



Hollygirt School Strategic Plan

Academic Years 2023-2024 to 2027-2028

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INTRODUCTION

I am delighted to introduce the strategy for Hollygirt School for the next five years. This 2023-2028 strategy is the result of consultation with Trustees and School Senior Leadership taking into consideration the vision, mission and aims of the School within the current educational context.

It is our intention that we build upon the existing strengths of Hollygirt School whilst embracing our commitment to evolving to ensure all our students are equipped with the knowledge, skills and attributes they need for success throughout their lives.

This strategy is a guide to the future direction of the School and as such will be of value to current families and staff, prospective families, employers, and community partners.

This plan will be reviewed annually and development of a new plan will begin in the summer of 2027.

Dr Debra Costley

Chair of the Board of Trustees/ School Governors
February 2023

VISION

Hollygirt will be regarded as a school that provides a quality education in a supportive environment in which all can thrive.

MISSION

Hollygirt School offers a nurturing education in a supportive family-orientated community; enabling pupils to thrive, fulfil their academic potential and develop as socially responsible individuals, ready for life.

HOLLYGIRT AIMS

- We offer a nurturing and bespoke education that allows students to thrive and achieve their academic potential within small classes.
- We foster a warm, vibrant, family-orientated community in the heart of Nottingham that aims to develop socially responsible individuals ready for successful lives.
- We actively promote Fundamental British Values through developing an understanding of respect for self, the school, and the wider community, in fulfilling our values of Kindness, Honesty, Resilience and Hard Work.

STRATEGIC OBJECTIVES

1 DELIVERING EXCELLENT TEACHING AND LEARNING

WE WILL

- Develop excellent academic opportunities for children and young adults aged between 3-19 years building on individual strengths and interests.
- Complement the academic curriculum with a broad range of extracurricular activities.
- Provide opportunities for staff development in a supportive and collegiate environment.

THIS WILL BE ACHIEVED BY

- Further developing our diverse and rich curriculum offer.
- Delivering strong, caring pastoral support.
- Focusing on GCSE/ IGCSE/ A level.
- Nurturing creativity through the arts, music, and sport.
- Using evidence informed practice in relation to how learners learn.
- Developing and implementing an excellent Sixth Form offer.
- Ensuring all staff are supported with their personal development with the aim of achieving excellent student outcomes.

KEY PERFORMANCE TARGETS

- A financially sustainable Sixth Form will be established with the intake growing annually.
- Every child will be able to take part in creativity, music, and/or sport to meet their individual needs.
- A comprehensive ACE/ ECA programme will be developed and accessible to everyone.
- GCSE results will improve with a specific subject focus each year.
- A level results will build year on year as the Sixth Form is established.
- All Staff will take part in the annual performance management cycle where their strengths will be celebrated and the opportunities for development identified.

KEY PERFORMANCE INDICATORS

- The Sixth Form will be established in September 2023. It will open with a minimum of 7 students and will recruit an additional 10 students each year in the first five years. It will retain at least 7 students from the previous year.
- Every child will be able to demonstrate their strengths through art, music, sport, or other creative activities. This will be highlighted in their reports starting in academic year 2023-24. The percentage of students involved in these activities will be recorded as part of the student data and be a 'value added' measure.
- From 2023 GCSE results will be scrutinised and areas of improvement developed with a focus on three specific subjects each year.
- From 2025 A level results will show improvement as additional subjects are added and more students enrol.

- Data will be collected to evidence the 'value added' by a Hollygirt education for every child. These will include academic results, extra curricula, and individual development. Once the 'value added' measure is established the output will support the creation of further suitable KPIs.
- In order to achieve the five year strategic plan through the School Development Plan, all staff will have an annual appraisal with their line manager and will take part in personal development to meet their personal and school goals.

2 ENGAGEMENT WITH THE HOLLYGIRT AND WIDER COMMUNITY

WE WILL

- Develop a reputation for excellence in careers, progression, and work/life readiness.
- Build on the excellent School community through academic, pastoral, and service activities.
- Engage with the wider Hollygirt community, including parents, carers, grandparents, alumni, local business partners, and Trustees.
- Communicate clearly within and outside of School and break down myths (for example, the incorrect perception that Hollygirt is a special school or that is not as academic as local competitors).

THIS WILL BE ACHIEVED BY

- Demonstrating the impact and added value of the unique individualised programme offered by Hollygirt.
- Developing and expanding the existing careers education, advice, work experience, and internship opportunities.
- Providing outcomes based on individual profiles to include academic, social, and emotional readiness for the next stage in life.
- Developing, agreeing, and communicating Hollygirt's vision and aims.
- Hollygirt engaging more efficiently and effectively with parents, carers and grandparents; demonstrating and building strong working partnerships in order to support the child and further enrich the learning journey.
- Developing clear targeted communication to build profile, reputation and relationships, and to eradicate myths.

KEY PERFORMANCE TARGETS

- The enriched careers education programme will be developed and embedded throughout the School such that it can be clearly articulated by students and staff.
- A programme to invite role models into School to raise aspirations and challenge stereotypes will be established for every Key Stage.
- Every year 10 pupil will have the opportunity to take part in work experience related to their abilities and interests; and will be able to demonstrate the learning from that experience.
- A measure will be developed to demonstrate the value added to the individual pupil profile as a result of the range of non-academic, personal development, and careers activities undertaken at Hollygirt.
- Alumni, parents, carers and grandparents will be regularly invited to School activities and to contribute to work placements and careers advice as part of an annual programme.
- Relationships will be developed and established with local businesses and third sector organisations.
- Hollygirt's clear offer is understood by all staff and will be communicated widely.

