

### Aims for Hollingbourne Primary

- To provide children with an inspirational and authentic learning experience, set in the context of real life.
- To provide children with secure foundations by teaching key skills for life.
- To ensure that everyone in the school community takes responsibility for their learning by understanding the value it has both now and in the future.
- To prioritise and promote the welfare and well being of children and their families.
- To ensure that the school values are promoted, underpinning behaviours and attitudes of all stakeholders both in school and in the wider community.
- To ensure that the strengths in all children are celebrated and nurtured.
- To have fun!

### Ethos and Values

Hollingbourne School is ‘a learning community developing hearts and minds’. The school focuses on the development of the whole child, including skills and values as well as knowledge. It is a friendly and caring school, where expectations of all are high. It has an ethos underpinned by the school’s key values of: resilience, acceptance, aspiration, collaboration, respect.

### Key Priorities for 2017-18

| 1. Effectiveness of Leadership & Management   | 2. Quality of Teaching, Learning & Assessment  | 3. Personal Development, Behaviour & Welfare   | 4. Outcomes for Pupils  | 5. Early Years  |
|---|--|--|---|---|
| <ul style="list-style-type: none"> <li>• Develop leadership at all levels</li> <li>• Ensure consistency, efficiency and effectiveness of systems, procedures and use of space.</li> <li>• Ensure effective spending of Sports Premium (broadening sports offer) and Pupil premium (to close any existing gaps)</li> <li>• Ensure quality of teaching is at least good across school.</li> </ul> | <ul style="list-style-type: none"> <li>• Improve the quality of learning environments</li> <li>• Improve the consistency of good quality teaching- particularly in literacy and maths</li> <li>• Quality of provision in Early Years to be consistently ‘Good’.</li> <li>• Ensure assessment is robust, accurate and efficient.</li> </ul> | <ul style="list-style-type: none"> <li>• Embed the school values, ensuring that resilience and independence is further fostered.</li> <li>• Ensure that behaviour is managed consistently throughout the school routine.</li> <li>• Ensure systems, practice and safeguarding policy is effective and up to date.</li> </ul> | <ul style="list-style-type: none"> <li>• Increase the percentage of children reaching expected levels in maths by the end of Year 6</li> <li>• Increase the percentage of children reaching expected as a combined outcome</li> <li>• Ensure pupil progress meetings are effective and well targeted.</li> <li>• Ensure that teaching and feedback to pupils is precise.</li> </ul> | <ul style="list-style-type: none"> <li>• Increase the percentage of children reaching GLD.</li> <li>• Improve the accuracy of assessment.</li> <li>• Ensure quality of provision (including indoor and outdoor environments, routine and teaching) is consistently good.</li> <li>• Ensure Legal Welfare Requirements are met.</li> </ul> |

## Where are we now? Key strengths to celebrate.

### **This is a good school!**

The ethos of the school- everybody cares, everybody feels part of a family and everyone feels a responsibility for each other.

Strong community links eg the church and villagers. Traditions are valued and used to enrich the experiences for every child. The school is well supported by the community, Friends and parents.

The school offers a broad curriculum, the focus very much being on the development of the whole child and the creation of memorable experiences for the children during their time here.

- All children from Year 1-6 being offered residential trips
- All children from Year 1-6 being offered swimming
- A very broad sports offer
- Music offer- all children year 1-6 learn a musical instrument, choir, performances, concerts etc
- The extended lunchtime because outdoor and social play is highly valued
- The mindset of the whole school with regards being outdoors

The children- their high wellbeing and positivity; their developed language and social skills; their broad interests and keenness to learn. They are incredibly confident individuals. The children enjoy their time at school. Their start points, thanks to supportive parents and families, means they come to school enriched and ready. Having supportive parents throughout their time here, means the good work done in school is complimented and embedded at home.

Hardworking staff, focussed on the children. Staff genuinely care about all the children- there is a strong sense of pastoral care. Staff know the children incredibly well. They are skilled at adapting teaching so the children will get the most from their learning.

Much experience and skill on the team. For a small school we have many 'specialists'- linguists, PE/ sports, music, SENCo and we have a Local Authority moderator on staff ( and another in training).

The 2017 results are good, particularly for writing, which was a focus in last year's plan.

**What's planned for Terms 3 and 4.**

| <b>Leadership and Management</b>   |  |
|--|--|
| Training to further develop leaders in school, including Deputy Head Teacher (Miss Allen) and maths leader (Mrs Jones).            |  |
| Involvement of leaders in pupil progress meetings and whole school data analysis.  |  |
| Updating policies: pay, e safety, whistle blowing, equality, behaviour   |  |
| Carry out monitoring: observe teachers, analyse data, look at children's books, conference children.                               |  |
| Develop policies and guidance to support teachers eg calculations policy, guidance for literacy planning                           |  |
| Carefully monitor budget and consider any action needed as a result. Include sports premium and pupil premium funding              |  |
| Continue to develop communication systems with parents   |  |
| Continue to develop shared spaces eg redecoration of small kitchen area, new heaters in classrooms, development of shared displays |  |
| <b>Quality of Teaching, Learning and Assessment</b>  | <b>Personal Development, Behaviour and Welfare</b>   |
| Develop the use of displays in classrooms, including working walls   | Finalise the behaviour policy and embed this in practice                                       |
| Review WALTs and remember to steps- assess the success of these  | Create assembly plan for term 3 and 4 ensuring this links to school values                     |
| Create second part of the calculations policy  | Further develop values boards in the cloakroom corridor  |
| Monitor maths teaching- focus on pitch, expectation, challenge.  | Further develop rewards for children showing values in their behaviour- nominations and VIPS   |
| Moderate maths data and address findings   | Ensure actions are taken in response to the fire risk assessment and the water risk assessment |
| Maths leader to feedback from maths training attended with staff.  | Carry out 'Lock down' drill  |
| Specific CPD on English planning and use of texts to teach, including creation of book lists for each class.                       | Create a positive plan to manage congestion in cloakroom during morning                        |
| Review as a staff guided reading   | Create rolling safeguard training  |
| Review as a staff marking practices trialed.   |  |
| Develop ways for teachers and TAs to share practice  |  |
| Review short report format   |  |
| <b>Outcomes</b>  | <b>Early Years</b>   |
| Detailed analysis of whole school data and plan joint strategies to close gaps   | Monitor guided reading and phonics.  |
| Focus on challenge of more able children   | Monitor learning journeys- progress and increased parent voice                                 |
| Observe lessons and give teachers quality feedback   | Further develop learning environment indoors and outdoors                                      |
| Review progress of SEN children and Pupil Premium children   |  |

