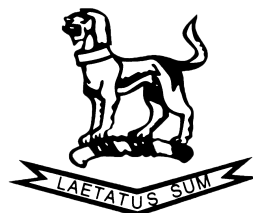


HOLMWOOD HOUSE SCHOOL



SCHOOL DEVELOPMENT PLAN

2018-2021

Introduction

This plan presents a vision of the direction for the education, development and welfare of our pupils at Holmwood House over the next three years. The plan has been developed through consultation with staff, parents and pupils through various forums over a period of time and considers the main themes emerging from feedback. Many items of development have already been initiated but their inclusion in this plan aims to highlight their importance to the ongoing development of the quality of education.

The plan aims to outline our current position and the route map ahead. The Plan is a working document rather than a definitive list; there will be further initiatives and issues requiring attention throughout the lifetime of this plan as well as some highlighted items which may be dropped or amended. Changes to government legislation and more local issues may also serve to steer our path in other directions.

Holmwood is an excellent school with many strengths but the need to review, question and develop is ongoing and our aim is to continue to improve the overall experience for pupils and parents.

1. A High Quality Learning Experience

- To reinforce our focus on core skills to ensure that children are confident in their approach to literacy and numeracy
- To ensure there is connectivity across and throughout the curriculum to support pupils making links in their learning
- To ensure pupils' learning at each stage supports senior school routes at 11 and 13
- To ensure every child experiences the appropriate levels of support, stretch and challenge in all areas including sport, activities and the arts

	Key Development Objectives	Action Required to Achieve Objective
1.1	Ensure that children are confident in their core skills of literacy, communication and numeracy	Build a curriculum and assessment framework that enables the integration of literacy, communication and numeracy into other subject areas so that <ul style="list-style-type: none"> ● Progression in core subjects is evident through the use of standardised testing ● Sufficient time is allocated to core subjects ● A framework for core subjects is in place that progressively builds on skills from Year R to Year 8 ● Pupils have opportunities to apply core skills in other subjects e.g. the use of graphical skills in science and coordinates in geography
1.2	To ensure there is connectivity across and throughout the curriculum to support pupils making links in their learning	Subject leaders to create a long-term plan to enable themed learning links to be developed from Early Years through to Year 8 so that pupils gain a wider understanding and appreciation of links between bodies of knowledge in different subject disciplines. Co-curricular programme including the trips schedule to link explicitly to the development of key aspects of skills and knowledge being developed within the curriculum.
1.3	To ensure pupils' learning at each stage supports the variety of senior school routes	Create a clear pathway with academic rigour for each child through: <ul style="list-style-type: none"> ● Preparation for pre-test and entrance exams to senior schools programme is in place for Year 5 and 6 children ● Preparation for Scholarship exams to senior schools ● Preparation for the Holmwood House Certificate assessment for entry to senior schools This will be enhanced by: <ul style="list-style-type: none"> ● Developing more frequent subject liaison with senior school Heads of Subject

		<ul style="list-style-type: none"> ● Developing the quality of Learning Logs in all subjects ● Reviewing and considering the introduction of Learning Logs into Years 4, 5 and 6
1.4	Ensure every pupil in every lesson, every day receives individualised support, stretch and challenge to ensure appropriate progress	<p>Focus on the development of challenge within all areas of the curriculum through:</p> <ul style="list-style-type: none"> ● Analysis of assessment to identify and address gaps ● Use of assessment information to plan for future learning within subject frameworks ● Developing the application of learning to new/different contexts ● Developing the prep/homework arrangements for all or some of the year groups in the Prep School to ensure independent study is a meaningful and beneficial process
1.5	To create a high quality learning environment	<p>Ensure the buildings and the grounds at the school support diversity within the curriculum and enable</p> <ul style="list-style-type: none"> ● Equity of access for all children ● Opportunities that promote excellence ● Identification of areas of provision that require improvement through a 3 year schedule for maintenance of site
1.6	To ensure a safe and secure environment	<p>To continuously review key areas of regulatory compliance including safeguarding and health and safety, working with Bellevue governance schedules.</p> <p>To ensure that through the school's approach to safeguarding, children develop an independent understanding of themselves as well as the skills and attitudes to keep themselves healthy and safe.</p>

