

HOLMWOOD SCHOOL
Centre of Excellence



SELF EVALUATION FORM



Self-Evaluation Statement

School Name	Holmwood School	Headteacher	Dennis Ley
School Type	Special School	Number on Roll	84
Address	Saltersgill Ave Middlesbrough TS43PT	LA	Middlesbrough
Telephone	01642 819 157	Last Inspection	February 2017
Email	Dennis.Ley@holmwoodschool.org.uk	Overall Grading	Good with outstanding
Website	www.holmwoodschool.org.uk	Religious Character	None
DfE. No.	806/7005	SIAMS Grading	N/A
Ofsted URN	111775		

Contextual details

Holmwood is a Special Primary School in Middlesbrough, an area of high socio-economic deprivation and high unemployment. Holmwood School provides for pupils aged four to eleven.

60.7% - Social, Emotional and Mental Health difficulties as a primary need.

39.3% - Autistic Spectrum Disorder as a primary need.

22.6% - Severe Learning Disability as a secondary need.

66.7% - Moderate Learning Disability as a secondary need.

The pupils have a wide range of conditions, syndromes and disorders including Communication and Interaction difficulties, Attention Deficit, Hyper- Activity, Oppositional Defiance and very challenging behaviours. Many experience other difficulties and social circumstances that affect their ability to trust adults and learn.

There are 86 pupils currently on role including 3 CLA. Pupils mainly live within Middlesbrough but a few pupils attend from neighboring authorities.

All pupils have an EHCP and the large majority are boys. Pupils joining the school after EYFS have had their education disrupted by low levels of attendance or short-term exclusion from previous schools. The proportion of pupils known to be eligible for free school meals is high (58%) and above the national average. Most pupils are White British.

Attainment on Entry

Our pupils join Holmwood School significantly below age related expectation in reading, writing, maths, science, phonic and spoken language.

Overall Summary

Our Curriculum Intent is	Our Curriculum Implementation is	Our Curriculum Impact is	Personal development, welfare and safety are because	Leadership and management are
<p>The Holmwood School has clearly identified the issues that may be a potential barrier to learning.</p> <p>Leaders and staff are determined that all pupils, irrespective of background and special needs, are capable showing progress.</p> <p>The school is adamant that all pupils receive as broad and balanced a curriculum</p> <p>The school has been proactive in poverty proofing.</p> <p>The school's curriculum intent has taken full account of the local context.</p> <p>Our Pupil Premium Action Plan allows specialist-teaching assistant to support the children with effective interventions.</p> <p>Opportunities for reading, writing and maths across the curriculum.</p> <p>The use of self-assessment is a vital tool and encouraged highly</p>	<p>Teachers are exceptionally enthusiastic about their subjects and are able to relate this to the pupils who, in turn, respond with huge enthusiasm about their learning.</p> <p>In almost all cases, the learning starts from first hand experiences that usually have a visual stimulus or a WOW factor.</p> <p>Leaders are highly committed to research-based learning projects. (Long term memory)</p> <p>Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.</p>	<p>There is a strong belief that the broader curriculum plays a major role in improving standards in reading, writing and mathematics.</p> <p>The use of writing across the curriculum plays a very prominent role in the monitoring and evaluating that takes place.</p> <p>The school has spent a great deal of time on creating a curriculum, which recognises all non-core subjects as being equally as valuable as core subjects.</p> <p>Holmwood School's end of Key Stage results are among the highest in Middlesbrough for progress and achievement.</p> <p>The school has a system for checking how well our school leavers do when they move on to secondary education.</p>	<p>The curriculum extends beyond the academic. It provides for learners' broader development.</p> <p>The curriculum support learners to develop character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.</p> <p>At each stage of education, the Holmwood School prepares learners for ambitious future steps.</p> <p>The school prepares learners for life in modern Britain developing their citizenship skills and their understanding of fundamental British Values.</p>	<p>Leaders have a clear and ambitious vision for providing high-quality inclusive education for all.</p> <p>Leaders focus on improving staff's subject, knowledge to enhance the teaching of the curriculum and the appropriate use of assessment.</p> <p>Leaders aim to ensure that all learners complete their programmes of study.</p> <p>Leaders engage effectively with learners and others stakeholders.</p> <p>Leaders engage with their staff and take account staffs' workload and wellbeing.</p> <p>Governance understand their role and carry this out effectively and ensure that the Holmwoodr fulfils its statutory duties,</p> <p>Holmwood School has a culture of safeguarding that has effective practices.</p>
			Behaviour and Attendance are	
			<p>Holmwood School has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly.</p> <p>Learners' attitudes to their education is positive. They are</p>	

