and the School Development Plan

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



QUALITY OF EDUCATION

Development Point	Key actions	Intended impact	CPD
<p>Continue to develop and embed a comprehensive model of writing consistently across the school.</p>	<p>Ensure that the process and the quality of teaching writing is consistently good through collaborative planning and consistent application of the writing composition model.</p> <p>Monitor marking and feedback in classes, identify how teachers use them to inform planning and improve writing and provide support where needed.</p> <p>SLT to deliver CPD modelling expectations.</p> <p>Drop in coaching sessions to support teachers to ensure delivery is consistently good.</p> <p>Termly moderation of writing within school.</p> <p>Moderation of writing within the network (Pobble).</p>	<p>Pupils see themselves as writers, possess a secure writing identity and see writing as a purposeful activity.</p> <p>Consistency across the school.</p> <p>School data compared with local and national: shows evidence of substantial and sustained progress from pupils' starting points.</p> <p>End of Key Stage results in line or above National and Hackney average.</p>	<p>Training from CT (HE)</p> <p>Coaching and monitoring from SLT</p> <p>Visits to other schools</p> <p>KS2 Writing Moderation for Leaders (HE)</p> <p>Moderation of writing in Year 2: securing judgements for borderline pupils (HE)</p> <p>Moderation of writing in Year 6: securing judgements for borderline pupils (HE)</p> <p>Moderation of Writing in Year 6</p>
<p>To refine and embed expectations for teaching handwriting across the school.</p>	<p>Handwriting sessions timetabled and pupils practise letter and number formation on a regular basis in our accepted style.</p> <p>Teaching takes place individually, in small groups or as a class, depending upon needs and maturity.</p> <p>Pupils are constantly given opportunities to develop their handwriting skill across the curriculum.</p> <p>Advise parents/carers about the style of lettering used in the school as part of our annual cycle of meetings.</p>	<p>Handwriting skills are developed cumulatively throughout the school.</p> <p>Pupils have a sense of pride in their work and present work neatly for an audience.</p> <p>Teachers and pupils can articulate handwriting expectations for their year group and key stage.</p> <p>Consistency across the school.</p>	<p>Staff meeting</p> <p>Learning walks</p> <p>Coaching and monitoring</p>

<p>To ensure teaching meets the needs of all pupils particularly those with SEND through rigorous implementation of adaptive teaching and effective deployment of ESAs.</p>	<p>Review how all children can access our current curriculum.</p> <p>Plan CPD for the whole school development of Wave One adaptive teaching.</p> <p>Evidence the received provision for SEND pupils in the target classrooms and provide support and monitoring or teaching.</p> <p>Half termly meetings with ESAs and teachers to review plans.</p> <p>Learning walks and modelling.</p> <p>Look for examples of good practice and share.</p>	<p>Good or better SEND processes in place.</p> <p>All pupils have access to the curriculum and make progress from starting points.</p> <p>Wellbeing of all pupils grows as all pupils are proud of achievements</p> <p>Pupils appropriately challenged and supported.</p> <p>Pupils can talk about their learning.</p> <p>Staff are confident in how to ensure all pupils have access.</p>	<p>Adaptive teaching training from SENDCo</p> <p>Differentiation and adaptive teaching training (HE)</p> <p>Introduction to supporting struggling writers (HE)</p> <p>Adapting numeracy to meet the needs of SEND children (HE)</p>
<p>To embed a comprehensive model of Maths consistently across the school.</p>	<p>Embed White Rose Maths as the set framework for planning and teaching of Maths.</p> <p>Develop and embed expectations for how mathematics is to be recorded in books. This includes expectations around the use of worksheets and evidence.</p> <p>Ensure staff use and expect children to say sentence stems that draw attention to mathematical structure.</p> <p>Weekly monitoring and feedback of planning to staff by Maths Lead.</p>	<p>Consistency in practice.</p> <p>Staff are confident in how to ensure all children have access.</p> <p>Pupils become confident mathematicians who use mathematical knowledge, concepts and procedures appropriately.</p> <p>Wellbeing of all pupils grows as all children are proud of achievements</p> <p>Pupils are clear on their next step needs and are given opportunities to reason and apply their knowledge.</p> <p>Data from NFER termly assessments. (KS1, KS2, MTC) with local and national: evidence of substantial and sustained progress from pupils' starting points</p>	<p>Support from Emma Burton (HE)</p> <p>Partnerships with other schools to observe White Rose in action.</p> <p>Peer coaching</p>

<p>Ensure that the leadership team has the skills to deliver an effective and consistent curriculum model.</p>	<p>Continue to implement the middle leadership training programme and hold leaders to account.</p> <p>Provide opportunities for middle leaders to undertake deep dives and report on intent, implementation and impact to a range of audiences.</p> <p>Develop and embed rigorous assessment process across all subjects</p> <p>Ensure that assessment process demonstrates progress and informs leaders' narratives.</p>	<p>Curriculum intent and implementation fully embedded across the school.</p> <p>Subject leaders evaluate the intent of their curriculum areas. The implementation is evaluated for impact.</p> <p>Monitoring shows that the work given to pupils matches the aims of the curriculum. It is coherently planned and sequenced to enable sufficient knowledge and skills for the future.</p> <p>Teachers and leaders use assessment to help pupils embed and use knowledge.</p> <p>Termly data shows that pupils achieve well including the most disadvantaged and pupils with SEND.</p>	<p>Coaching and monitoring</p> <p>Visits to other schools</p> <p>Support from HE consultants</p>
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PERSONAL DEVELOPMENT

