

Hollybank School

School Development Plan 2024/ 2025

Trust Vision Statement



School Mission Statement

Our pupils will be nurtured in a supportive environment. They will engage in the highest standards of education to ensure that everyone achieves the best possible outcomes. Each pupil is valued, each milestone is celebrated and together we will face and overcome challenges so that every child and young person experiences quality of life.

Context of the School

Hollybank School is part of Hollybank Trust, which is a charitable organisation promoting learning and development for children and adults with disabilities. We are a 2-19 day school of approximately 45 pupils, some of whom also access our on-site children's home which provides flexible residential options 52 weeks of the year. Our pupils have physical disabilities, severe and profound learning disabilities and complex medical conditions. The catchment area stretches across England and in September 2023 our pupils are sponsored by 9 different Local Authorities.

Hollybank School and Nursery

Priorities for 2024/2025:

(based on self-evaluation and research)

Overview

1. The curriculum will meet the specific needs of **each** pupil in our school.
2. All staff will be highly skilled to meet the needs of **every** pupil that they support.
3. Pupils will demonstrate **sustained** levels of engagement.
4. There will be a culture of **high** expectation.
5. **Everyone** will feel nurtured and valued.

Aims

- * Timetables in school will be restructured to support working across classes and develop focus groups.
- * We will begin to further develop a school induction which will provide newer school staff with the necessary knowledge and tools to provide the highest quality of education and care.
- * To continue to strengthen our approaches to process art across the school, with a focus on multisensory exploration.
- * To consider and begin to develop our physical and sensory opportunities in school.
- * School transitions will be strengthened and facilitate positive behaviour support with careful transition planning in place for our pupils' individual needs.
- * Digital Care within the School and across the Children's services and reporting systems for our families (Sustainability).
- * To work with the local teaching hub to support our new ECT.

Future Priorities (3 years)

- Ensure that we can meet the needs of an increasing school population.
- Develop our profile and networks within the regional community.
- To develop creative opportunities in the outdoor areas for all pupils.
- The culture will reflect an approach of process-based learning with an importance on the arts for our pupils.
- There will be a school community that is working together with shared values and embedded specialist areas of teaching.
- There will be a clear and considered school induction plan for all new school staff.

Strategic Overview

	Aims	Trust Priority and strategic objectives	Lead	Date	Success Criteria (Intended Impact)	Link Gov
1.	Timetables in school will be restructured to support working across classes and develop focus groups.	Quality Team Hollybank	SB CH	December 2024	Our pupils will have the opportunity to learn in mixed groups with a wider curriculum and stronger and more focused learning community.	Brigitte Bake Coreen McGowan
2.	We will further develop a school induction which will provide newer school staff with the necessary knowledge and tools to provide the highest quality of education and care.	Quality and Continuous improvement	SSL	July 2025	There will be an implementation plan for school inductions with research-based evidence approaches.	Jan Thornton

3.	To continue to strengthen our approaches to process art across the school, with a focus on multisensory exploration.	Quality Sustainability	CB RR	July 2025	The school will have embedded approaches from the Artsmark program and worked with professionals to have impacted the exploration of art across areas of the school curriculum. The Hollybank Assessment tool will be reflective of the Artsmark and further developed with this in mind.	Brigette Bake Coreen McGowan
4.	To consider and begin to develop our physical and sensory opportunities in school.	Quality and continuous improvement	TC SB	July 2025-2026	The pupils will have opportunity to be a part of the MATP (Motor Activity Training Programme). The Hollybank Assessment tool will be reflective of the MATP and further developed with this in mind.	Helen Mackey-Bowen
5.	School transitions will be strengthened and facilitate positive behaviour support with careful transition planning in place for our pupils' individual needs.	Sustainability Quality	SH	July 2025-2026	Regular update meetings around the pupils transition will take place. Key transition points will be documented with pupils needs clearly highlighted.	Helen Mackey-Bowen Coreen McGowan
6.	Digital Care within the School and across the Children's services and reporting systems for our families.	Digital Journey Sustainability	SSL	July 2026	The school will be in line with the residential services and Trust strategy on the digital journey using the Person-Centred System.	Jan Thornton

7.	To work with the local teaching hub to support our new ECT.	Quality and continuous improvement Culture	SB CB		The new ECT will be mentored and supported during her first year of teaching, in line with the ECT framework.	Jan Thornton
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Monitoring and Evaluation