			<p>committed to their learning, and take pride in their achievements.</p> <p>Learners have high attendance and are punctual.</p> <p>Relationships among learners and staff reflect a positive and respectful culture.</p>	
What needs to be done to secure	What needs to be done to secure	What needs to be done to secure	What needs to be done to secure	What needs to be done to secure
<p>The school must have comprehensive programs in place outlining how they are working at enriching pupils' vocabulary.</p> <p>The school will introduce research-based strategies to develop a child's long-term memory.</p> <p>Teachers celebrate great examples of reading, writing and mathematical opportunities to other subjects</p> <p>Subject leaders must check plans, provide advice, and support where needed and ensure that planning follows the agreed sequence</p> <p>To ensure peer-assessment is being used across in the curriculum</p>	<p>To further develop the teachers' knowledge of each subject area.</p> <p>Teachers to expertly use the familiar term 'sticky knowledge' identified within each subject to support learning</p> <p>The classroom environment to promote reading.</p> <p>To have a high focus given to metacognitive principles.</p> <p>Leaders must full account of the latest research into feedback and have adapted the school's approach to feedback accordingly</p> <p>Pupils must be supported to read the lines, read between the lines and read beyond the lines (literal, inferential and evaluative).</p>	<p>To continue to raise standards of Writing and Maths throughout the curriculum with more children achieve/exceeding their end of year expectations</p> <p>To extend the tracking of pupils throughout Key Stage 3 and 4.</p>	<p>The principles of metacognition should be at the heart of the learning culture created in each classroom.</p> <p>The school will encourage people of other cultures to talk to pupils about their way of life and explain why they have certain traditions</p>	<p>Holmwood will create a system of checking how key knowledge is being retained in all subjects.</p> <p>Holmwood is developing a Parental Involvement programme in school. As part of the Parental Involvement programme, is to make parents aware that they have a vital role to play in helping their children read regularly and learning basic skills such as times tables and vocabulary.</p> <p>The leaders will set up a staff working party to consider staff workload and support the staff well-being.</p> <p>Governors will ensure that subject leaders have a crucial role in ensuring that their subject is appropriately represented in the curriculum.</p>

	<p>Pupils must frequently do small presentations to the class about a book they have recently and why they would recommend it.</p>			
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Curriculum Intent

Curriculum Intent is because:

Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life

The Holmwood School has clearly identified the issues that may be a potential barrier to learning. These include issues as a lack of confidence, lack of general knowledge, poor long-term memory and poor social and resilience skills. The school is taking the initiative in overcoming these barriers. This is evident on the progress the children make from KS1 to the end of Key Stage 2 and the number of children successfully returning to mainstream education.

The school has been proactive in poverty proofing the school. There is only a low cost for school uniforms and Key Stage 2 non-pupil premium children's dinners. There is never a charge for engaging in the curriculum, We do not charge for educational visits, physical education uniforms, healthy snacks, or any other curriculum based costs.

Our stakeholders value the education that Holmwood School provides. This is evident with the ambitious next steps our parents and children want, like returning to mainstream education.

The school's curriculum intent has taken full account of the local context. This is particularly the case for history and geography. As a result, from a historical point of view, pupils are able to talk about their local area and by the time they are in Year 6, can explain why their town or city existed in the first place. They also appreciate how things have changed over the centuries and why people continue to live in the Tees Valley area. They can talk about famous people from the locality who has any connection to the history.

Discussions with pupils reveal that they know their locality well. They are proud of their heritage and can explain in detail any significant happening in their locality, be it historical, geographical or cultural. This is supported by the numerous educational visits the children have the opportunity to engage in. This allows them to have firsthand experience of their locality and the history of Middlesbrough.