Development Point	Key actions	Intended impact	CPD
<p>Continue to provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.</p>	<p>Whole-school charity events</p> <p>Fortnightly School Council meetings</p> <p>Monthly Curriculum Committee</p> <p>Lunch time supervisors</p> <p>Peer leadership responsibilities</p>	<p>Pupils know how to discuss and debate issues and ideas in a considered way.</p> <p>Wellbeing of all pupils grows as all children are proud of achievements.</p> <p>Pupils appropriately challenged and supported.</p>	<p>WAMHS forums</p> <p>Support/training from CWIS</p> <p>Support/training from REU</p> <p>Developing resilient learners who have a Growth Mindset (REU)</p>
<p>To continue to teach and support pupils’ emotional self-regulation skills and embed into all areas of school life.</p>	<p>Check in Fans used in class daily</p> <p>Zones of Regulations displays in classrooms</p> <p>Whole school assemblies on Zones of Regulation</p> <p>Zone of Regulation training for parents/carers</p>	<p>A common and shared language for communication, problem solving and emotional understanding within the school community.</p> <p>Pupils are able to talk about their feelings and are confident in doing so.</p> <p>Wellbeing of all pupils grows as all pupils are able to express their feelings and take responsibility for the behaviour and actions.</p>	<p>Training from Inclusion Manager</p> <p>Training from REU</p>

BEHAVIOUR AND ATTITUDES

Development Point	Key actions	Intended impact	CPD
<p>Continue to ensure that pupils' attitudes to their education continues to be positive. Pupils are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p>	<p>Celebration of successes and achievements in BIG Book and special assemblies</p> <p>Student lead assemblies</p> <p>Lesson observations</p> <p>Pupil surveys</p> <p>Provide parents with opportunities to experience learning alongside their child to further their understanding of teaching and learning.</p>	<p>Evidence of pupils showing pride in their work, being motivated and able to show resilience.</p> <p>Evidence of consistently good presentation, pride in their work and feedback from staff continuing to enable this.</p> <p>Evidence of pupils making positive contributions to the life of the school and wider community by actively supporting the wellbeing of other pupils and demonstrate positive social interactions (including. online behaviour)</p>	<p>PSHE forums</p> <p>Support from CWIS</p> <p>Support from REU</p>
<p>Continue to ensure that pupils know how to report concerns to staff including online safety issues.</p>	<p>Termly whole school assembly focus on safeguarding</p> <p>NSPCC- Speak Out Stay Safe sessions</p> <p>Workshops and activities from Young Hackney on Health and Wellbeing for pupils and parents</p>	<p>Staff are confident that all pupils have a secure understanding of how to report concerns.</p> <p>Pupils are able to name their five trusted adults.</p> <p>Pupils are confident and can clearly articulate the steps for reporting concerns to staff including online issues.</p>	<p>NSPCC- Speak Out. Stay Safe</p> <p>Health and Wellbeing sessions from Young Hackney.</p>

LEADERSHIP AND MANAGEMENT

Development Point	Key actions	Intended impact	CPD
<p>To embed the importance of wellbeing and emotional support across the whole school.</p>	<p>Effective PSHE/RSHE</p> <p>Support from WAMHS for parents and staff</p> <p>Role model behaviour and expectations</p> <p>Wellbeing Days</p> <p>Half termly wellbeing focus</p> <p>Share counselling/ wellbeing support from Education Mutual with staff</p>	<p>Pupils are able to talk about their feelings and are confident in doing so.</p> <p>Staff given the space to talk about their feelings and concerns.</p> <p>Talking is seen as a positive and encouraged by all.</p> <p>Children are kind and respectful.</p> <p>Children, families and teachers feel supported emotionally.</p>	<p>Training from WAMHS Lead</p> <p>Support/training from CWIS</p> <p>Support/training from REU</p>
<p>To continue to engage parents/carers and the community to support learning for all.</p>	<p>To host a variety of parent/carer workshops/ events that provide useful information about their child's education and wider development.</p> <p>To provide parents/carers with more opportunities to experience learning alongside their child to further their understanding of teaching and learning.</p> <p>To ensure communication with parents and the wider community remains clear, welcoming and supportive.</p>	<p>Communication surveys show positive impact</p> <p>Parent surveys show positive impact and highlight steps for improvement.</p>	<p>Laura Stagg (HE)</p> <p>Class Share sessions</p> <p>Health and Wellbeing sessions from Young Hackney.</p>

<p>Continue to develop the involvement and impact of the Governing Body</p>	<p>Governors' Day-Governing to see the school in action.</p> <p>School Visits/Learning Walks</p> <p>Attend Summer/Winter Fairs</p> <p>Meet The Governors event</p> <p>Governing Body to –attend Parents' Evenings with a specific role e.g. questionnaires</p> <p>Governing Body- link with Friends Of Holmleigh</p> <p>Build relationships between governors and staff.</p>	<p>Governing Body have a better understanding of a typical day at Holmleigh.</p> <p>Governing Body are able to articulate The Holmleigh Way.</p> <p>Pupils, parent/carers and staff know who the Governors are and their roles and responsibilities.</p>	<p>Training from HE</p>
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