



SCHOOL DEVELOPMENT PLAN 2022 – 2023

1. INTRODUCTION

This plan establishes our priorities for school development for September 2022 – July 2023. The purpose of the plan is to identify how we can further improve and develop the work of the school, including sustaining and improving the school following the OFSTED inspection in November 2017 (which judged the school to be in the 'Good' category in all areas). It also outlines, how we will manage change, and how we can make best use of resources and new opportunities available to us.

Priorities are identified in relation to the extent to which they:

- maintain and raise standards of achievement and attainment
- improve the quality of teaching and learning
- broaden and enrich children's educational experience
- provide good value for money

We have considered priorities for the school year ahead in the light of:

- the impact of the COVID-19 Pandemic and all associated risk assessments
- the outcomes from the Ofsted report in November 2017
- the outcomes from monitoring and evaluation (both from internal and external providers)
- consultation with staff, children, governors, parents and other stakeholders
- advice and guidance from the Local Authority (including a discussion and evaluation with the School Improvement Partner)

2. CONTEXT

This development plan recognises the context of the school and seeks to take this into account:

- The school has a popular (over-subscribed) Nursery provision on site that offers part-time and full-time places.
- The school building has previously been readjusted to enable three forms of entry to fit into the site, however the local authority have requested that we only offer two forms of entry for the foreseeable future.
- The school has a higher proportion of pupils who have Special Educational Needs or Disability (SEND) compared to other schools nationally (24% compared to 13%) however, we have a lower number of children who have an EHCP compared to other schools nationally (1.8% compared to 3.1%) and are therefore only eligible for a limited amount of 'Top-Up Funding'
- The proportion of pupils in the school from disadvantaged background (Band 1 in the IDACI reporting) is significantly higher than the national average (50% compared to 20%). 32% of children at Holbeach are identified as being eligible for Pupil Premium funding.
- Outside of the Nursery, the school is 89.4% full which means that there is a funding gap of more than 10% on any potential funding for the school. This is one of the main reasons why the percentage of expenditure that is due to staffing costs is higher than the recommended amount (80%) and higher than at schools that are full.
- The school site is the centre for successful and popular extended school services, some run by the school others by external organisations.

3. MISSION, VISION, VALUES

Mission

“To ensure that all children receive a high quality education which has both depth and breadth so that they achieve highly, despite any barriers they may have to their learning”

Vision

“High standards for all; achieved through independence, collaboration and self-regulation”

Values

Value	Behaviour
<p style="text-align: center;">Ambitious</p>	<p>Ambitious means that I will....</p> <ul style="list-style-type: none"> • Grab hold of the opportunities that come my way • Dream big and strive to do the best I can do. • Identify opportunities and take full advantage of them. • Stretch to be the best I can be • Reach even further than I thought I could
<p style="text-align: center;">Compassionate</p>	<p>Compassionate means that I will....</p> <ul style="list-style-type: none"> • Act with kindness at all times • Let you know you're not alone • Do what I can to help you when you need it • Come and stand where you're standing • Support you when you make mistakes
<p style="text-align: center;">Fearless</p>	<p>Fearless means that I will....</p> <ul style="list-style-type: none"> • Give new things a try • Step outside of my comfort zone • Take a risk when there's a good reason • Push through my failures • Recognise that mistakes are part of the learning process
<p style="text-align: center;">Hardworking</p>	<p>Hardworking means that I will....</p> <ul style="list-style-type: none"> • Be 'whole-hearted' in everything that I do

	<ul style="list-style-type: none"> • Join in with every experience presented to me • Go the 'extra mile' for others • Do as much as it takes to ensure that I achieve my best at all times. • Listen to and act upon the advice of others
<p>Responsible</p>	<p>Responsible means that I will....</p> <ul style="list-style-type: none"> • Take ownership of my own learning and be interested in how I can improve • Be worthy of your trust • Own up to mistakes when I should • Ensure that I get enough sleep every night. • Monitor and moderate my use of technology (including mobile telephones)

4. MONITORING

The plan will be monitored by the senior leadership team and the school Governors. Written progress updates will be included in the termly Headteacher report to the full Governing Body. Detailed plans and proposals will be discussed with the School Council and progress on certain issues will be reported to parents through regular newsletters.