Our Pupil Premium Action Plan allows specialist-teaching assistant to support the children with effective interventions in areas that there is a concern.

Pupils' books reveal that the quality of their learning is excellent and that there is a chronological sequence between different year groups.

Next steps

	<p>The school must have comprehensive programs in place outlining how they are working at enriching pupils' vocabulary.</p> <p>The school will introduce research-based strategies to develop a child's long-term memory.</p>
<p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</p>	<p>The school has an outline of the knowledge that pupils need to acquire by the end of each year. This involves the non-negotiables for English and Maths. These are set out in such a way that teachers can see the links across each subject for each age group.</p> <p>Opportunities for writing across the curriculum has been expertly planned to enable pupils to develop their writing skills in a well-constructed framework. In the same way, the use of high-quality literature links much of the science, history and geography learning to reading. Measurement and statistical opportunities in a variety of subjects are linked directly to that taught in mathematical lessons.</p> <p>There is a strong link between the knowledge expectations and the planning that is in place for each age group. Subject and/or phase leaders regularly check that staff are aware of the expectations and that work in pupils' books reflects this level of understanding.</p> <p>Reading is regarded as a central feature within most subjects and quality texts are used that link the subject-specific learning to the book. There is a specific reading area in each classroom.</p> <p>In mathematics, every opportunity is taken to ensure that when using aspects such as, measurement and statistics are used in other subjects, it is linked with the mathematical expectation for that specific year group.</p> <p>The teachers used research based evidence to scaffold the learning to benefit long term memory.</p>
	<p>Next Steps</p>
	<p>Teachers must be aware of the opportunities to link reading, writing and mathematical opportunities to other subjects and take time to identify and celebrate great examples.</p> <p>Subject leaders must check plans, provide advice, and support where needed. Subject leaders have been proactive in creating the sequence of learning within their subject and ensure that planning follows the agreed sequence.</p>

The school has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs

Leaders and staff are determined that all pupils, irrespective of background and special needs, are capable showing progress in all subjects in every age group. This is not only a belief but also a sense of purpose and challenge amongst staff. The planning has been organised exceptionally well to realise this outcome.

There is a relentless focus on pupils' progress with unrelenting expectation that each member of staff is playing their part in maximising the progress made by individuals.

The Creative Curriculum policy makes specific reference to the use of pupil premium grant funding and the way it is to be monitored. The aim is to use the pupil premium grant funding extremely effectively to support the need of disadvantaged pupils, but at the same time have a positive impact on all pupils. The use of pupil premium funding is very transparent and is monitored appropriately to ensure that it is having an exceptional impact on all pupils.

The use of self-assessment is a vital tool and encouraged highly. It is aimed to further the learning of individuals by ensuring that pupils are often required to explain their understanding to others and therefore deepening their own learning at the same time. The plans outline clearly how learning in English and mathematics should be used to support their deeper knowledge in non-core subjects. The identification of basic skills in reading, writing and mathematics is vital for this process to work as well as it should. In this respect, the school has been highly successful. It expects that staff ensure that pupils make full use of these skills across subject domains. The quality of writing should therefore remain strong across the curriculum, not just in English

Next Steps

To ensure peer-assessment is being used across in the curriculum.

Learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

The school is adamant that all pupils receive as broad and balanced a curriculum.

The school has ensured that maximum opportunity has been taken to develop pupils' reading, writing and mathematical knowledge through all other non-core subjects, for example, linking subjects through excellent quality literature. Pupils see the purpose of reading as helping them find out information about as well as for enjoyment.

Pupils' writing is judged by the quality of the writing in subjects such as science, history and geography.

The school has expertly broken down the basic skills that pupils require for reading, writing and mathematics. These have then been allocated against different year expectations so that there is clear progression in the acquisition of these skills. This is naturally linked to the national curriculum requirements.

