

Hollywood Steiner School

# School Development Planning (SDP)

## Research and Rationale

### 5 Purposes of School Development Planning

- The school development plan (SDP) is a strategic plan for improvement
- It should bring together, in a clear and simple way, the school's priorities, the resources dedicated to these priorities and the key outcomes it intends to achieve
- It should be evidence based
- It should be a living document that all members of staff will use as a reference point in evaluating, developing and improving their work
- The SDP should keep a close focus on pupils, their learning and improving the outcomes they achieve

### 6 Characteristics of effective School Development Planning

- Set your mission, vision and values for the school
- The Headteacher encourages others to undertake a leadership role and supports a culture of self-evaluation
- Effective self-evaluation, and the actions that flow from it, should deliver improved educational outcomes and experiences for all pupils
- The Heads of School give a high value to the contributions of staff, leading to an increased sense of ownership
- Monitor and review progress
- Consult with pupils and parents

The key is to ensure that planned actions are effectively implemented and result in improved outcomes for pupils

## Documents consulted for Hollywood Steiner School's SDP:

- *Interim School Development Plan 2019* – Hollywood Steiner School
- *ETI Independent School Inspection Report 2020* – Hollywood Steiner School
- *GTC The Reflective Teacher*
- *ETI Together Towards Improvement* – versions for pre-school, primary, post-primary and special schools
- DE Circulars on School Development Planning and Target-Setting, including Benchmarking data
- DE circular 2010/22 “*School Development Planning – Regulations and Guidance*”
- *Every School a Good School* – School Development Planning 2010 Guidance

## Hollywood Steiner School SDP Process

### Staff Development Day - 12/02/21

#### Staff produced the following:

#### Mission

Our Mission is to Inspire students through the delivery of the Steiner-Waldorf Curriculum and develop a strong connection between children and their teachers.

#### Vision

Our Vision is to ENGAGE the head, the heart, and the hands, ENTHUSE the child with curiosity and a sense of wonder for the world and INSPIRE a love of learning that will last a lifetime.

#### Values

- Acceptance
- Connection
- Love of learning
- Independence

### Staff Development Day 8 – 27/09/21

Staff received a presentation from the Headteacher  
“School Development Planning – Purpose and Priorities”

#### Each Head of school held a meeting with staff and asked the following three questions:

- How can we improve the educational experience for our pupils?
- What are the resources required?
- What are the intended outcomes for pupils?

**Each Head of school completed the SDP template and met with the Headteacher to discuss on 30/09/21**

**4 areas of school development:**

- |                                   |                      |
|-----------------------------------|----------------------|
| 1. Outcomes for Learners          | Priorities 1.1 – 1.2 |
| 2. Quality of provision           | Priorities 2.1 – 2.2 |
| 3. Leadership and Management      | Priorities 3.1 – 3.2 |
| 4. Pastoral Care and Safeguarding | Priorities 4.1 – 4.2 |

**The Hollywood Steiner School Interim SDP (2019) highlighted the following 9 areas for improvement:**

- Resources in all areas of the school could use investment
- Student support has been patchy and requires coordination and training
- Facilities are in ill repair and need upgraded and maintained to fully deliver curriculum
- In general information held by the school is hard to access and storage is not coordinated. Accessing and updating student information is too difficult
- While ICT plays a small part in the curriculum its development in the older years is still weak
- Our pastoral and preventative curriculum need strengthened through the creation of an agreed curriculum
- Monitoring of lesson quality needs improved
- Flux in the admin and management parts of school
- Investment in staff training

**The Hollywood Steiner School Interim SDP (2019) highlighted the following 6 areas of strength:**

- A highly committed and diverse teaching staff
- An enthusiastic and supportive parent body
- GCSE results have been reasonably consistent for several years.
- A wonderful natural environment for children to engage with
- A newly formed and energised BoT
- The freedom to shape the timetable to achieve our objectives

**The Hollywood Steiner School ETI Independent School Inspection Report (2020) highlighted the following 4 areas for improvement:**

## Outcome for Learners

- 1.1 While most work in books is correct, the presentation of the learners' written work in both numeracy and literacy is generally poor; the whole school approach to the development of writing needs to be reviewed
- 1.2 There are too few opportunities to learn to use ICT to develop research and presentation

## Quality of Provision

- 2.1 The school recognises that the curricular planning lacks consistency in its coherence, its promotion of progression and sufficient differentiation to match the abilities of all of the learners. The use of assessment, including the use of written marking for improvement, does not adequately inform planning, learning and teaching. The whole-school approach has appropriately been identified as an area for improvement by leadership and management.
- 2.2 The school endeavours to respond flexibly to the specific subject interests of learners and the trustees have reviewed the curricular provision in the upper schools with a view to broadening the curriculum

**The Hollywood Steiner School ETI Independent School Inspection Report (2020) highlighted the following 12 areas of strength:**

## Outcome for Learners

- 1.1 The learners throughout the school are developing their attitudes and dispositions for learning. They clearly enjoy the varied interconnected approaches that enable them to express their learning in a good variety of different forms, to develop their general life skills and their resilience as young people
- 1.2 From a young age, they participate confidently in class discussions, articulate their views maturely, are developing well their listening skills and talk to each other confidently about their activities in a way which develops their understanding
- 1.3 The learners develop well, good problem solving and thinking skills in numeracy and the associated mathematical language, including solving realistic problems through a wide variety of appropriate strategies
- 1.4 An analysis of GCSE outcomes indicates that the small numbers entered for public examinations achieve well, with most achieving grades A\*-C across all subject areas. The more recent outcomes in GCSE mathematics are a strength with all learners achieving consistent A\*-C grades
- 1.5 The small group of parents with whom the inspectors met shared their positive experiences of the school. They reported that their children are very happy and are appreciative of the opportunities to develop their creativity and thinking skills. They emphasise that the teachers know the children very well and the quality of relationships across the school is a strength

## Quality of Provision

- 2.1 Almost all of the lessons observed were effective in promoting learning with a majority being highly effective. These lessons are characterised by excellent working relationships between learners and teachers and active learning opportunities, which includes good use of the outdoor environment. Effective open-ended questioning deepens the learners' understanding, encourages debate and enables them to offer well-reasoned, expanded responses. Highly

effective, rich and appropriate play-based learning in the Kindergarten is characterised by sustained creative and imaginative play, often initiated by the learners themselves

- 2.2 Meeting the holistic needs of learners is a strength of this school. Through their patient and sensitive support, the staff build well their social and emotional needs, their confidence and their self-esteem
- 2.3 Learners benefit from additional in-class support and withdrawal sessions for literacy and numeracy and the school liaises regularly with parents in relation to aspects of the provision. The recent review of the Individual Education Plans has improved the quality of pupil targets and now includes appropriate processes to monitor and evaluate progress
- 2.4 The arrangements for the care and welfare of the learners are very effective and impacts positively on learning, teaching and outcomes. A highly caring, supportive and inclusive ethos permeates the life and work of the school. The whole school community exemplifies its commitment to the ethos and values of Steiner Waldorf

## Leadership and Management

- 3.1 The one year school development plan identifies appropriate priorities which include the development of planning across the school, assessment and staff development to meet the needs of all learners

## Pastoral Care and Safeguarding

- 4.1 Based on the evidence available at the time of the inspection, the arrangements for safeguarding learners take account of, and reflects, the guidance from the Department of Education
- 4.2 In discussions with the learners, they talk about their strong sense of belonging to the community of the school and report that they feel safe in the school and are aware what to do and who to talk to if they have any concerns about their safety or welfare Holywood Steiner School, provides efficient and suitable instruction for the learners (ETI 2020)