5. THE DEVELOPMENT PLAN

This year's development plan has three main areas of focus. It also includes a 'monitoring' section which details the tasks being undertaken to ensure that progress made by the previous school development plan is not lost.

The school budget plan is cross referenced to the action points and the long term goals. The Development Plan allows for on-going evaluation by staff, governors and at SLT meetings with the inclusion of a **Progress/Outcomes** space in each of the main targets. These will be monitored on a termly basis at the governors meeting through the Headteacher's report.

This year's plan is being written in the midst of an, ever-changing, financial position that includes inflation running at over 10% and the cost of energy rising due to war in the Ukraine. There is no doubt that these are extremely difficult circumstances economically. Nevertheless, the school is determined to develop despite the restrictions that these circumstances will clearly place on us.

2022 / 2023 PLAN

<p>1. Develop the relational practice and policy across all aspects of the school</p> <p>Aims:</p> <ul style="list-style-type: none"> For all staff to implement a relational approach in their management of the children's behaviour To reduce the number incidents of conflict occurring in the playground at playtimes For staff well-being to continue to be well monitored and well supported. 	<p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> Lesson Observations Reflection Room Incident Book 	<p>Resources / Finance / Cost</p> <ul style="list-style-type: none"> CPD provision from Phil Hopgood (Teacher Trainer) and Caroline Kearney (Educational Psychologist) £4,000 Supply costs to allow lesson observations and book looks to be effective. £1,000 Supply costs to allow planning scrutiny and support sessions. £1000 	<p>Timescale:</p>
Tasks / Action Needed (<i>Responsible person identified</i>)	Success Criteria		Progress/ Outcomes
<p>Whole Staff INSET at beginning of the Autumn Term (led by Matt Jones & Catherine Dunnett) focused on 'The Relational Approach'</p>	<ul style="list-style-type: none"> A clear plan will be in place for how the 'Relational Approach' will be developed over the next couple of years. Staff's attitude to adopting a 'Relational Approach' will be positive and they will feel motivated to try some out some of the ideas discussed at the training. 		<ul style="list-style-type: none"> 2/9/22 – INSET day held for all staff and feedback was overwhelming positive and showed how motivated the staff were by the ideas. Two further staff meetings have been planned for the Autumn Term and a Support Staff training day identified too.
<p>The Teachers' Performance Management (Personal) Target to be set around the area of 'The Relational Approach' that they want to develop</p>	<ul style="list-style-type: none"> All teachers will have identified for themselves and area within the 'Relational Approach' that they will focus their personal research on. School leaders will have a clearer picture of what structures and systems will be needed to facilitate the 'research'. 		<ul style="list-style-type: none"> All teaching staff have had their Performance Management meeting and have agreed to focus on an area of the 'Relational Approach'.