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Curriculum Implementation	
Curriculum implementation is because:	
Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise	<p>Teachers are exceptionally enthusiastic about their subjects and are able to relate this to the pupils who, in turn, respond with huge enthusiasm about their learning. Levels of motivation are exceptionally high as a result. All teachers inspire their pupils and demand the same level of motivation from their pupils. It is apparent that teachers are exceptionally well prepared and are able to move away from the prepared plan if situations arise in the class. Their own knowledge of subjects is exceptionally strong and enables them to notice misconceptions or identify barriers to learning among the pupils. They are able to provide expert support, when needed.</p> <p>Teachers are highly aware that within their classroom there will be pupils with significantly mixed abilities. Pupils who show talent in specific subjects are quickly recognised, and every effort is made to challenge their thinking or to enable them to practice specific skills. The link made with parents in this respect is a vital part of the process</p>
	Next Steps
	To further develop the teachers' knowledge of each subject area.
Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches	<p>In almost all cases, the learning starts from first hand experiences that usually have a visual stimulus or a WOW factor. Once the concept has been understood pupils expertly link their experience to other areas of learning. They use their new knowledge and understanding to do this in a confident way. Teachers skillfully challenge all pupils, despite their additional needs to further their knowledge. This creates much enthusiasm for the subject.</p> <p>Teachers are very knowledgeable about the difference between long and short-term memory. Subject leaders have expertly identified the key knowledge that pupils need on a year-by-year basis in order for them to access the following years learning. Teachers also know that there will be some knowledge that pupils will pick up during the teaching that may or may not 'stick' with pupils for a long time.</p> <p>Although much effective checking is done within each unit, there is also a recognition that assessment should not be finalised too close to the point of teaching.</p>

	<p>The quality of questioning is excellent, both teacher to pupil and at times pupil to pupil. Because pupils are so familiar with asking questions there is an air of confidence about the way they conduct themselves in lessons. There are strong features to support this questioning ethos with displays, learning walks, observations all showing evidence of this.</p>
	<p>Next Steps</p>
	<p>Teachers to expertly use the familiar term 'sticky knowledge' identified within each subject as an important resource to help them ensure that pupils' learning is excellent.</p>
<p>Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts</p>	<p>Leaders are highly committed to research-based learning projects. They ensure that all staff are aware of the latest research available about teaching and learning and this includes information related to the how the brain develops. Teachers are expected to carry out research-based professional training as an on-going part of their development. The senior leaders support this and time is allocated for staff to present their findings. Teachers have excellent awareness about the impact of frontal lobe development and long term memory. Classroom environments have therefore been set up with care to reducing any stress and supporting the pupil's wellbeing.</p>
	<p>Next Steps</p>
	<p>The classroom environment to promote reading.</p> <p>To have a high focus given to metacognitive principles, pupils are always analysing how they will remember things on a long-term basis.</p>
<p>Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners</p>	<p>Staff make excellent use of self-assessment to aid the feedback process. Scrutiny of books shows that pupils do show improvements when there has been a focus of feedback. Verbal feedback and written feedback is used to have an impact.</p> <p>Summative assessment includes the sticky knowledge that pupils take with them into their long-term memory. In this respect the school has an excellent understanding about not assessing pupils too close to the point of teaching. As an on-going part of the assessment teachers know exactly what pupils should have transferred into their long-term memory on a year by year basis in each subject. With regard to formative assessment, this is an important part of the Marking Policy.</p> <p>Pupils are able to talk about what they have learned and how the new learning relates to previous learning. Teachers consistently ensure that they embed new learning into concrete experiences for pupils. Sometimes this is directly linked to previous learning.</p>

	Next Steps
	Leaders must full account of the latest research into feedback and have adapted the school's approach to feedback accordingly.
Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment	<p>Teachers are consistently encouraging pupils to ask their own questions. The Learning Challenge Curriculum helps with this.</p> <p>Teachers maximise opportunities for pupils to learn collaboratively and have high expectations that pupils know how to learn together. There is a strong ethos of pupils working with a partner. Pupils have been coached how to make the most of this. There is also a high focus given to pupils reflecting on what they have learned, in this way pupils there is an expectation that pupils are presenting their learning to others on a regular basis.</p> <p>There is a strong focus on prior learning, where appropriate, both in terms of individual lessons and across themes in general.</p>
	Next Steps
	Teachers must further develop pupils' ability to explain their understanding to others on a regular basis.
A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge	Teachers are extremely keen that pupils enjoy reading. They are very focused on helping pupils develop a full range of reading skills. Linking excellent quality text to the history, geography and science curriculum has helped to broaden pupils' reading experiences and at the same time increase their enjoyment of reading a wider range of fiction.

