



# The Hermitage School

## SCHOOL DEVELOPMENT PLAN

2023/24



### Priority targets

Key Priority One:

**To raise attainment and improve progress in writing**

Key Priority Two:

**Further develop behaviour and wellbeing**

Key Priority Three:

**To improve outcomes for our children with special educational needs and disabilities**

Key Priority Four:

**Develop teaching and learning through our use of assessment**

Key Priority Five:

**Continue to develop collaboration between the schools and our community**

# SCHOOL DEVELOPMENT PLAN 2023.24

Focus: Quality of Teaching, Learning assessment and Outcomes for pupils		Key Priority One: To raise attainment and improve progress in writing			
<b>Key Self-Evaluation Issue:</b> Writing continues to be a focus for improvement both locally and nationally. The Hermitage wish to maintain high standards and outcomes in writing. Build staff confidence in teaching spelling and grammar Bring consistency to teaching of phonics into Orchard – fidelity to the scheme Use assessment to full effect to enable greater outcomes in writing  <b>Milestones (% for KS2)</b> 70%+ on target to meet ARE standard in all year groups in December 2023 72% + on target to meet ARE standard in all year groups in March 2024 75% + meet ARE standard in all year groups in June 2024		<b>School Target</b> Increase in children reaching age related expectations in spelling and writing at year end Staff confidence in teaching writing increased Less children requiring spelling and phonics interventions following year KS2 75+% meet ARE or above national July 2024 100% literacy lessons observed good or better Achieve national outcomes at end of KS2		<b>Lead Person:</b> Paula Casey – writing Leader Faaria Sahi – Phonics leader Clare Spires – Executive Headteacher Gill Carter – Literacy Governor	
Objective/Target	Specific Actions (Processes)	Time scale	Monitoring and Evaluation (Who? When? How?)	Resources (Inputs)	Success Criteria (Outcomes)
To continue to <b>drive improvements in writing outcomes</b> for children so that more children are making at or accelerated progress and reaching end of year expectations	All staff made aware of pupil groups who made the least progress last year Monitoring of outcomes by CT and English lead High expectations Implementation of scaffolding techniques to aid individual pupils' attainment PDM time	July 2024	Termly windscreens		More children making at or accelerated progress
To <b>strengthen liaison with Oaktree</b> to raise standards across the 2 schools and to ensure consistency and a smooth transition in the children's English work.	Meetings with both school's English teams to discuss how we can strength the move from 2 to 3 Moderation with Years 2 and 3 + the English team Sharing best practice Lesson observations between 2 and 3	July 2024	Book monitoring		Children will find it easier to move from 2 to 3 Better outcomes in standards of writing across those two year groups
To strengthen the use of the <b>assessment tool Pobble</b> across the school in order to have more accurate assessment data for children	Share experiences of moderation visit in the Summer term and how it will inform future assessment Make purpose clearer to staff Look at confirmed judgements at end of KS2 as exemplars English lead to dip in and out of Pobble all year when	July 2024	Pobble monitoring		All year groups confident in the use of Pobble Better monitoring of assessment Redirection of assessments which are too harsh.

