

HEADLINES

School Development Plan 2024-2026



The School Development Plan (SDP) is not a fixed document. It is one that is flexible and adapts based on the needs of the school. The SDP is to be reviewed by the Schools' Senior Leadership Team (SSLT) on a regular basis and updates are provided to staff and other stakeholders to ensure that they are aware of developments and any outstanding actions.

Hollywater School Development Plan Overview 2024–2026

Leadership & Management

1. Continue to develop the leadership of both curriculum pathways & individual subject areas across school.
2. Further develop career leadership pathways in response to staff identifying their career progression needs.
3. Evaluate, define and embed (distributed) leadership roles at all levels of the school.
4. The sourcing and recruitment of additional governors that can effectively contribute to and support the leadership and governance of the school.
5. Evaluate, define and embed structure and progression for teaching assistants (at all levels).
6. Enhance and develop the provision for staff health and wellbeing.
7. Review and adapt Leadership structure to enable reorganization and expansion to meet school expansion-ensuring Collaborative distributed leadership.
8. Provide Perspective training for line managers to streamline Performance management of all staff.
9. Evolve meeting formats to ensure work life balance and efficiency.
10. Review workload, collaboratively with teachers to find more efficient systems for teaching, learning and assessment including trust based observations.
11. Development of School classrooms to accommodate increased numbers of students in line with Local Authority development plans.

Quality of Education

12. Implementation of Equals pathway-based approach to meeting the needs of defined cohorts of pupils embedded securely and consistently across the school.
13. Earwig assessment system supports an effective, rigorous and robust individualized: assessment system to support pupils achieving the best possible outcomes.
14. Reinforce & develop the effective use of the Engagement Model to support teaching and learning across pre-formal, informal and semi- formal curriculum approaches.
15. To evaluate & develop a subject specialist offering to support the best possible outcomes for all pupils in Key Stage Key stage 4.
16. Support subject leaders to develop enhanced pedagogical skill and experience across subject area.
17. Providing CPD that delivers greater understanding of neurological differences in teaching and learning and apply them using adaptive teaching methods.
18. To review the teaching of reading and skill progress across the school.
19. To develop the Mastery of Maths using practical applications in lessons.
20. To embed the new Earwig assessment system and increase reporting on progress to parents to Termly Reporting.
21. Early Years: Maintain the good rate of progress identified in the Early Years Curriculum adapting the Early Learning Goals for changing EYFS cohorts
22. Develop a range of communication workshops for parents /carers to enable them to feel more confident in supporting children's learning at home.
23. Development of External play areas to support active child led learning through play.

Personal Development

1. Introduce and embed a developmentally appropriate Relationships Education curriculum.
2. Evaluate & develop transition processes and curriculum to ensure that pupils are ready for the next stage of education.
3. Developing an inclusive environment (beyond the classroom) that meets the needs of all pupils.
4. Work more collaboratively through key stage, phase and department meetings to enhance progress and to support joint planning to reduce teacher workload.
5. Develop Safer internet practices to reduce risks to students from social media

Behaviour & Attitudes

1. Developing pupils' confidence, resilience and understanding so that they can keep themselves emotionally regulated and feel safe.
2. Developing a robust system to support pupil attendance (even for the most vulnerable).
3. Development of a Pastoral team to support live coaching of Positive behaviour interventions throughout the school to support wellbeing of students, staff and family communities across the school.
4. Develop internal CPD opportunities that strengthens understanding and practice across newer team members around the range of behavioural presentations across school and
5. How to increase rates of regulation and reduce rates of dysregulation.
6. Zones of Regulation training for all new members of staff to support students recognising their emotional state.
7. Restorative Justice Training Sessions to support reconciliation.

Finance, Buildings & Administration

1. Review current working practice and whole staffing structure within the extended administrative team to ensure effective and efficient operational support.
2. Development of effective operational processes (including ICT) to support the ongoing growth and development of the school.
3. Support the provision, development and transition for new school buildings and internal modifications to support expansion.

