
The Hollybrook Schools
Infant and Junior

Welcome to the evening

- Help yourself to tea/coffee and biscuits

What do you hope we talk about at this vision evening?

- Share with the people on your table the things you hope we touch upon this evening.

Aims of the Session

- To outline the position of the schools currently
- To share the school development plan for this academic year, sharing the school priorities for this year and the next three years
- To share an opportunity to get to know one another a little more
- To outline the ways we are planning to building positive relationships with parents and carers

Activity

- Diamond 9 for the priorities you see as parents

Activity

- Diamond 9 for what you see as the strengths of the school

Key Area	2022 - 2023	2023 - 2024	2024 - 2025
Safeguarding and Behaviour	Annual Safeguarding audit identifies that both schools meet all statutory duties. Behaviour is exemplary. Inclusion is at the heart of all teaching and early identification strategies are in place across the schools to ensure pupil needs are being met.	Annual Safeguarding audit identifies that both schools meet all statutory duties. Pupil voice demonstrates that behaviour and personal development is consistently at least good across the schools and is a strength of at least one school. Behaviour is exemplary.	Annual Safeguarding audit identifies that both schools meet all statutory duties and there is strength in safeguarding practices. There is a demonstrable pupil voice across the schools which is a strength of both schools. Behaviour is exemplary.
Attendance	Average attendance of all pupils is at least 96%. Average attendance of PPG pupils is at least 95%. PA to be below national average by 1%. PA of PPG pupils to be in line with national average. Unauthorised absence to continue to be in line with national average.	Average attendance of all pupils is at least 96.5%. Average attendance of PPG pupils is at least 95.5%. PA to be below national average by 1.5%. PA of PPG pupils to be below national average by 1%. Unauthorised absence to be below national average.	Average attendance of all pupils is at least 97%. Average attendance of PPG pupils is at least 96%. PA to be below national average by 1.5%. PA of PPG pupils to be below national average by 1.5%. Unauthorised absence to be below national average.
Pupil Voice and Personal Development	Pupil voice is a strength of at least one school. Pupil Councils and clubs enhance pupil voice across the federation. The refined RSHE curriculum is developing across the schools. Both schools to gain green on Healthy Schools Mark and Modeshift Stars.	Both schools in the federation are working towards the silver award in Healthy Schools Mark. SMSC provision has been identified and discussed with children and a robust action plan is in place for SMSC provision – led by the children.	Both schools are working towards the silver Modeshift Stars. Children have reviewed the actions from the SMSC audit/action plan and have updated the plan moving forward. Pupils have discussed the value of pupil self-evaluations and buddies moving forward.
Curriculum and Wider curriculum	Subject leaders are clear on expectations, whether they are a focus subject or not. All progressions are in place from Year R to 6 , having all been refined and being fit for purpose. Focus subjects are Science, PE, Music, computing and RSHE.	All progression of skills have been refined and are fit for purpose from Year R to 6. Knowledge Organisers, end points and assessments across the schools are robust. Focus subjects are Art, RE, Geography, MFL and History.	The curriculum has been refined to ensure the offer across the federation prepares children for life in modern Britain and equips them with the cultural capital needed. Focus subjects are DT, PE, Science, RSHE, computing and Music.
Leadership and Management	The new Governing Body has been inducted across the federation. Phase leaders have been supported to drive their phase forward through the use of joint monitoring and evaluation.	The Governing Body delivers effective support and challenge. SLT effectively support subject leaders to ensure they are independently able to drive forward standards in their subject area.	Senior and middle leaders have capacity as models of best practice and offer both internal and external support.