	monitoring In school moderation to use moderation portfolios set up and circulated by staff				
To <b>embed slow writes</b> into the planning of English next year so that teachers embed grammar in context so more children achieved EXC at end of year assessments	PDM time to develop slow writes and share lessons already taught Opportunities given for teachers to see a slow write in action with a class	July 2024	English teams meeting with Year 2 and 3 leads once a term		Slow writes will be used to target some of the more tricky grammar skills on end of year assessments Clear evidence in English books for subsequent pieces of writing
To <b>improve the editing process</b> and make it more accessible to our very youngest children	English lead to work with Year 3 on how to improve editing sessions. Monitoring of books to ensure all teachers are class editing and that it is a worthwhile activity which develops the writing process	July 2024	Termly monitoring by writing and assessment lead.		Children will have a clearer understanding of editing and can explain why they edit Impact of edits should be seen in future writing
To ensure <b>phonics is taught effectively</b> within <b>The Orchard</b> unit resulting in greater pupil outcomes	Phonics lead, Orchard Centre manager and Orchard Centre staff to create an action plan to implement RWInc phonics within the centre. Orchard manager to organise training / observations for all Orchard staff to see how Oaktree deliver their whole class teaching of RWInc Phonics. Oaktree Deputy Head to work closely with Orchard Centre and support the staff with their RWInc training. Phonics lead to share Ruth Miskin Portal with Orchard staff and train Orchard manager in becoming an additional admin of the portal. Phonics lead to support Orchard manager in ensuring the centre has the correct resources (including RWInc Book Bag Books). Phonics lead to share new SEND RWInc resources (including assessment) that can be accessed from the portal. Orchard Centre will be able to access the Oxford Owl Phonics section to access up to date resources.	July 2024	Numbers of rewards given	Ruth Miskin Portal £975  Oxford Owl Phonics Subscription £549  Book bag books (purchased from 2022-2023 budget)	Children in the Orchard Centre will be accessing RWInc Phonics. Orchard staff will gain good subject knowledge in teaching phonics. Orchard centre will be stocked with relevant RWInc resources. Orchard children will read appropriate phonics books tailored to what they are learning and will bring home corresponding RWInc book bag books and the Phonics book they will be reading in school.
To ensure all <b>staff are supported</b> and confident in teaching phonics in class and in interventions	Weekly training to be provided by Phonics lead during autumn term (assess this and continue in spring and summer term if needed). All TAs will have logins to access the Ruth Miskin portal and will be provided with time during training	July 24	Observations  Staff voice  Pupil voice	Ruth Miskin Portal £975  Weekly training time (no cost)	More children making accelerated progress within their intervention phases.  TAs will have good subject

	sessions to find appropriate resources for the interventions they will lead.				knowledge in teaching phonics and Fresh Start.
To provide RWInc Phonics and Fresh Start <b>interventions</b> promptly to support targeted learners	YTLs to use pupil assessment, pupil progress meeting and handover notes to plan Phonics / Fresh Start interventions. YTLs to ensure Phonics and Fresh Start interventions are timetabled to commence in September.	July 24	YTLs and Phonics lead to monitor interventions are taking place.		More children making accelerated progress.
Staff to teach children the <b>appropriate spelling patterns</b> as a result of their <b>use of assessment</b>	PDM time provided to allow all staff to analyse their SWST data. Staff to note down the words and spelling patterns the children are struggling with and plan for a few of these words / spelling patterns to be taught at a time during the jumping orange / red words part of the RWInc lessons (ensuring to include the teaching of some red and orange words too). SWST assessments to take place at the beginning of each term (autumn 1, spring 1 and summer 1).	July 24	Staff voice All staff to monitor their spelling assessment and use this to support teaching. Teachers, YTLs and Phonics lead to monitor progress on the SWST trackers.	PDM Time (no cost)	More children making accelerated progress.  Teachers aware of which SWST spelling patterns their class need to focus on.  More children working at their standard age or above.
To continue to <b>teach spellings</b> across the school effectively leading on from prior assessments increasing progress and outcomes for all	All year groups to plan 15 minutes daily spelling lessons (4 times a week for Year 6). To ensure that children are marking their books with their teacher and fixing any errors in purple pen. Spellings and Phonics lead to work closely with Oaktree Phonics lead / Year 2 lead to ensure there is consistency in teaching RWInc spellings.	July 24	Staff voice  Pupil voice  Spelling book monitoring	Oxford Owl Spelling Subscription: £130 RWinc Spelling books: £1069 Spell checker batteries: £50	

