



Hollymount School Development Plan 2023/24

Our school development plan document is broken up into three stages as show below.

- 1- The overall headline priorities for the year
- 2- Key embedding priorities/actions
- 3- On going systems that maintain good school

Headline Priorities for the
year

Key embedding
priorities/actions

Within this there is an ongoing set of systems and processes that live day in day out wihtin our school that can be read within handbooks and policies



Our Curriculum – Embedding what we launched last year and ensuring all intended learning for every subject is taught well and children make progress.

Our approach to behaviour for learning – Developing our behaviour policy to ensure high expectations for behaviour for learning with a strong foundation of relationships and routines.

Hollymount 2023/24 overall headline priorities

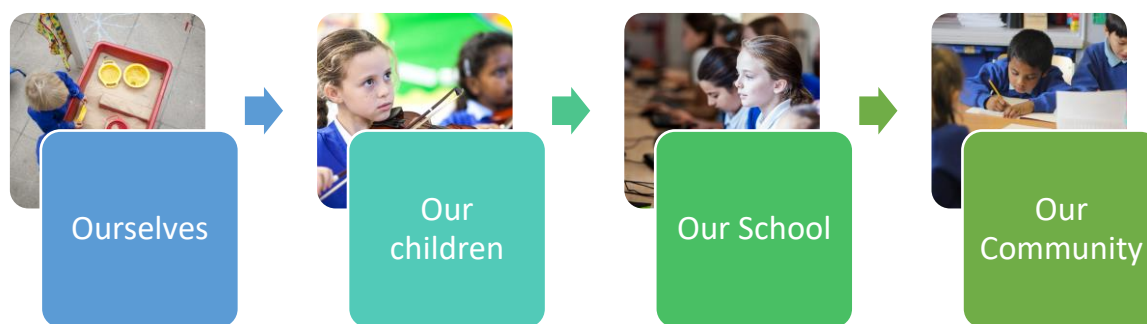


Our phase approach – building on our inclusive approach and strong leadership to ensure that adults across phases support the needs of the children in the most effective way.

Our core subjects and strong standards – Developing our results for writing while also focusing on reading progression from KS1 into LKS2.



Hollymount's school development plan is based on four simple factors. In everything we do we want to ensure that we are developing ourselves, our school, our children and our community.



Our school development plan focuses on developing core areas that enhance the areas above and in turn develop the areas of school life that we, as a team, believe make the biggest difference.

Area of focus	2023/24 areas of focus
Ourselves	<ul style="list-style-type: none"> To understand our roles and expectations of ourselves and others and feel empowered, trusted and enabled to do the best in every role, every day To provide professional development opportunities for all. This to include NPQs, internal training/coaching/peer development processes, focused staff meetings and courses To embed and enhance the school's leadership structure which empowers teams to work collectively with clear lines of responsibility To develop appraisal and reflection opportunities for all To develop and embed our vision and values To empower leadership at all levels while living our leadership values To embrace training opportunities around inclusion and wellbeing
Our Children	<ul style="list-style-type: none"> To enhance our school's communication teams status and use pupil voice effectively To understand the expectations and responsibilities around school behaviour that children live on a daily basis To implement enrichment opportunities through the Hollymount Entitlement and ensure links to the curriculum Provide opportunities across the school year to participate and showcase music, sports and art To review pupil leadership and responsibilities across the school To feel safe and secure at all times To be able to articulate the learning that has taken place and how it has been built upon over time and how teachers have facilitated this
Our School	<ul style="list-style-type: none"> To create a behaviour policy that ensures high levels of mutual respect, strong relationships trust and purposeful learning To review and in turn raise standards across the school that range from uniform to presentation in books to corridor behaviour To embed our curriculum to ensure every subject is led with clarity and that knowledge and skills are progressively implemented over time while monitoring this through quality assurance systems such as mini dives To design teaching and learning strategies for staff to discuss, use and develop in their classroom and bring our curriculum to life To ensure safer recruitment, our SCR and safeguarding procedures remain excellent and up to date To develop our technology provision and create a rolling plan for improvements/upgrades To develop our assessment systems and ensure it impacts on outcomes To manage our income and expenditure carefully and sustainably To implement a new inclusion team to maximise capacity across all waves of provision To implement our phase approach and empower teams