<p>Regular staff meetings to take place for the teaching staff throughout the school year to see how they are getting on with putting into practice 'The Relational Approach'</p>	<ul style="list-style-type: none"> • Staff will have 'safe' times to reflect on what they are trying out. • Further CPD around the 'Relational Approach' will be provided in incremental steps. 	<ul style="list-style-type: none"> • 28/9/22 booked to look at "Co-regulation Plans" for 2 children (as an example) • 16/11/22 booked for CPD around 'Repairing and restoring'
<p>Karen Robertson / Phil Morriss to lead on the introduction of a new approach to the playground (Opal)</p>	<ul style="list-style-type: none"> • A new system and structure to playtime games etc. will have been introduced and embedded into everyday practice at Holbeach. • All staff will understanding the rationale behind the new system and have had sufficient training to be able to implement it. • There will be fewer accidents dealt with by the First Aider. • There will be fewer significant incidents dealt with by the SLT • The children will demonstrate a greater level of self-regulation in the playground. 	<ul style="list-style-type: none"> • Audit day booked for the Autumn term and INSET Day booked in the Spring Term
<p>Headteacher to arrange for Holbeach to enter into a peer-support group with two other schools, one of which to have already introduced the new approach to their playground</p>	<ul style="list-style-type: none"> • Holbeach will be linked to two other local schools with a system of school development in place. • Holbeach will have taken some 'learning' from visits to the other two schools and implemented some of the ideas observed. 	
<p>Headteacher to lead the organisation of an event held for parents / carers in the Spring/Summer term to share what 'The Relational Approach' is and how it has been implemented across the school.</p>		
<p>Headteacher to facilitate the whole staff in creating a 'Staff Agreement' at the beginning of the Autumn Term</p>	<ul style="list-style-type: none"> • Staff will treat each other in a supportive and professional way (at all times). • Staff will feel involved in setting the expectations for staff conduct. • Staff will have 'safe' spaces to reflect on how they are supporting others and how they are being supported. 	<p>1/9/22 – INSET day where staff created the Staff Agreement</p>

<p>CPD sessions to be run by Caroline Kearney in each term where demonstration sessions are followed by reflection and discussion (demonstrating ‘Supporting Inclusion’)</p>	<ul style="list-style-type: none"> • Staff are continuing to meet the needs of every learner (see maintenance section). • Staff understand the link between the work that is set for each child and the adults relationship with that child. 	
<p>Survey / Questionnaire of staff and children to be taken during the Autumn Term to monitor well-being.</p>	<ul style="list-style-type: none"> • Staff well-being will have improved from the previous survey. • Staff will feel like they have a greater involvement in the changes that are taking place at Holbeach. 	
<p>Headteacher to create a working party who will review the Behaviour Management policy in the Spring/Summer Term based on the developments over the year</p>	<ul style="list-style-type: none"> • The school’s behaviour management policy will have been re-written to reflect the changes implemented over the course of the year. • Staff will feel a greater ownership (and involvement in) the writing of this important policy. 	
<p>Every Child Matters: <u>Be healthy</u> <u>Stay safe</u> <u>Enjoy and achieve</u> <u>Make a positive contribution</u> <u>Achieve economic well-being</u></p>		

<p>2. Continue to develop the school’s curriculum so that it is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life</p> <p>Aim:</p> <ul style="list-style-type: none"> • All teachers have good subject knowledge of the curriculum, especially the Science, History and Geography elements • Children’s experiences in all subject areas are broad and deep (with a focus on music and history this year) 	<p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> • Termly review of PSHE, Music and History 	<p>Resources / Finance:</p>	<p>Timescale:</p>
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<ul style="list-style-type: none"> • Children’s learning books to reflect an ambition for ‘cultural capital’ to be shared • All parents/carers and other stakeholders to understand the intent of the curriculum 			
Tasks / Action Needed (<i>Responsible person identified</i>)	Success Criteria	Progress/ Outcomes	
Assistant Headteacher (Karen) to review all subject leadership roles and meet with each of the subject leaders.	<ul style="list-style-type: none"> • All staff are aware of who is responsible for each curriculum subject and who they can go to for a professional discussion. • Subject Leaders understand their role and feel supported by Karen in fulfilling the role. 		
The Teachers’ Performance Management (Wider Responsibility) Target to be set around developing progression within the subject.	<ul style="list-style-type: none"> • By the end of the year there will be a clear progression document for each subject area and subject leaders will have shared this with staff and parents (via website). 		
Assistant Headteacher (Phil) to run one staff meeting at the beginning of every term to support Subject Leaders with developing the web-space designated to their subject	<ul style="list-style-type: none"> • The curriculum pages on the school website will demonstrate the Intent, Implementation and Impact of the teaching and learning in each subject. 		
Assistant Headteacher to meet with the Subject Leader(s) of Science, History and Geography at the beginning of each half term to review their Subject Action plan and agree key actions for the half-term.	<ul style="list-style-type: none"> • The Science, History and Geography leads will feel supported with the tasks that they need to complete • These three subjects will be seen as priorities by the staff and will be developing at a faster rate than the other subjects this year. 		
Science subject leaders to sign up to a hub or find support from another school to get support with subject monitoring.	<ul style="list-style-type: none"> • The children will talk about Science at Holbeach in a positive way and will demonstrate that it is a strength of the school (through their work). • The Science leaders will be confident at talking through their subject when Ofsted visit. 		