## SCHOOL DEVELOPMENT PLAN 2023.24

<b>Focus:</b> Quality of Teaching, Learning and assessment and Outcomes for pupils		<b>Key Priority Two: Further develop behaviour and wellbeing</b>			
<b>Key Self-Evaluation Issue:</b> Children's and staff questionnaire identified their concerns around others behaviour Some Individuals behaviour disturbs learning of class Inconsistently shared expectations and strategies deployed Individual Behaviour response plans need reviewing Whole school behaviour policy shared and implemented consistently. Promote good learning behaviours in class – learning focused rather than compliant. Staff training on dysregulated behaviours and positive touch Staff training on strategies Leaders monitoring play and lunchtimes.		<b>School Target</b> For all children's needs to be met Behavioural targets for individual children to be met Staff confident to support behaviour needs and provide consistent support in line with policy and Individual Behaviour Plans (IBP's). Outcomes in Staff, Parent and Pupil questionnaires around behaviour improve.		<b>Lead Person:</b> Gilly Condon – Deputy headteacher, Janine Coster - PSHE leader Mary Martin – vulnerable group link Governor Louise Finke – Safeguarding governor Humaira Ashraf – Wellbeing governor Clare Spires – Executive Headteacher	
Objective/Target	Specific Actions (Processes)	Time scale	Monitoring and Evaluation (Who? When? How?)	Resources (Inputs)	Success Criteria (Outcomes)
Ensure the school's behaviour (including learning <b>behaviour</b> ) <b>management strategies</b> reflect the ethos of the school.	1. Revisit behaviour policy and practice 2. YGL to review success of current 'Stages' not over reliant on SLT, ensure undermining. 3. Revise induction procedures to ensure all new staff receive appropriate training and support. 4. Inform parents of new approaches to behaviour. 5. Targeted staff to receive initial MAPA training to learn to avoid and deal with conflict behaviour. 6. All staff to attend positive touch training/ PRU inset. 7. Support staff to receive training in the implementation of restorative approaches / Individual behaviour plans (IBP) / contribute to IBPs 8. Develop structured play at lunch to reduce incidents. 9. Evaluate play and lunch times with leaders monitoring closely 10. Adapt timetables to meet behaviour at play needs.	aut 2023  Fully embedded July 2024	Monitoring and analysis of incidents of behaviour, PSHE leader to embed new policy through training and monitoring Redo Pupil and parent questionnaires/discussion around progress made	Cost of MAPA training. £500  Cost of positive touch inset £500	Staff pupils and parents have a clear understanding of the school's approaches to behaviour management. Behaviour management strategies reflect the school's ethos and consistently applied by all. Incidents of poor behaviour reduce over time. Children in class feel safe and that others behave well or supported by staff. Children's questionnaire outcomes on behaviour improve.

Adaptations and adjustments to <b>behaviour policy</b> implemented to meet individuals' children's needs.	<ol style="list-style-type: none"> <li>1. SENCo works with team around child, to create Individual Behaviour plans (IBP), circulate to team, and share with parents.</li> <li>2. Review plans periodically or as appropriate</li> <li>3. Behaviour support from STIPPS at Surrey sourced and advise implemented where appropriate.</li> <li>4. Teachers all use visual timetables daily to reduce anxieties.</li> </ol>	Ongoing	SENCo and leader's half termly and as needs arise	Time to work with teachers and agencies to formulate plans	Children's needs are being met and adaptations made to school curriculum or lessons to ensure access and ambition for all. Staff confidently applying strategies linked to plans.
To ensure all stakeholders are familiar with our <b>behaviour curriculum</b>	<ol style="list-style-type: none"> <li>1. For leaders in school to establish what our behaviour curriculum is. When behaviours are explicitly taught and in which year groups.</li> <li>2. Add curriculum to policy and share widely.</li> <li>3. Review throughout the year and remind children in classes and at lunchtimes daily.</li> <li>4. Children will be explicitly taught the expected behaviours for in class, play and lunch times, transition times and movement around the school.</li> </ol>	Initial Mar 2024  ongoing	Leaders generate Share Embed monitor termly in review meetings with YGL and with everyday monitoring.	Staff meeting time YGL time	Children will be able to articulate and model expected behaviours at all times. Staff are aware and teaching expected behaviours.
All stakeholders model <b>school values and rules</b> in everyday practice.	<ol style="list-style-type: none"> <li>1. Values stars on display on playground and in hall.</li> <li>2. Rules posters (Ready, Respectful, Safe) laminated and displayed at front of each classroom.</li> <li>3. All staff support consistent implementation, addressing undesired behaviours or adding reminders where necessary.</li> <li>4. Weekly assemblies remind children of six core values</li> </ol>	All by July 2024	PSHE leaders monitor and embed practice. Review half termly Questionnaires, drop ins, observations, learning walks.	PSHE budget Staff meeting time Assembly time	Values evident in behaviours in staff and children around the school. Children talk confidentially about our values and what they mean. Behaviour improves throughout the school.
Promote <b>positive mental health</b> in staff and children.	<ol style="list-style-type: none"> <li>1. Develop outside area curriculum links for learning and PSHE development.</li> <li>2. Increase outdoor learning and use of forest schools – see outdoor learning action plan.</li> <li>3. Continue to monitor work life balance for staff</li> <li>4. send staff questionnaire in autumn 2023.</li> <li>5. Plan staff socials -build relationships, teams and have fun</li> <li>6. SLT create a three-year plan for mental health development.</li> </ol>	July 2024	Headteacher and PSHE leader to ensure development of site evolves. Meet termly to discuss.	funding from PTA	Staff questionnaire shows improvement in work life balance. Teacher staff retention remain high. Pupil's questionnaire show increase in number of pupils who are happy and enjoy school. ELSA forms demonstrate impact and improved outcomes for targeted pupils.