Families and Community and Parental Engagement	There has been an Increase in the number of family events to one per half term. Community events/projects undertaken by the JEP partnership now include a PE event.	Parental feedback regarding events has been taken on board and the federation website supports families to engage with the school. The federation is involved in one or two community projects.	A broad menu of events for families has been refined according to parental need. Local community projects and JEP events are fully supported by the schools annually.
Communication	The federation has a Twitter account. The school website is compliant and up to date. The weekly newsletter for parents has been refined following feedback on the effectiveness of such communications.	The website has been refined to be more user friendly. Parents are engaging with the website as it has helpful tips and advice. Social media is used to enhance the support offered to parents.	The website and social media platforms used by the school with families has been reviewed and an action plan of future needs has been created and is being rigorously followed.
Quality of Education	There are high quality learning environments across the schools in line with shared expectations. Teachers have high expectations of SEND. Teaching and learning has been aligned to encompass 5 a day research within core subjects.	5 a day is embedded within the provision for all groups of pupils and GDS children are being well catered for across the two schools with adaptive teaching methods being employed by all staff across all subject areas.	The Hollybrook curriculum is fully embedded successfully across the federation. Learning across all areas of the curriculum is as strong as in English and Maths with strong adaptive teaching evident and high expectations for all.
Environment and Resources	The schools have been decluttered and repurposed. All areas of the curriculum are well resourced. A programme of redecoration work has been established to ensure the environment is one children can thrive in. Some outside areas have been improved in order to enhance provision for the curriculum.	Classrooms continue to be developed to enhance the spaces for children and create nicer learning environments. Outside spaces are being enhanced across the schools to complement the curriculum. IT resources have been developed to align the schools IT provision.	The increased revenue is being used to further enhance the outdoor provision across the federation. Redecoration across both schools ensures that both schools have an equal level of learning environments. IT has been further developed and the curriculum for IT is strong across the schools.
Standards in EYFS	The percentage of children who achieve the expected standard is at least 2% greater than National in reading, writing and maths (number, SSM). At least 75% GLD. (New ELG)	The percentage of children who achieve the expected standard is at least 5% greater than National averages in reading, writing and maths (number, SSM). At least 78% GLD.	The percentage of children who achieve the expected standard is at least 5% greater than National averages in reading, writing and maths (number, SSM). At least 80% GLD.
Standards in Core Subjects	End of Key Stage 1 and 2 to achieve at least National averages in Phonics, Reading, SPaG, Writing and Maths as well as at GDS. At least 68% achieve combined percentages at key stage 2.	End of Key Stage 1 and 2 to achieve above National averages in Phonics, Reading, SPaG, Writing and Maths as well as at GDS. At least 72% achieve combined percentages at key stage 2.	End of Key Stage 1 and 2 to achieve above National averages in Phonics, Reading, SPaG, Writing and Maths as well as at GDS. At least 76% achieve combined percentages at key stage 2.
Standards in Other	At least 60% of pupils in most year groups are working at the expected standard in Science (working Scientifically) using a robust assessment	At least 70% of pupils in most year groups are working at the expected standard in Science (working Scientifically) using a robust assessment	At least 76% of pupils in most year groups are working at the expected standard in Science (working Scientifically) using a robust assessment