All subject leaders to review their subject with a focus on diversity and representation in their subject (during the year).	<ul style="list-style-type: none"> See Maintenance section and Tackling Race Inequality plan. 	
Science Subject Leaders to run at least two Staff meetings during the school year to ensure that all teachers are aware of the 'intent' and 'implementation of the subject at Holbeach.	<ul style="list-style-type: none"> All teachers are aware of the 'intent' and 'implementation of the subject at Holbeach. Science lessons and science work (on display and in books) will evidence that the 'intent' is being achieved. 	
Designated display areas for Science, History and Geography to be identified around the school. Subject Leaders to ensure that they are updated and demonstrate progression	<ul style="list-style-type: none"> Science lessons and science work (on display and in books) will evidence that the 'intent' is being achieved. 	
Extra-curricular clubs co-ordinator to look to ensure that Science, History and Geography are represented where possible.	<ul style="list-style-type: none"> The range of ECC will include Science, History and Geography by the end of the year. 	
Every Child Matters: <u>Be healthy</u> <u>Stay safe</u> <u>Enjoy and achieve</u> <u>Make a positive contribution</u> <u>Achieve economic well-being</u>		

3. To achieve Maths outcomes at each of the Key Stages that are, at least, in line with the national average Aim: <ul style="list-style-type: none"> To understand what the gaps in the pupil's mathematical knowledge and skills are To devise and implement an action plan for addressing the areas for development 	Monitoring and Evaluation	Resources / Finance	Timescale
Tasks / Action Needed (<i>Responsible person identified</i>)	Success Criteria		Progress/ Outcomes
Headteacher to enrol both Maths subject leaders onto a 'Mastery' CPD programme with a local Maths Hub	<ul style="list-style-type: none"> Both Maths Leads will be outstanding Maths teachers who 		

	are able to support the planning and implementation of the Maths Curriculum	
Maths subject leaders to undertake a review/Audit in order to devise a comprehensive subject action plan	<ul style="list-style-type: none"> • A clear plan for subject improvement will have been identified and be being implemented. • Staff will feel an ownership and know that they have contributed to the plan. • The outcomes in Mathematics at the end of the year will have improved from 2021-22. 	
Headteacher and Senior Leaders to design a whole school Performance Management target around developing the teaching and learning in Mathematics	<ul style="list-style-type: none"> • Staff will feel a greater involvement in the changes that are made to Maths. • Children's Maths books will be more consistent in terms of coverage, differentiation, marking and presentation. 	
Maths subject leaders and SLT to plan for Maths interventions to take place in every year group to support subject development and then monitor the implementation and effectiveness of the interventions.	<ul style="list-style-type: none"> • Progress rates for children who are W or B will be better than previous years. • Book Looks and Learning Walks will identify intervention and differentiation as strengths of the school. 	
Maths Subject Leaders to monitor Maths books on a termly basis, providing feedback and advice that is monitored	<ul style="list-style-type: none"> • Children's Maths books will be more consistent in terms of coverage, differentiation, marking and presentation. • Staff will have a clear understanding of what they need to personally work on. 	
Maths to be the focus subject for all Teaching & Learning Audits during the year.	<ul style="list-style-type: none"> • Children's Maths books will be more consistent in terms of 	