	<p>7. Develop staff knowledge of strategies to use to support children to regulate their emotions when needed</p> <p>8. Classes/ school to have calm areas to support children with emotional regulation and being ready for learning</p> <p>9. Provide opportunities and teaching to increase children's confidence, resilience and knowledge so that they can keep themselves mentally healthy</p> <p>10. Provide opportunities and teaching for children to understand how to keep themselves physically healthy, eat healthily and maintain an active lifestyle, including a visit from the life bus</p> <p>11. Provide training opportunities for adults within the wellbeing committee so they have the skills needed to support further development across the school (e.g. emotional coaching)</p> <p>12. Continue to develop the roles and responsibilities of the wellbeing committee to promote a support network across the schools.</p>				Three-year plan produced.
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## SCHOOL DEVELOPMENT PLAN 2023.24

<b>Focus:</b> Personal development, behaviour and welfare		<b>Key Priority Three: To improve outcomes for our children with special educational needs and disabilities</b>			
<b>Key Self-Evaluation Issue:</b> Emerging priorities for the school following evaluation were; More training for ASD children and upskilling TAs to provide skills and strategies for challenging behaviour. To utilise the provision mapping tool purchased by the school, to track and monitor interventions and support SEND paperwork To plan and provide staff training to meet trending needs in school and increase knowledge, skills and confidence in meeting a growing range of diverse needs Improve transition processes to reduce anxieties and better prepare children for change		<b>School Target</b> For children with SEND needs to be met, see increasing progress in personal IEP and EHCP targets For staff to feel confident in their own abilities to meet learners needs and adapt practice proactively		<b>Lead Person:</b> Rachel Harrison – Interim Head of Inclusion Beth Foster- Centre Manager Clare Spire – Executive headteacher Mary Martin – vulnerable pupils link governor	
<b>Objective/Target</b>	<b>Specific Actions (Processes)</b>	<b>Timescale</b>	<b>Monitoring and Evaluation (Who? When? How?)</b>	<b>Resources (Inputs)</b>	<b>Success Criteria (Outcomes)</b>
To improve the provision for children in <b>The Orchard Centre</b> throughout the school day.	Review the timetable for The Orchard children, making maximum use of times to meet needs Work with Centre Manager to understand individuals needs and adapt curriculum to meet learner's behaviour and learning needs. Centre Manager to train teachers in curriculum planning and assessment to ensure afternoon mainstream foundation subjects adapted to meet needs. Revisit learning on B Squared last year to implement effectively	March 2024	Leaders with Centre Manager Swan HTs	Time with leaders	Children making greater progress termly than previous years Staff feel confident supporting children both in orchard and in mainstream classes Timetable makes maximum use of day, supporting learners Adaptations meet learners needs.
Implement <b>training</b> for staff, reflective of the needs within the school (pupils and staff).	Staff training in ADHD, PDA, ODD and ASD throughout the course of the year raising awareness and understanding Staff training in young carers – becoming champions to meet YC needs. SENCo and Leaders available to listen to staff and advise for improvement or seek support through agencies when required All staff working with vulnerable learners involved in	ongoing	Observe/ learning walks to monitor.	CPD budget	Team around child approach enables staff to feel supported Staff will feel skilled and informed to meet ranging pupil needs. Staff will feel they have an increased CPD. Pupils diverse and complex needs will be met, to the best