The Hollybrook Schools – Infant and Junior

School Development Plan 2022 - 2023

The Quality of Education

1. Teachers use a range of strategies to ensure strong pupil outcomes across the curriculum.

Provide training to support staff to develop staff knowledge and understanding of the 5-a-day approach and the theory behind the approach
Provide several staff training sessions – for each part of the 5-a-day approach
Establish a staff buddy system to help staff to develop their practice
Create a set of notecards to support the staff with strategies to help develop the 5-a-day approach across the schools
Complete an audit to identify next steps ready for the next academic year
Adapt the monthly staff bulletin to include the 5-a-day approach to support staff to embed it across the schools

- Teachers are confidently using a range of metacognitive strategies within their everyday classroom practice.
- Staff are positively engaged with the practice of teaching metacognitive skills and it has become part of the Hollybrook Schools practice.
- When interviewed, children talk positively about the learning experiences they have in their classroom.
- During learning walks, pupils demonstrate that they understand themselves as learners.
- Teachers are clear on the elements of 5-a-day and how they can implement adaptive teaching effectively across the curriculum.
- Teachers are implementing all elements of 5-a-day without the need for the notecards as a support.
- Teachers are independently using a buddy type system to keep improving their teaching and learning to keep everything fresh.

Personal Development

2. Stakeholders views are used to play an active role in strengthening the culture and ethos across the federation.

- Establish a new Governing Board with clear expectations and organisation
- Support Governors to be effective in providing challenge and support across the schools
- Establish a Governor presence at key school events
- Establish a calendar of parent events that take place at least half termly
- Establish an SEND parent forum so that parent voice drives SEND provision forward
- Gather parent feedback from events to help shape the school calendar moving forward
- Support the School Council in their plight to achieve the Healthy Schools Award
- Establish Junior Road Safety Officers (JRSO's) to help encourage sustainable travel
- Establish an environmental group to help children consider their wider impact on the environment

- Governors ask challenging questions to ensure they have a clear picture of where the schools are.
- Staff and parents feel supported by the Governing board and know who the Governors are.
- The Governors are well equipped to explain the position of the school.
- Parents feel that they are being listened to and their ideas are acted on.
- Parents views about the schools are positive overall and they find events useful to attend.
- Pupils are keen to be involved in an aspect of shaping the schools.
- Pupils speak positively about the schools and the opportunities they have.

Leadership and Management

3. Subject Leaders and Phase Leaders are pivotal in driving school improvement.

- Link each subject to a relevant Association
- Provide relevant training for Subject Leaders
- Provide training to support Subject Leaders complete a clear evaluation of their subject and self-evaluation
- Support Subject Leaders to jointly create a newsletter to build staff knowledge in a range of subjects
- Support Subject Leaders to review current progression documents and knowledge organisers to include key vocabulary and sticky knowledge
- Support Subject Leaders to introduce relevant assessments, start and end points to each subject area
- Support Subject Leaders to establish a subject file, create an action plan and write a relevant subject policy

- Teachers are knowledgeable in their subject area at all levels
- Teachers enhance subject knowledge across the schools.
- Subject leaders clearly convey their understanding and knowledge to Governors and external agencies.
- Subject Leaders have a clear understanding of what each year group is teaching in relation to their subject and are confident with the progression within their subject area.
- Subject Leaders have clarified start and end points with all staff.
- Children use knowledge organisers to support their learning.
- All children have an increased vocabulary linked explicitly to each subject.
- Subject leaders identify best practice and motivate staff to improve their practice within their subject.
- Subject leaders understand that they are accountable for driving and maintaining standards in their subject and they monitor and identify next steps which they are then able to share effectively with staff.

Early Years

4. Early Years provision enables pupils to independently self-regulate their behaviour.

- EYFS Leader to provide training on self-regulation and co-regulation
- EYFS Leader to model to all staff the appropriate strategies to support development of co-regulation
- During the Autumn Term, focus on supporting behaviours and emotions with the children.
- Identify children to be monitored and review every two weeks.
- Use flexi seating strategies as a tool to provide opportunities for the children to practice self-regulation

- All staff are confident and skilled to support children.
- Teachers are able to unpick what the difficulties are and know the small steps needed which are appropriate to the developmental needs of the children.

Special Educational Needs

5. Teachers understand individual pupils learning needs using the graduated response and this carefully informs ongoing provision.

- Audit staff knowledge of the Graduated Response
- Introduce cause for concern sheet
- Ensure the SEND register is up to date
- Ensure IEPs are used effectively as a plan, do, review cycle
- Use the Graduated Response termly to identify who needs to be on the SEND register
- Use the pupil support scale effectively

- Teachers have a clear understanding of the Graduated Response at each stage.
- There are less children on the Graduated Response.
- There is clear evidence of a plan, do, review cycle.
- SEND children require less scaffolding with their learning and are becoming more independent.

Quality of Education

What does the quality of education mean?