	<p>coverage, differentiation, marking and presentation.</p> <ul style="list-style-type: none"> • Staff will have a clear understanding of what they need to personally work on. 	
Assistant headteacher to organise a Maths evening for parents/carers to show how Maths is taught at Holbeach	<ul style="list-style-type: none"> • Parents/Carers will have a better understanding of how Maths is taught at Holbeach. 	
Maths leaflets and target sheets to be shared with parents/carers on a regular basis including in newsletters and via the school website.	<ul style="list-style-type: none"> • Parents/Carers will have a better understanding of how Maths is taught at Holbeach. 	
Assistant Headteacher to ensure that the Maths Home Learning programmes (MyMaths and TTRS) to be monitored and analysed for effectiveness.	<ul style="list-style-type: none"> • Parents/Carers will have a better understanding of how Maths is taught at Holbeach. • Children's recall of number facts will have improved. 	
<p>Every Child Matters: <u>Be healthy</u> <u>Stay safe</u> <u>Enjoy and achieve</u> <u>Make a positive contribution</u> <u>Achieve economic well-being</u></p>		

MAINTAINENCE SECTION

As well as working on the targets above. The Senior Leadership Team are committed to ensuring that the progress made in the previous 2 years is not lost with a particular focus on ensuring:

Tasks / Action Needed (<i>Responsible person in brackets</i>)	Progress/ Outcomes
<p>Continue to develop the school’s ability to celebrate the diversity of the community it serves and ensure that progress continues with anti-rascist policy and practice at the school.</p> <ul style="list-style-type: none"> • SLT monitor behaviour book and exclusion data and report to Governors on a termly basis. • Engage Abha Aggarwal (Anti-Racist & Global Citizenship Educator) in developing the Diversity Committee • Run third diversity celebration day in Spring Term • Assistant Headteacher to Review Anti-Racism Action plan 2021-22 and evaluate progress made towards aims and objectives and write next plan 	
<p>Reading Comprehension – ensure that every class teacher continues to deliver Guided Reading sessions in line with the school’s policy.</p> <ul style="list-style-type: none"> • English Subject Leaders to re-write the Staff Handbook and Guided Reading policy to ensure expectations for each year group are clear. • English Subject Leaders to run a staff meeting during the year to remind staff of expectations around Guided Reading. • Peer observations of Guided Reading for any new staff or staff experiencing difficulties. • David Reedy to return to Holbeach in Spring and Summer Term to continue modelling and evaluation sessions. 	

<p>Children’s experiences in all subject areas are broad and deep with progression clearly shown in Music and PSHE</p> <ul style="list-style-type: none"> • Progression document for Music is developed and becomes a template for other subjects. • Progression document for Music is shared with parents / carers • Music Subject Leader to review violin (Year 5) and see if a switch to Ukulele would support progression better. • PSHE Lead and Curriculum Lead to continue to inform staff and support them with the delivery of the RSE curriculum • PSHE Lead and Curriculum Lead to design information letters / questionnaires and meeting for parents/carers regarding the RSE elements of the curriculum 	
<p>Ensure that work in all subjects is differentiated appropriately, using approaches which enable pupils to be taught effectively.</p> <p>Aims:</p> <ul style="list-style-type: none"> • For all teachers to set work that it ‘pitched’ at the level for every child so that they can work independently on it. • For all support staff to understand how to give the right level of support at the right time • For all pupils to be able to describe some of the ‘self-scaffolding’ strategies that they employ • For parents/carers and the rest of the school community to have a good understanding of school’s approach to teaching and learning • For progress rates to be more rapid in all groups of pupils when compared to previous years. 	
<p>Every Child Matters: <u>Be healthy</u> <u>Stay safe</u> <u>Enjoy and achieve</u> <u>Make a positive contribution</u> <u>Achieve economic well-being</u></p>	