	<ul style="list-style-type: none"> • To ensure equality and representation runs through our systems and curriculum • To review the school day and maximise efficient learning time • To review attendance, punctuality and office procedures • To continue to develop our lunchtime and playtime provision to ensure it is purposeful and engaging while keeping children learning and safe
Our Community	<ul style="list-style-type: none"> • To continue to review and improve our internal communication systems • To review the Hollymount Big Share that goes out on a Friday • To work with the PTA to raise community spirit and inclusivity amongst the community • To develop our front of house experience and office procedures that go alongside this • To ensure governors are visible, skilled and informed • To create opportunities for our children to engage with the wider community • To review and implement a new class rep approach • To continue to review our admission procedures for new joiners into Hollymount • To neaten up our school and the local area and be proud of our surroundings
<p>Educating children is a challenge and working in the educational landscape that we are currently in makes this even more challenging. At Hollymount we unite to overcome the issues that we face. We do this while maintaining the professionalism, patience, kindness, focus and determination we need to do our jobs.</p> <p>Our school development plan recognises our aspiration to do the best for the community and children we serve while also considering that maintaining the core functions of school life is itself a developmental point and the basics need to be done well to ensure the projects are successful.</p>	

Ourselves

Development point	Key actions	Intended impact	RAG rating
To understand our roles and expectations of ourselves and others and feel empowered, trusted and enabled to do the best in every role, every day	<ul style="list-style-type: none"> - To visibly share the leadership structure and review at key points (JC) - To continue to develop the role of the Head of Phases and create a key check list of behaviours and responsibilities (KD) - To hold weekly SLT meetings and all leaders meetings with clear agendas that also revisit expectations, roles while using this to identify what is working and what isn't working (JC) 	To ensure that all of the leadership team is working in collaboration and effectively across the school.	
To provide professional development opportunities for all. This to include NPQs, internal training/coaching/peer development processes, focuses staff meetings and courses	<ul style="list-style-type: none"> - To provide opportunities for all staff to take up professional development opportunities such as NPQs for leaders, HLTA level four courses for support staff looking to cover classes and level 2 and level 3 courses for support staff looking to develop further. (SLT) - For staff to continue to undertake a range of courses and conferences that keep them updated and skilled and for SLT to direct people towards these (SLT) - For all staff to undertake termly training opportunities on Educare (SLT) 	For all staff to constantly be reflecting on their roles and how they can improve.	
To embed and enhance the school's leadership structure which empowers teams to work collectively with clear lines of responsibility	<ul style="list-style-type: none"> - Head of Phases to develop a strong culture within their own teams and use the team approach to focus all attention on effective working that improves the quality of education (HoPs) 	For a strong culture of teamwork to be implemented and lived across the school	
To develop appraisal and reflection opportunities for all	<ul style="list-style-type: none"> - To reflect on the current appraisal approach and process for all staff and consult on how it can be improved to ensure that everyone has the opportunity to be set purposeful targets and development opportunities (JC) 	For our appraisal processes to make a genuine difference to all staff	
To develop and embed our vision and values	<ul style="list-style-type: none"> - To continue the journey we started last term and consult on our initial starting points and in turn develop our vision and values (JC) - To start to brand the school with our new vision and values (JC) 	For our vision and values to become part of school life and our branding	
To embrace training opportunities around inclusion and wellbeing	<ul style="list-style-type: none"> - To focus a large percentage of staff training on 'behaviour culture' and 'inclusion' and for all staff to understand the rationale behind this and embrace the learning and culture we are embedding (FK) 	For everyone to be a champion for inclusion, wellbeing and our intended behaviour culture	
To empower leadership at all levels while living our leadership values	<ul style="list-style-type: none"> - To continue to provide subject leadership time and mini dive opportunities (KD) - For leaders to reflect at all levels as to how they can improve the quality of their teams and the work they do (all leaders) - To review our leadership values at the start of the year and ensure we are all in agreement it is appropriate for us (JC) 	For the leadership team to live our leadership values at all time	