KEY PERFORMANCE INDICATORS

- By 2024 every year 10 pupil will have the opportunity to take part in work experience. Each pupil will have at least one engagement with an employer each year (more if possible), bringing role models into school and raising aspirations/challenging stereotypes.

- From summer 2023 the destinations of all Year 11 pupils leaving Hollygirt will be tracked for a minimum of three years.
- By 2025 the Hollygirt value added measure will be developed and incorporated into reporting.
- Events and activities involving alumni, parents, carers, grandparents, local businesses and third sector leaders will be further developed throughout the academic year and will have a demonstrable impact on the School community particularly in terms of work placements, internships, and financial support for specific developments. An annual programme of events will be developed and distributed to all partners by 2025.
- By 2026 every student will participate in service to the community and charitable work, depending on their age and ability. This will form a key strand of work in the Sixth Form.
- By 2024 the Hollygirt offer will be clearly developed and agreed within the School community and will be communicated at every opportunity. A named individual will have responsibility for internal and external communications to ensure consistency and frequency in the use of a wide range of communication methods.

3 MAINTAINING OPERATIONAL EFFICIENCY

WE WILL

- Develop a robust and sustainable financial model that contributes to the ongoing development of the School.
- Ensure all students and staff have access to modern and efficient spaces for teaching, learning, and extra-curricular activities.
- Ensure IT infrastructure can support innovative teaching and learning; the provision of management information; and external communications.
- Leverage community relationships to grow the number and type of bursaries available.

THIS WILL BE ACHIEVED BY

- Smart use of existing buildings generating income and eliminating unnecessary expenditure.
- Appropriate investment in the School estates ensuring that all pupils have access to modern and efficient spaces for teaching, learning, and recreational activities.
- Appropriate investment in new and improved IT Infrastructure.
- Building strong local relationships with alumni, parents, carers, grandparents, local businesses and third sector organisations to develop a programme of bursary growth to meet the needs of a range of prospective pupils.

KEY PERFORMANCE TARGETS

- A sustainable financial model will show year on year growth and will underpin development.
- Pupil numbers will grow year on year until a maximum of 300 is reached, with a focus on key transition points such as Reception, Year 7, and Year 11.
- Use of current buildings will be optimised to generate income and improve spaces for teaching and learning.
- A connected and stable IT infrastructure will be established to underpin development and innovation in teaching and learning. This infrastructure will also be designed to 'future proof' the School.
- Building on Strategic Theme 2, relationships will be leveraged to encourage sponsorship of specialist bursaries.

KEY PERFORMANCE INDICATORS

- By the end of the Strategy period pupil numbers will have grown to a maximum of 300, increasing by at least 20 students each year. There will be viable cohorts in Reception, Year 6, and Year 11 that will transfer to the next year group (Year 1, Year 7, and Year 12).
- A balanced budget will be achieved for each academic year throughout the life of the Strategic Plan.
- By the end of 2023 the School estate will have been valued and a plan developed to release funds for educational purposes.
- An asset management plan will be in place by 2024.
- By 2024 an IT development plan will have been agreed for immediate implementation.
- At least one new bursary will be added to the options available for each year of this plan.

STRATEGIC ALIGNMENT

All elements of the Strategic Plan and the School Development Plan will consider the UNESCO Sustainable Development Goals, sustainability, and equality, diversity and inclusion.

Sustainability

<https://www.isc.co.uk/sector-info/sustainability-for-schools/>

Equality

<https://www.isc.co.uk/sector-info/inclusion-and-diversity/what-is-meant-by-equality-inclusion-and-diversity/>

SDGs for Schools

<https://sdgzone.com/sector/sdg-for-schools/>

1.2.4. SDG 4 | Quality Education | Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Table 1.2.4. Learning objectives for SDG 4 “Quality Education”

Cognitive learning objectives	<ol style="list-style-type: none"> 1. The learner understands the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people’s lives and in achieving the SDGs. 2. The learner understands education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights. 3. The learner knows about inequality in access to and attainment of education, particularly between girls and boys and in rural areas, and about reasons for a lack of equitable access to quality education and lifelong learning opportunities. 4. The learner understands the important role of culture in achieving sustainability. 5. The learner understands that education can help create a more sustainable, equitable and peaceful world.
Socio-emotional learning objectives	<ol style="list-style-type: none"> 1. The learner is able to raise awareness of the importance of quality education for all, a humanistic and holistic approach to education, ESD and related approaches. 2. The learner is able through participatory methods to motivate and empower others to demand and use educational opportunities. 3. The learner is able to recognize the intrinsic value of education and to analyse and identify their own learning needs in their personal development. 4. The learner is able to recognize the importance of their own skills for improving their life, in particular for employment and entrepreneurship. 5. The learner is able to engage personally with ESD.
Behavioural learning objectives	<ol style="list-style-type: none"> 1. The learner is able to contribute to facilitating and implementing quality education for all, ESD and related approaches at different levels. 2. The learner is able to promote gender equality in education. 3. The learner is able to publicly demand and support the development of policies promoting free, equitable and quality education for all, ESD and related approaches as well as aiming at safe, accessible and inclusive educational facilities. 4. The learner is able to promote the empowerment of young people. 5. The learner is able to use all opportunities for their own education throughout their life, and to apply the acquired knowledge in everyday situations to promote sustainable development.

GLOSSARY OF TERMS

A-level	Advanced Level Exam Course (Year 13)
ACE	Additional Curriculum Enrichment (runs in one registration period per week and changes half termly)
ECA	Extra Curricula Activities (lunch time and after school clubs)
GCSE/IGCSE	General Certificate of Education/International General Certificate of Education (Year 11)
IT	Information Technology
KPI	Key Performance Indicator
SDG	Strategic Development Goals
UNESCO	United Nations Educational, Scientific and Cultural Organization