- The curriculum is designed to be ambitious and meet the needs of all learners.
- The curriculum is coherently planned and sequenced with building knowledge.
- Teachers have good knowledge of the subjects they teach, including those outside of their areas of expertise.
- Learners develop detailed knowledge across the curriculum.
- Learners are ready for the next stage of education.
- Teachers and leaders use assessment well.
- There is a rigorous approach to the teaching of reading, particularly early reading with phonic books closely matched to learners' phonics knowledge.
- Teaching helps the children to remember in the long term, the content they have been taught and how to integrate new knowledge into larger concepts.
- The curriculum is broad and balanced – not just maths and English

Priority 1 – Quality of Education

Overall goal - Improve the Quality of Education by ensuring teachers use a range of strategies to ensure strong pupils outcomes across the curriculum.

Why have we chosen this as an area for development across the schools?

Research shows that children learn more when they have been taught how to identify how they learn best. Research demonstrates that there are some very effective strategies that teachers can employ to engage the children to deepen their understanding of a subject and to consider themselves as learners for life. We want our teachers to be the best they can be at supporting the children to understand themselves better.

Priority 1 – Quality of Education

Improve the Quality of Education by ensuring teachers use a range of strategies to ensure strong pupils outcomes across the curriculum.

What will we do in order to achieve this objective?

- Provide training to support staff to develop staff knowledge and understanding of the 5-a-day approach and the theory behind the approach
- Provide several staff training sessions – for each part of the 5-a-day approach
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Priority 1 – Quality of Education

Improve the Quality of Education by ensuring teachers use a range of strategies to ensure strong pupils outcomes across the curriculum.

How will we know when we have achieved this objective?

- Teachers are confidently using a range of metacognitive strategies within their everyday classroom practice.
- Staff are positively engaged with the practice of teaching metacognitive skills and it has become part of the Hollybrook Schools practice.
- When interviewed, children talk positively about the learning experiences they have in their classroom.
- During learning walks, pupils demonstrate that they understand themselves as learners.
- Teachers are clear on the elements of 5-a-day and how they can implement adaptive teaching effectively across the curriculum.
- Teachers are implementing all elements of 5-a-day without the need for the notecards as a support.
- Teachers are independently using a buddy type system to keep improving their teaching and learning to keep everything fresh.

Personal Development

What does Personal Development mean?

- The curriculum is broad, extending beyond the academic, and helps children to discover interests and talents.
- The curriculum and wider work supports learners to develop their character – including their resilience, confidence and independence – and helps them know how to keep physically and mentally healthy.
- The school helps children become responsible, respectful, active citizens who contribute positively to society.

Priority 2 – Personal Development

Overall goal - Develop the Provision for Personal Development by ensuring stakeholders views are used to play an active role in strengthening the culture and ethos across the federation.

Why have we chosen this as an area for development?

Throughout the last academic year we had no Governing Body. We want to ensure we have a Governing Body to hold leaders to account/challenge and to support them. In terms of relationships with parents – it has been very difficult taking on the schools just before the pandemic as it has been very hard to build relationships with the parents. I believe that parent and pupil voice is fundamental to running a successful school alongside challenge and support from a Governing Body. We have a range of pupils, with approximately 25% PP and 40% EAL across the schools and I want all of our pupils, regardless of background, to have a voice in how our schools can be the most effective places of learning for all children.

Priority 2 – Personal Development

Develop the Provision for Personal Development by ensuring stakeholders views are used to play an active role in strengthening the culture and ethos across the federation.

What will we do in order to achieve this objective?

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How will we know when we have achieved this objective?

- Governors ask challenging questions to ensure they have a clear picture of where the schools are.
- Staff and parents feel supported by the Governing board and know who the Governors are.
- The Governors are well equipped to explain the position of the school.
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Leadership and Management

What does leadership and management mean?

- Leaders have a clear and ambitious vision for providing high quality, inclusive education and training to all.
- Leaders focus on improving staff's subject knowledge to enhance the teaching of the curriculum – and this is built up over time.
- Leaders effectively engage with learners and others in their community, including parents, carers, employers and local services.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic in the way they manage staff and their workload.
- Those with responsibility for governance understand their role and carry this out effectively.
- Those with responsibility for governance ensure that the school fulfils its statutory duties.
- The school has a culture of safeguarding.