Our Children

Development point	Key actions	Intended impact	RAG rating –
To understand the expectations and responsibilities around school behaviour that children live on a daily basis	<ul style="list-style-type: none"> - To know what the expectations are in each phase of the school and to live them on a daily basis (all staff) - To have opportunities to learn from mistakes (all staff) - To be praised for the positive (all staff) - To know the consequences for the negative but always know they are for the actions and not for you as a child (all staff) 	For a shared behaviour culture and expectations to be understood by all	
To enhance our school's communication team's status and use pupil voice effectively	<ul style="list-style-type: none"> - To develop the leadership of the communication team by providing shared responsibilities (JC) - To have regular feedback from the communication team (SLT) - To engage pupil voice in the leadership teams decision making around what is working and what isn't (SLT) 	For our communication team to be part of the schools feedback and development approach	
To implement enrichment opportunities through the Hollymount Entitlement and ensure links to the curriculum	<ul style="list-style-type: none"> - To review the Hollymount Entitlement document to provide an opportunity to outline the curriculum links (JC) 	For our enrichment opportunities to be clearly linked to the curriculum	
Provide opportunities across the school year to participate and showcase music, sports and art	<ul style="list-style-type: none"> - To develop the sports team of JC and Rhys to ensure that we continue to participate in as many sporting events as possible - To set up a 'Summer of Arts' that includes showcasing of art children have produced and an event where children are encouraged to play a range of music for the community (JC, LM, CC, HC) - To set up new opportunities for music, arts and theatre to be taken up by children (HC) 	For the arts and sports to be an integral part of children's experiences at Hollymount	
To feel safe and secure at all times	<ul style="list-style-type: none"> - To deliver assemblies on key themes such as safety, bullying, friendships, child line, empathy etc to allow for children to know what is acceptable, what isn't and what to do if they are worried (SLT) 	For children to know what safe looks like and what to do if they are worried	
To develop pupil leadership and responsibilities across the school	<ul style="list-style-type: none"> - To set up ambassadors to be more engaged in parent tours (JC) - To develop a range of year six leaders that include ensuring behaviour culture and expectations are maintained (FK and KS) 	For children to be role models of our values	

To be able to articulate the learning that has taken place and how it has been built upon over time and how teachers have facilitated this	<ul style="list-style-type: none"> - For staff to use knowledge organisers, intended learning, assessments, recall and curriculum maps to ensure children can identify and share their learning (in all subjects) and how this has been developed over time. (All leaders) 	For children to understand their learning and how this has been built upon over time	
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Our School

Development point	Key actions	Intended impact	RAG rating –
To create a behaviour policy that ensures high levels of mutual respect, strong relationships trust and purposeful learning	<ul style="list-style-type: none"> - To set up a behaviour team that researches and develops approaches that will start the conversations at Hollymount (FK) - To sign up for the 'trauma' informed training run through Merton (FK/JC) - To provide opportunities at the start of the year for teams to create their behaviour expectations (HoPs and KD) - For behaviour expectations to be shared with all children at regular slots (SLT) - For Head of Phases and their teams to reflect on behaviour expectations in team meetings and discuss what is going well and what isn't (HoPs) - To develop value awards that promote our positive behaviour culture (SLT) - To re write and launch our behaviour policy that captures our culture, expectations and procedures (FK, KS, COJ, JC) 	To have a clear behaviour policy embedded and used by all staff	
To review and in turn raise standards across the school that range from uniform to presentation in books to corridor behaviour	<ul style="list-style-type: none"> - Using the expectation review to launch and share all routines and standards we expect at Hollymount and ensure all in the community understand this (JC + all leaders) 	To have a clear set of expectations we live by and hold each other to account for	
To embed our curriculum to ensure every subject is led with clarity and that knowledge and skills are progressively implemented over time while monitoring this through quality assurance	<ul style="list-style-type: none"> - To continue to put the curriculum maps, their units of work and intended learning at the core of our education (KD) - To develop the planning that goes alongside the units of work to ensure staff have the best starting points for quality lessons (KD) - To provide mini dives for all subject leaders to allow for them to lead their subject with accuracy and support (KD) - To develop staff training opportunities so that everyone reflects on how they deliver the curriculum maps and the best teaching approaches and tips that go alongside this (KD) 	For our intended learning to be delivered on a daily basis while providing staff with opportunities to develop these in the future.	