	<p>action planning and IBPs.</p> <p>Identify and track trends of pupil needs within school.</p> <p>Staff survey to identify areas of development for staff.</p> <p>Organise training to meets needs in school (internal and external).</p>				possible standards.
To ensure <b>assessment</b> information enables accurate identification of pupils needs	<p>continue to use assessments purchase the IDL Dyscalculia screening tool.</p> <p>Target children using Provision Map to enable setting and tracking of ISPs.</p> <p>Dyslexia screening /Dyscalculia screening/ Nessy/ Reading Eggs/GL Assessment/ REMA</p>	July 24	Continue to assess and monitor individuals as a result of interventions.	£300	More children's individual needs addressed through screening and interventions accordingly.
To ensure the <b>resources</b> available in school are able to meet the diverse range of needs	Resources to be purchased and continue to supply the children with fidgets and wobble cushion(coloured books/overlays/wobble chairs/weighted blankets - resources identified by SEN support)	July 24	Monitor children's needs and provide the necessary equipment.		Children able to focus in class and learn to the best of their potential.

## SCHOOL DEVELOPMENT PLAN 2023.24

Focus: Quality of education, Outcomes for pupils, leadership and Management.		<b>Key Priority Four: Develop teaching and learning through our use of assessment</b>			
<b>Key Self-Evaluation Issue:</b> Some staff over reliant on test and results. Inconsistency practice across classes in use of assessment for learning practices Children not fully aware of learning, unable to measure their own progress  <b>Milestones</b>		<b>School Target</b> All classes consistently applying assessment policy All children measuring and aware of own learning, progress and next steps All staff confident in use of assessment for learning practices Teachers using own judgement more in outcomes.			<b>Lead Person:</b> Gilly Condon – Assessment leader YGL – Year group leaders Clare Spire – Executive Headteacher Louise Lawford – Chair of Governors
Objective/Target	Specific Actions (Processes)	Time scale	Monitoring and Evaluation (Who? When? How?)	Resources (Inputs)	Success Criteria (Outcomes)
All staff understand the fundamental <b>importance of AfL</b> and use effective strategies consistently to improve pupil progress.	1. Staff training in assessment for learning 2. Triads for teachers to share best practice in AfL. 3. Coaching in training following self-reflection about effective AfL strategies 4. Non-negotiables shared and reminded of termly 5. Teachers to ensure that learning objectives are clear and challenge all pupils. 6. Teachers to share context for learning and Steps to success (ideally pupil generated) 7. Update staff handbook with expectations.	Dec 2023  July 2024	Senior Leadership drop ins and formal lesson observations. Planning Book scrutinies Lesson observations to include pupil responses and understanding.	Additional training time  Triads planned	All lessons contain AfL strategies. Staff are able to articulate their understanding of AfL. All pupils know what they are learning & why. Pupils can explain how they will know when they have been successful. AfL practices consistently embedded across the school
To ensure that all <b>pupils are fully engaged</b> in their own learning.	1. All teachers articulate success criteria in core lessons 2. Pupils to self-assess using success criteria. 3. Pupils to peer assess using success criteria 4. Pupils to take responsibility for their own learning behaviour and challenge.	July 2023	Learning Walks Lesson observation feedback to individuals. Book scrutiny	PDM / training time	Evidence in books of pupil peer and self- assessment. Lesson obs show pupils fully engaged in their learning.
To ensure <b>consistency in feedback</b> which achieves greater outcomes in pupils.	1. Review of feedback strategies amongst staff during PDM. 2. Consistent application of the school's assessment policy linked to feedback 3. Pupils given time to edit and respond to feedback	July 2024	Book Scrutinies, including by subject leaders. Lesson observations and learning walks	Staff meeting time	Children aware of strengths and next steps. Children able to articulate learning Teachers confident in feedback policy and implementing consistently.

