HCFS School Development Plan 2022-2023

Three Key Areas of Development

Pillar One: Development and enrichment of partnerships between home and school to benefit the holistic development of the school community

Behaviour and Attitudes:
- Implement and instil high expectations for all members of the school community in relation to behaviour, conduct and communication and ensure a consistent towards this is adopted by all
- Relationships between members of the school community reflect a positive and respectful culture, where all members of the community feel safe, valued and listened to

Leadership and Management:
- Leaders provide clear direction to school staff in relation to development of strong relationships between home and school and the high expectations school staff hold for the education of pupils
- Leaders plan for regular opportunities to engage with stakeholders in the community via community events
- Leaders monitor to ensure the high expectations and consistency outlined in policy in relation to behaviour, conduct and communication is being maintained

Personal Development:
- Regular community events take place enriching the offer of social and cultural events for the community to engage and participate with as well as contribute to
- Pupils observe positive and appropriate behaviour and communications between home and school supporting them to develop their own communication (discussion and debate) skills

Pillar Two: Develop and maintain a strong focus and consistent approach to pupil attendance and punctuality to minimise disruptions to pupil's education

Quality of Education:
- The curriculum and structure of teaching is clearly geared towards returning all pupils to studying the full curriculum following the COVID-19 pandemic, ensuring every day that children are in school counts towards them receiving a high quality education.
- If home-learning resumes at any point, there is a plan of action for ensuring pupils engage with high quality remote resources.

Behaviour and Attitudes:
- Pupils are eager to attend school for intrinsic reward and staff foster an environment whereby positivity is the foundation.
- The school takes swift and appropriate action when pupil attendance when pupils do not have high levels of attendance.
- Relationships with parents are fostered at all levels across school.

Leadership and Management:
- Leaders ensure that processes and systems are in place for the monitoring of attendance.
- Appropriate CPD is offered for specified staff members in order to build and maintain positive attitudes towards attendance and punctuality.
- Leaders engage appropriately with parents and the Local Authority (where necessary) regarding children's attendance.

Personal Development:
- Pupils are keen to be at school for the opportunities available to them that is extended beyond the academic curriculum.

Pillar Three: A primary focus on early reading and reading for pleasure enriched by the transformation of the Learning Resource Area into a centralised, shared learning area

Quality of Education:
- Reading is prioritised by HCFS with the creation of a centralised, shared area enriching the availability for all pupils to have the opportunity to read widely and often with their peers and adults to support reading for pleasure and the gathering of information to enrich learning
- Phonics Screening Check results are in line, or exceed, previous data at the end of the year

Behaviour and Attitudes:
- Pupils are enthused and approach time offered to them to engage in reading experiences in the centralised, shared area with positivity and excitement
- Pupils understand appropriate behaviours in relation to reading and spending time in the centralised, shared area as well as showing high levels of respect towards the new area and resources

Leadership and Management:
- Leaders hold a clear vision for the transformation of the centralised, shared area and support and value the contributions of different stakeholders towards the transformation of the area
- Leaders work effectively with contractors to ensure the timely transformation of the centralised, shared area occurs
- Leaders monitor use of the assigned budget to the transformation of area to ensure spending delivers the planned vision

Personal Development:
- All staff feel equipped with knowledge to support and drive forward early reading skills for all pupils they work with