2. The Very Best for Your Child

- To ensure all pupils have a clear awareness of their progress through developing their self-knowledge, self-esteem, self-confidence, self-discipline and resilience
- To support children's understanding of how to improve their own learning and performance to enable successful next steps
- To build each child's academic profile through external benchmarking and internal monitoring to support their development
- To ensure the provision and structures of the school create consistency and quality of the pupils' learning experience

	Key Development Objectives	Action Required to Achieve Objective
2.1	To ensure that children are able to independently reflect on their own learning, on a short and longer term basis	<p>Develop a whole school marking policy to ensure reflection time and response to marking is embedded in lessons through:</p> <ul style="list-style-type: none"> ● Staff training ● Review of policy ● Developing a culture of effective feedback ● Clear communication to pupils and parents
2.2	To ensure that school processes enable all to be clear in their understanding of pupil progress and are equal partners in the discussion	<p>Develop an all-through tracking procedure to ensure movement between years and key transition stages enable and enhance pupil progress:</p> <ul style="list-style-type: none"> ● Make better use of existing data to support progress and target-setting (e.g. CAT, past reports, half-termly progress judgements, etc) ● Introduce external benchmarking assessment and provide training for all teachers (e.g. PTM, PTE, RA, etc) ● Review the reporting process in light of changes to assessment, tracking and monitoring ● Ensure processes are effectively communicated to parents so that they understand the approach to planning for pupil progress

2.3	To create opportunities for all children to achieve success in learning, ensuring inclusion and enrichment	<p>Ensure individual, personalised learning experiences for all children through:</p> <ul style="list-style-type: none"> ● Appropriate and well-planned SEND provision for pupils who require additional support ● An embedded approach of inclusion in the learning environment for all children ● A high-quality academic enrichment programme to ensure high achieving pupils thrive
2.4	To recognise and celebrate the growth of the individual, their life skills and the development of their potential to ensure an enduring understanding and love of learning	<ul style="list-style-type: none"> ● Develop a system which collates information about the wider development of the individual child including the importance of the Laetatum ● Develop appropriate ways to celebrate the development of the individual
2.5	To support the ongoing and future wellbeing of children through pastoral care that is proactive and robust	<ul style="list-style-type: none"> ● Audit the opportunities the school provides to ensure the social, moral, spiritual and cultural dimensions of each child are developed and enhanced ● Use PASS Data to measure pupils' attitudes to self and school ● Ensure the mental health & emotional wellbeing (MHEW) of all pupils is monitored and valued building upon the excellent work undertaken so far by training relevant staff in Mental Health First Aid ● Develop an alert system to inform relevant staff of new additions to pupil information ● Ensure action is taken to assess pupils' needs and agree next steps

3. Preparing Your Children For The Future

- To extend pupils' understanding of how they learn to enable them to be adaptable and proactive in the classroom and beyond
- To extend pupils' ownership of their learning to enable them to make informed decisions about their next steps
- To further develop pupils' IT skills whilst enhancing their online safety to ensure our children are confident and creative users of technology in all its forms
- To develop a strategic approach to work in partnership with parents to support their children's education and preparation for future school choices at 11 and 13

	Key Development Objectives	Action Required to Achieve Objective
3.1	Further develop the Learning to Learn/5Rs Philosophy in the Teaching & Learning environment to enable pupils to maximize their progress in all subjects and to extend their understanding of how they learn enabling them to be adaptable and proactive in the classroom and beyond	<ul style="list-style-type: none"> ● Ensure 5Rs approach (Resilience, Resourcefulness, Responsibility, Reasoning and Reflection) is evident in all planning and delivery of curriculum ● Ensure the Bellevue principle of C.O.D.E. (Challenge, Ownership, Dialogue and Engagement) forms part of staff training and development ● Ensure the 5Rs language is consistently used across the whole school and is a visible part of the children's learning and how they talk about their work ● Develop tutor/tutee twice yearly 5Rs discussion process to enhance effective target-setting and reflective practice
3.2	Review IT strategy and to ensure that children are technologically literate; confident, creative and safe in their use of technology	<ul style="list-style-type: none"> ● Review Curriculum ICT scheme of work in line with current national initiatives ● Create a development and upgrade policy to ensure technological literacy is supported ● Audit resources for Teaching and Learning to ensure effective coverage and support of learning ● Plan funding to ensure suitable resourcing of IT for the future and use of new technologies is considered