Establish within subject areas <b>core knowledge</b> expectations further supporting pupil progress.	<ol style="list-style-type: none"> <li>1. Teachers understand importance of progression of core knowledge, how it builds and can access easily what should have been taught prior to their year group</li> <li>2. Establish within subjects' ways to obtain children prior knowledge and reflections towards end of units of work / topics.</li> </ol>	Dec 2023	Subject Leaders monitor termly Pupil voice discussions with leaders	Inset day training PDM Triads	<p>Children can make links and connections in knowledge taught</p> <p>Children able to recall and have opportunities to record prior knowledge</p> <p>Children attain more, making more progress</p> <p>Teachers will have a greater awareness of what was taught prior to own year group.</p>
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## SCHOOL DEVELOPMENT PLAN 2023.24

Focus: Quality of education. Outcomes for pupils, leadership and Management.		<b>Key Priority Five: Continue collaboration between the schools and our community</b>			
<b>Key Self-Evaluation Issue:</b> Parent involvement low in 2022.23 for HOPA events. Evident in questionnaire and SWOT outcomes. Rebuilding community following Covid bubbles and separation Priority to promote the school, raising profile  <b>Milestones</b> Complete second full cycle of activities with HOPA by July 2024 HSLW full establish and parents feel informed and supported July 2024 Continue child visits in community and visitors into school – July 2024 Increased connections between Oaktree and Hermitage school children and staff – July 2024		<b>School Target</b> Strong parental involvement in the school. HOPA central team feel supported by parental community. Positive outcomes in parents questionnaire		<b>Lead Person:</b> Clare Spires – Executive Headteacher Beth Foster – HOPA staff link representative Jackie Jones – Home school Link worker Louise Lawford – Chair of Governors	
Objective/Target	Specific Actions (Processes)	Time scale	Monitoring and Evaluation (Who? When? How?)	Resources (Inputs)	Success Criteria (Outcomes)
To increase <b>collaboration</b> between The Oaktree and The Hermitage strengthening provision and outcomes for children.	1. For staff from The Oaktree and The Hermitage to work alongside one another for own purposes. 2. Triads – see Raise quality of teaching and learning. 3. Subject leaders merge school policies building greater consistency and progression for pupils through primary 4. Plans for shared admin team progress for sept 2024 Quotes obtained and approved. 5. Plans for join (doors) of two buildings progress for sept 2024 -Quotes obtained and approved. 6. Leaders make enquiries and plans for change of school name and logo for future	July 2024	Governors termly in headteachers report. Leaders in reviews and strategic discussions.	PDM time Triad time Children's timetable time	Greater percentages of good teaching Upskilling teachers/ staff through observations
Continue to <b>strengthen PTA (HOPA)</b> increasing pupils activities and fund raising.	1. continue new model for HOPA organisation, shared workload, staff link and class representatives 2. Support single chair 3. Hold AGM 4. Year groups run events throughout year - PTA continues to provide 'fun while fundraising'.		HOPA, Beth Foster and myself in our half termly meetings. Parents feedback to HOPA directly.	Face to face and zoom meetings.	Increased parental engagement More activities on offer for children to have fun Parents feel part of school community