systems such as mini dives	<ul style="list-style-type: none"> - To ensure the systems alongside the curriculum design are maintained and that the curriculum maps, website, planning and delivery all have a positive impact and are updated regularly (JC and KD) 		
To design teaching and learning strategies for staff to discuss, use and develop in their classroom and bring our curriculum to life	<ul style="list-style-type: none"> - To create a range of easy to access teaching and learning strategies that promote a knowledge based style of delivery (KD) - To create opportunities for sharing best practice that links to promoting the above shared strategies (KD) 	Staff have access to a range of best practice teaching and learning examples and methods to experiment with and learn from	
To develop our assessment systems and ensure it impacts on outcomes	<ul style="list-style-type: none"> - Continue to provide training and opportunities for staff to utilize our five point assessment system effectively (FW) - Continue to build up good examples of ARE and GD in the core subjects to help people assess effectively (FW) - Provide training for staff on how best to address gaps or provide intervention for children identified as not making expected progress (FW) - To consult with staff and subject leaders on our foundation subject assessment approach and build a set of procedures and policies that works for our staff and allows for staff to know which children are at ARE in each subject and where the gaps are (FW) 	An assessment handbook that covers all of our assessment approaches and provides staff with the procedures and skill to assess children accurately in all subjects.	
To manage our income and expenditure carefully and sustainably	<ul style="list-style-type: none"> - To utilize all elements of the debt recovery plan we launched in July 2023 (LN +JC) - To work with Merton on monthly monitoring (LN +JC) - To review the debt recovery plan in termly resources meetings (LN +JC) 	For the debt recovery plan to be enacted and successful	
To implement a new inclusion team to maximise capacity across all waves of provision	<ul style="list-style-type: none"> - To bring a wide range of new leadership positions into the inclusion team (FK) - For the new assistant headteacher position to over see and lead all elements of the inclusion team and create one shared vision (FK) - To create individual success criteria/action plans for all new positions within the inclusion team (FK) 	An inclusion team that is increased in capacity and skill and in turn adds value to our community and children with additional needs	
To implement our phase approach and empower teams	<ul style="list-style-type: none"> - For Head of phases to understand the needs of their phase and allocate staff accordingly (HOPs) - For support staff to work closely with their head of phases and in turn work within the team to focus on meeting the needs of the children in the phase (HOPs) - For support staff to be kept updated about the bigger picture of school life, EHCPS and to provide feedback in team meetings led by Faye (FK) - For teachers to work within their teams to adapt their teaching and learning to meet the needs of the children in their phase and to direct and guide support staff accordingly (all) 	The needs of the children are met through careful team planning and work	

To ensure equality and representation runs through our systems and curriculum	<ul style="list-style-type: none"> - For our equality objectives and statement to be an accurate reflection of our school and its needs (CM) - For all staff to understand the equality objectives and be supported to help meet them (CM) - For SLT to report at a governor level around the impact on the objectives and link with the governor responsible for equality (JC) 	For equality and inclusion to be reflected upon within all key decision making so that systems adapt accordingly	
To review the school day and maximise efficient learning time	<ul style="list-style-type: none"> - To identify the needs of each phase and plan a timetable that maximises the school day, provides adequate time for learning and facilitates the curriculum maps (intended learning) we have outlined. (All leaders) 	For constant reflection to go into how we spend our time with the children and to ensure our timetable meets the needs of those we teach	
To review attendance, punctuality and office procedures	<ul style="list-style-type: none"> - To build upon the procedures we introduced last year and ensure that the half termly reports are impactful to families and improve attendance (MO) - To build upon the self requesting form for term time holidays and ensure this is working and reducing absence (MO) - To review the reports on a half termly basis as SLT and ensure class teachers and leaders have the information they need to challenge poor attendance (SLT) 	Our attendance and punctuality systems challenge poor attendance, support those who need help, are sympathetic to those with illnesses and allow staff to track and focus on all of the above.	
To continue to develop our lunchtime and playtime provision to ensure it is purposeful and engaging while keeping children learning and safe	<ul style="list-style-type: none"> - To introduce the new 'lunch time and enrichment lead' to oversee the quality of the lunchtime provision and get feedback from staff and children with the aim of continuing to improve the opportunities/space (FK/JC) - To develop the opportunities, equipment and games further (Enrichment lead) - To develop the roles and responsibilities that staff undertake when on duty (Enrichment lead) - To introduce peer mentors and allow for the older children to help develop the provision for the younger children in KS1/EY (Enrichment lead) - To set up a range of lunch time sporting activities and not just football (Enrichment lead) - To develop clear dismissal and collection routines for how children enter and exit the playground at the start and end of lunch (HOPs) 	For lunchtimes to be a safe, engaging and enjoyable experience for all involved	
To constantly ensure safer recruitment, our SCR and safeguarding procedures remain excellent and up to date	<ul style="list-style-type: none"> - To do half termly dip sampling into HR folders vs SCR vs Arbor (SLT) - To do half termly governor safeguarding visits where Safeguarding reports are shared, dip sampling takes place and the SCR signed (JC + Govs) - To do half termly reporting/analysis for cases to ensure all systems remain effective and purposeful (JC) 	For all elements of Safeguarding to remain our golden thread and nothing is ever missed	
To develop our technology provision and create a rolling plan for improvements/upgrades	<ul style="list-style-type: none"> - To ensure an effective handover from MH and LN/JC/MMICT to ensure that staff have an effective technology support team (LN) - To create a plan for developing ICT provision and budget for the future (LN + JC) 	To ensure we have an effective technology support team and a rolling plan for improvements.	