Aim	Staff	Actions	Date	Progress and Impact	Dec	(March) April	July
Timetables in school will be restructured to support working across classes and develop focus groups.	SSL and Teachers	<ul style="list-style-type: none"> • SSL to decide on the focus groups for the school. • Teachers to meet to plan the structuring of the groups. • Focus groups to align with the Artsmark plans. • Timetable to be reviewed after implementation to ensure groups are appropriate and impactful. • Focus groups to have SSA's to be allocated and ensure that they are relating to SSA's interests and PDR's. • Further structure to the whole school event plan. 	Dec 2024	<p>Pupils working in focus groups to support personalised learning.</p> <p>A wider range of curricular activities being planned for across the school.</p> <p>Wider community opportunities for pupils across the Hollybank Community.</p>			

Outcome 2:

Aim	Staff	Actions	Date	Progress and Impact	Dec	April	July
<p>We will further develop a school induction which will provide newer school staff with the necessary knowledge and tools to provide the highest quality of education and care.</p>	<p>SSL</p>	<ul style="list-style-type: none"> • Induction Booklet to be reviewed. • Restructured guidance for the reviews and support being offered within the school. • Documented guidance for Teachers and ECT's joining the school with training and guidance to current systems. 	<p>July 2025</p>	<p>Clear written support and standards will be implemented to support the school inductions with research-based evidence approaches using the EEF (Education Endowment Foundation) to support this.</p>			

Outcome 3:

Aim	Staff	Actions	Date	Progress and Impact	Dec	April	July
<p>To continue to strengthen our approaches to process art across the school, with a focus on multisensory exploration.</p>	<p>CB RR Teachers</p>	<p>Statement of commitment to be submitted.</p> <p>Artsmark implementation plan to be created in line with the Statement of Commitment.</p> <p>Create a focus Artsmark group to lead across school.</p> <p>All staff to continue to be involved in the Artsmark within their supervisions and meetings.</p> <p>The arts will be further reflected in pupil IPP's and in the school assessment tool and curriculum map.</p> <p>Statement of impact to evaluate the Artsmark journey.</p>	<p>July 2025</p>	<p>Opportunity for our pupils to present and display their achievements and creative produce sharing what they have achieved and learnt with a wider community to support positive impact on our pupil's wellbeing.</p> <p>Increased personalised learning in the arts which is documented in the EFL.</p> <p>Supported collaborative working with confident staff which builds deeper connections in our school and local community.</p>			

Outcome 4:

Aim	Staff	Actions	Date	Progress and Impact	Dec	April	July
To consider and begin to develop our physical and sensory opportunities in school.	TC Teachers	Research in to the MATP TC to arrange training for teachers and leaders of this group. Focus MATP group to be formed with staff leading in this area.	April 24	The pupils will have opportunity to be a part of the physical and sensory education which is appropriate to their personalised learning. The Hollybank Assessment tool will be reflective of the MATP and further developed with this in mind.			

Outcome 5:

Aim	Staff	Actions	Date	Progress and Impact	Dec	April	July
School transitions will be strengthened and facilitate positive behaviour support with careful transition planning in place for our pupils' individual needs.	Teachers	Meetings scheduled for transition points. Transition planning to be shared in teachers meetings. Emails with all the key stakeholders.	July 24	Regular update meetings around the pupils transition will take place. Key transition points will be documented with pupils needs clearly highlighted.			

Outcome 6:

Aim	Staff	Actions	Date	Progress and Impact	Dec	April	July
Digital Care within the School and across the Children's services and reporting systems for our families.	AM CB DH SSL	New staff to be supported with our digital systems.	Nov 24	New teachers will be prepared and able to use the systems in place in the school and feel supported with these tools when completing assessments and required tasks.			
		Digital training from Arbor to be completed. Arbor system will be implemented with the support from the IT department.	Jan 25 March 25	Arbor will be implemented as the replacement School Management system replacing the current provider.			
		Digital care to be viewed in the residential homes.	July 25	Care documentation systems will be considered for our school pupils inline with the Trust systems.			

Outcome 7:

Aim	Staff	Actions	Date	Progress and Impact	Dec	April	July
To work with the local teaching hub to support our new ECT.	SB/CB	ECT, mentor and induction tutor to enrol with local teaching hub and carry out tasks associated with their ECT programme.	July 24	ECT will make good progress towards meeting the teaching standards and completing the first half of her teaching induction.			

Distributed Leadership Roles

Curriculum Roles

Cognition and Learning –RR, EC &HP

Communication and Interaction – SB

Social, Emotional and Mental health – CH

Physical and Sensory – SB& RR& TC

Preparing for Adulthood – CH

Cultural Capital - SH

Leadership Roles

Early Years Lead – EC

Post 16 Lead – CH & SH

Behaviour Lead – CH

Sensory Lead – RR

Assessment Lead - SB

Curriculum Lead – SB

Parent Engagement Lead – DH

Health and Safety Lead – TW& LRW

SSL – Senior School Leaders