To build upon existing and create new <b>community links</b> .	<ol style="list-style-type: none"> <li>1. Liaise with and visit local religious buildings</li> <li>2. Work with St Johns Church to increase engagement and opportunities for the children.</li> <li>3. Curriculum leader to consider places in local area to enhance our curriculum.</li> <li>4. Begin a three year project with Surrey Wildlife Trust developing children's love and enthusiasm for nature and wildlife, developing our grounds and promoting outdoor learning.</li> <li>5. Staff to receive training from Surrey Wildlife trust linked to outdoor learning benefits, barriers.</li> <li>6. Staff plan to and make more use of outside area in their teaching weekly (working towards one lesson a week outside)</li> <li>7. Create even greater links with our Woking Town Twinning Association (WTTA) school. Hosting a football tournament, children writing letters and visiting the school in France.</li> </ol>	July 2024	<p>Headteacher work with subject leaders and year group leaders to increase opportunities.</p> <p>Monitor termly</p>	Meetings Connections	<p>Increased opportunities for children to explore, visit and use the local area and learn outside the classroom.</p> <p>Children show greater interest in outdoors.</p>
Improve communication with <b>parents</b> to ensure they can best support their children in their education	<ol style="list-style-type: none"> <li>1. Plan to work closely with parents including: Inclusive tracking meetings termly; Home School Link Worker meetings; Parent workshops on core subjects and child development spread out; Parenting puzzle; Parents evenings; Meetings with parents recorded to monitor developments; Leaflets and advice;</li> <li>2. PowerPoint presentations on website for access to all.</li> <li>3. Parents questionnaire sent spring 2024.</li> <li>4. Discuss with YGL how we communicate with parents and how this can be improved</li> </ol>	July 2024	Headteacher and SLT discuss parental engagement and monitor termly.	SLT meetings No cost	<p>Parents feel informed.</p> <p>Improvement in parental questionnaire feedback 2023.</p> <p>Information provided clear, welcomed</p> <p>Increased parental engagement.</p>
To establish the <b>HSLW</b> role in school, supporting parents and staff to aid increased pupil outcomes.	<ol style="list-style-type: none"> <li>1. Offer parenting courses for families or target towards others being held in Woking, increasing parenting skills.</li> <li>2. Drop in coffee mornings to build relationships with parents, providing nonthreatening informal support.</li> <li>3. Regular support for targeted families to improved attendance</li> <li>4. Year group coffee mornings</li> <li>5. Outside speakers, on ADHD, ASD. Sleep, the importance of play etc.</li> </ol>	July 2024	<p>Parents questionnaire end of year</p> <p>Leaders work with Jackie to monitor levels of engagement, attendance of parents termly</p>		<p>Staff feel supported with parental concerns.</p> <p>All pupils supported at home by families.</p> <p>Improvement in parental questionnaire feedback 2023.</p> <p>Parents benefitting from the expert's knowledge</p>

<p>To demonstrate that The Oaktree and The Hermitage Schools are 'Young-Carer' friendly.</p> <p>To achieve The Angel Award scheme.</p>	<ol style="list-style-type: none"> <li>1. All staff to complete a short training programme to be able to recognise and support Young Carers in school.</li> <li>2. <a href="https://surreycc.elumos.net/public/">https://surreycc.elumos.net/public/</a></li> <li>3. Raise staff awareness of who the Young Carers are in The Hermitage and The Oaktree Schools – update the Young Carer Register and share with all staff.</li> <li>4. Maintain contact with families of Young Carers</li> <li>5. Create a dedicated display area in school.</li> <li>6. Create a dedicated link on the school's websites.</li> <li>7. Share the Young Carer Policy with all staff.</li> <li>8. With the support of Surrey Young Carers, deliver assemblies to embed awareness.</li> <li>9. Promote the identification and support of Young Carers through annual themed events at the schools e.g. cake sale, mufti day etc to raise funds for Young Carer events.</li> <li>10. PSHE lessons to include information on Young Carers.</li> <li>11. New staff to complete the Young Carer training as part of their Induction Programme.</li> </ol>	<p>Sept 24</p>	<p>Analyse the Young Carers register on a termly basis.</p> <p>Maintain contact with vulnerable families and monitor support and services they access.</p> <p>Monitor pupil voice and well-being.</p>	<p>No cost</p>	<p>We will see the awareness amongst all staff increased.</p> <p>We will see the Young Carers well-being supported.</p> <p>We will achieve The Angel Award.</p> <p>We will all be able to share an understanding of Young Carers and their responsibility.</p>
<p>To raise the profile of the school <b>(promotion)</b> to increase pupil numbers on role.</p>	<ol style="list-style-type: none"> <li>1. Hand out glossy prospectus for arrivals and prospective parents highlighting our strengths.</li> <li>2. Share prospectus with community in key locations – advertising schools further</li> <li>3. Updated website ensuring most recent information on site and photos are current.</li> <li>4. Invite public and parents into school to see events.</li> <li>5. Increase opportunities to be in Newspaper.</li> <li>6. Engagement and involvement in community projects – swimathon for Woking round table and WSLP events.</li> </ol>	<p>ongoing</p>	<p>Governors and leaders monitor intake and admissions termly and annually.</p>	<p>Cost of reproducing prospectus</p>	<p>Schools present in community – profile being raised. Present. Websites accurate. New parents handed prospectus. NOR increasing.</p>