	- To buy mobile technology and storage units for every classroom in KS1 and KS2 using PTA funds (JC + LN)		
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Our Community

Development point	Key actions	Intended impact	RAG rating –
To continue to review and improve our internal communication systems	<ul style="list-style-type: none"> - Reorganise the teams channels, make less of them and make it clear what they are for (JC) - Provide information sheet with breakdown of teams processes and remind staff of this (JC) - Continue to provide staff training on Arbor and help everyone maximises its potential (LN) - Consult with staff around communication and how it can be improved (JC) 	For our internal communication to be easy to access and accessible for staff	
To continue to review our admission procedures for new joiners into Hollymount	<ul style="list-style-type: none"> - Consult with our current nursery and reception cohort to get feedback as to how they found the admissions process and take feedback accordingly (JC +KD+ TDV) - Review all paper based admissions and see how these can be upgraded (JC + KD + TDV) - Plot out the admissions arrangements for Spring and summer term in early Autumn to get an oversight as to how we plan to run the process (JC + KD + TDV) 	For our admissions procedures to run smoothly and provide new families with a great first experience of Hollymount	
To review the Hollymount Big Share that goes out on a Friday	<ul style="list-style-type: none"> - Consult with the community around communication and act on feedback accordingly (JC) - Develop the newsletter so it is user friendly and web based and not a PDF (JC) 	For the community to be kept up to date with the school news	
To develop our front of house experience and office procedures that go alongside this	<ul style="list-style-type: none"> - To introduce a clear front of house position at the front office that includes a new desk area (LN) - To continue to define clear systems and processes within the office to allow for effective working (LN) - To continue to develop the potential of Arbor and online systems to keep the community updated and informed (LN) - To utilize the website more (including the diary) to allow for the office to keep parents informed (LN) - To keep the community needs at the heart of office decision making (LN) 	For the front of house experience to be welcoming and informative for parents and visitors.	
To work with the PTA to raise community spirit and inclusivity amongst the community	<ul style="list-style-type: none"> - To meet with the chair of the PTA on a half termly basis to plan out the events for the year that include a good balance between fund raising and social while trying to include smaller social events that boost community spirit (JC) 	For the community to have social events throughout the year that bring the community together	

To ensure governors are visible, skilled and informed	<ul style="list-style-type: none"> - To continue to encourage governors to take part in mini dives (KD + JC) - To invite governors to INSET days (JC) - To ensure link governors carry out their termly reports on key elements of school life (JC) - To encourage staff to feedback in FGB (JC) 	For governors to be active and visible members of the school leadership team	
To review and implement a new class rep approach	<ul style="list-style-type: none"> - To create a spec of what class reps do (JC) - To share the class rep spec with the community and encourage people to take up the role (JC) - To create a list of class reps and share with the community (JC) - For class reps to help induct new families into school life (JC + TDV) - To create a termly meeting with class reps to get parent feedback and discuss key themes (JC) 	For class reps to support the school community	
To provide a quality wrap around care service for our community	<ul style="list-style-type: none"> - To continue to develop the Teatimers provision (LN + JC + SD) - To look at the space that Teatimers runs in and see how this can be improved (LN + JC + SD) - To introduce the extended schools role into routines at Hollymount (LN + JC + FK) - To develop Hollymount Explorers so it becomes a systematic, effective and fun holiday club (LN + JC + ENRICHMENT LEAD) 	For extended schools to run effectively and efficiently so it is fun for all that attend	
To neaten up our school and the local area and be proud of our surroundings	<ul style="list-style-type: none"> - To create a curriculum storage cupboard in the small hall (MW) - For the small hall to be kept clutter free (MW) - To create morning and evening routines that ensures that basic litter, clutter and rubbish are removed (LN + MW) - To utilize the new EY spaces (MR) - To develop the front office area to ensure it is welcoming and professional (LN + JC + MW) - To declutter and organise all areas outside of classrooms (HOPs + MW) - To organise all office spaces and breakout rooms to ensure they have good working technology and are professional and clutter free (LN + MW) - To neaten up all outside areas (especially the front of school) to ensure that it is presentable and clear (MW) 	To create routines that ensure our school is presentable and organised	