Priority 3 – Leadership and Management

Overall goal - Raise the Quality of Leadership across the schools by enabling Subject Leaders and Phase Leaders to be pivotal in driving school improvement.

Why have we chosen this as an area for development?

We have moved subject leadership to one person per subject to lead across the two schools. Subject leaders need to be passionate and knowledgeable about their subject so that they can be driving their subject forward across the federation.

Priority 3 – Leadership and Management

Raise the Quality of Leadership across the schools by enabling Subject Leaders and Phase Leaders to be pivotal in driving school improvement.

What will we do to achieve this objective?

- Link each subject to a relevant Association
- Provide relevant training for Subject Leaders
- Provide training to support Subject Leaders complete a clear evaluation of their subject and self-evaluation
- Support Subject Leaders to jointly create a newsletter to build staff knowledge in a range of subjects
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How will we know when we have achieved this objective?

- Teachers are knowledgeable in their subject area at all levels
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- Subject Leaders have clarified start and end points with all staff.
- Children use knowledge organisers to support their learning.
- All children have an increased vocabulary linked explicitly to each subject.
- Subject leaders identify best practice and motivate staff to improve their practice within their subject.
- Subject leaders understand that they are accountable for driving and maintaining standards in their subject and they monitor and identify next steps which they are then able to share effectively with staff.

Priority 4 – Quality of Education in Early Years

Overall Goal - Develop the Quality of Education in the Early Years by enabling pupils to self-regulate effectively.

Why have we chosen this as an area for development?

Last year, the data showed that some of the SEND children found this particularly challenging. Research shows that children who have the ability to self regulate are more successful throughout their time at school and are more rounded emotionally. We want to develop all of our children to become rounded children who can be in charge of their own emotions and are able to regulate themselves in order to be more successful throughout their school years and into their adult life.

Priority 4 – Quality of Education in Early Years

Develop the Quality of Education in the Early Years by enabling pupils to self-regulate effectively.

What will we do in order to achieve this objective?

- EYFS Leader to provide training on self-regulation and co-regulation
- EYFS Leader to model to all staff the appropriate strategies to support development of co-regulation
- During the Autumn Term, focus on supporting behaviours and emotions with the children.
- Identify children to be monitored and review every two weeks.
- Use flexi seating strategies as a tool to provide opportunities for the children to practice self-regulation

Priority 4 – Quality of Education in Early Years

Develop the Quality of Education in the Early Years by enabling pupils to self-regulate effectively.

How will we know we have achieved this objective?

- All staff are confident and skilled to support children.
- Teachers are able to unpick what the difficulties are and know the small steps needed which are appropriate to the developmental needs of the children.

Priority 5 – Special Educational Needs Provision

Overall Goal – Teachers understand individual pupils learning needs using the Graduated Response and this carefully informs ongoing provision.

Why have we chosen this as an area for development?

Staff completed the Graduated Response training towards the end of last academic year. Research shows that SEND children need explicit teaching and clear scaffolding in order to become successful independent learners – and we want to ensure that we embed what we have been taught around the Graduated Response so that we can best support all children to be successful.

Priority 5 – Special Educational Needs Provision

Teachers understand individual pupils learning needs using the Graduated Response and this carefully informs ongoing provision.

What will we do in order to achieve this objective?

- Audit staff knowledge of the Graduated Response
- Introduce cause for concern sheet
- Ensure the SEND register is up to date
- Ensure IEPs are used effectively as a plan, do, review cycle
- Use the Graduated Response termly to identify who needs to be on the SEND register
- Use the pupil support scale effectively

Priority 5 – Special Educational Needs Provision

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How will we know we have achieved this objective?

- Teachers have a clear understanding of the Graduated Response at each stage.
- There are less children on the Graduated Response.
- There is clear evidence of a plan, do, review cycle.
- SEND children require less scaffolding with their learning and are becoming more independent.

What is next?

Pull together everything you have said today and try to find a good way forward.

Send an update to all parents termly about where we are (at the end of each term).

Extend our parent response by sending out a parent survey.

Get children to complete a school survey.

Ensure there is plenty of notice for events.