3.3	<p>To enable children to be active, principled and responsible citizens with clear and strong values and principles</p>	<ul style="list-style-type: none"> ● Develop senior pupil roles and consider the range of responsibilities available in Years 7 and 8 ● Develop Environment Policy and Strategy to help pupils develop a global awareness ● Develop the school's 'green' profile through the launch of Eco Schools in Autumn 2018 ● Develop the pupil voice through school council, year group forums and boarders' forum ● Develop opportunities for pupil enterprise
3.4	<p>To prepare for the best future school for each child, supporting school transfer at 11 and 13</p>	<ul style="list-style-type: none"> ● Develop a dialogue with current and prospective parents about supporting senior school choices at 11 and 13 ● Develop staff understanding of the above ● Celebrate entry and scholarship successes at 11+ as well as 13+

3.5	Review and Develop the Boarding Provision	<p>Ensure the boarding opportunities on offer cater for the needs of all relevant pupils through a range of available nights and suitable activities which are year group dependent and including a specific programme for Year 8 to help with their transition to senior school, regular theme and cinema nights which offer every child the opportunity to try boarding at least once.</p> <p>Provide safe and secure accommodation which encourages a ‘Holm from Home’ feel in accommodation which is regularly reviewed and updated with input from the boarders to ensure they have ownership of both their own and communal spaces.</p> <p>Encourage boarders and parents to contribute to the development of boarding through surveys of parents and pupils, boarders' forum once per half term with representatives from each year group and consider responsibilities for older, regular boarders.</p> <p>Enable personal development through occasionally living away from home through encouragement of Year 8 to increase the number of boarding evenings in the summer term.</p>
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4. Growing Relationships

- To embrace the Bellevue Teaching and Learning community so that staff, parents and children benefit from the enrichment opportunities and innovative practice
- To develop and clarify parent communication about learning and attainment to ensure parents have a transparent understanding of their child’s progress and achievement
- To enhance teachers’ professional development to further support pupils’ learning
- To develop the wider school community through relationships with former pupils

	Key Development Objectives	Action Required to Achieve Objective
4.1	Building staff development opportunities	<p>A programme to support professional development and wellbeing across all members of staff which recognises strengths and areas for development;</p> <ul style="list-style-type: none"> ● Adopt Bellevue’s Appraisal model and use the governance structure to support staff development through support, training and mentoring ● Embrace the community of Bellevue schools to encourage professional cross-fertilization and networking ● Enhance the culture of Learning Walks as part of an environment in which best practice is openly shared for the benefit of the children’s learning and progress ● Develop opportunities for cross-phase, cross-curricular staff development ● Develop a cognitive coaching approach to enable staff to adopt a more reflective approach to professional dialogue about performance and impact on pupil learning (Bellevue input) ● Enhance staff training on Teaching & Learning, including Assessment, and ensure this forms the basis of every staff meeting ● Identify Emerging Leaders, Coaching leaders, Learning Review contributors, etc adopting Bellevue opportunities ● Develop use of video equipment for recording lessons and discussing with mentors, colleagues, HoD. Consider introduction of Swivl (BV)

		<ul style="list-style-type: none"> ● Support staff to be proactive in embracing their own wellbeing within the Holmwood community
4.2	Develop greater visibility for parents of the learning process	<ul style="list-style-type: none"> ● Develop reporting systems which give parents clear sight of their child's potential, attainment, progress and attitudes ● Communicate a clear development plan for parents which signposts the direction of the school and the impact this will have on pupil progress ● Build on the successful implementation of the social media programme to help give parents further insights into their children's learning experiences at school ● Strengthen connections between Social Media and the school website to enhance parents' visibility of their children's learning
4.3	Build links with the current and former pupil bodies through the development of an alumni association	<ul style="list-style-type: none"> ● Set up an alumni database of old Holmwoodians ● Social Media/Website contact ● Celebrate the achievements of former pupils via the website ● Plan a programme to involve the wider community to take part in our centenary celebrations in 2021

4.4	Creating a school that is at the heart of a community	<ul style="list-style-type: none">● Develop the opportunity for Pre-Prep children to entertain and host local residents at the Christmas Community event● Support a programme of local and wider Chamber Choir performances, e.g. Funky Voices, European Tour● Create opportunities for community links including ideas such as:<ul style="list-style-type: none">○ Inviting Chitts Hill neighbours to performances/productions○ Inviting Chitts Hill neighbours to read with children○ Contribute to external agencies, e.g. involvement in local environment initiatives● Promote our range of school videos via the website and social media
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