Adults recognise the importance of supporting pupils' reading. They provide several opportunities for pupils to carry out reading within different subjects. In the main, this involves using non-fiction and fictional books. Science, history and geography provide pupils with excellent opportunities to use non-fiction books in a very productive way. In addition, staff are conscious of the need to provide pupils with a balanced reading diet and proactively seek opportunities to use non-fiction books. This is emphasised through the Learning Challenge Curriculum.

The teacher are responsible for collecting information about standards in reading. This is done through a range of assessments. The leader feeds back to senior leaders on a very regular basis, usually termly, but knows that if any issue arises then senior leaders want to be informed immediately. The percentage of pupils achieving the standard in the Year 1 phonics check is improving despite their additional needs. This is also the case for boys and girls separately, and for disadvantaged pupils. Standards in reading have also been above the national average for children with special needs. The school is extremely confident that its approach to reading is making a tremendous difference to standards through the school.

Next Steps

Pupils must be supported to read the lines, read between the lines and read beyond the lines (literal, inferential and evaluative).

Pupils must frequently do small presentations to the class about a book they have recently and why they would recommend it.

Curriculum Impact

Curriculum impact is because:

<p>Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.</p>	<p>There is a strong belief that the broader curriculum plays a major role in improving standards in reading, writing and mathematics.</p> <p>The use of writing across the curriculum plays a very prominent role in the monitoring and evaluating that takes place.</p> <p>Despite their special needs, pupils are challenged to deepen their understanding and knowledge by taking on tasks which help others in the class have an insight into knowledge that may otherwise have not been accessed by them. This is an excellent approach which sees all pupils being challenged consistently in all year groups.</p> <p>The school has spent a great deal of time on creating a curriculum which recognises all non-core subjects as being equally as valuable as core subjects. Much of the writing is driven through science, history and geography. The staff are exceptionally proud of the excellent curriculum, Focus Education's Learning Challenge Curriculum, therefore strive to ensure that it well-delivered and that pupils' key knowledge is being improved on a year-by-year basis.</p> <p>Holmwood School's end of Key Stage results are among the highest in Middlesbrough for progress and achievement.</p>
	<p>Next Steps</p>
	<p>To continue to raise standards of Writing and Maths throughout the curriculum with more children achieve/exceeding their end of year expectations</p>
<p>Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.</p>	<p>The school has a system for checking how well our school leavers do when they move on to secondary education. In 2019, 100% of our pupils returned to mainstream education. We track the pupils' academic progress, attendance and behaviour during year 7. This information is shared with governors. We have a whole school ETHOS that enables the transition from KS1 to KS2 without challenges.</p>
	<p>Next Steps</p>
	<p>To extend the tracking of pupils throughout Key Stage 3 and 4.</p>

Behaviour and Attitudes

Behaviour and attitudes are because:

The provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct

Despite of pupils' special needs, Holmwood School a calm and nurturing atmosphere within the school. Holmwood School has seen a reduction of serious incidents over time. The use of seclusion, timeouts and withdrawals are closely monitored.

The school has given much thought to creating a calm and well-ordered lunchtime for pupils. In the dining area, the pupils are taught to queue and are supported by staff teaching life skills and social skills. In the outside area, there is a full range of activities for pupils to participate in. These activities are well supervised with either specialist people coming into lead sessions (Sports Leaders) or teachers and teaching assistants.

Pupils' behaviour is monitored through a positive behavioural programme "Dots." There are positive praise through weekly and daily awards.

The Behaviour Profiles allow the staff to set Conduct and Learning targets and measure progress.

Learners attitudes to their education are positive. They are committed to their learning, know how to learn/ study effectively and do so, are resilient to setbacks and take pride in their achievements

Pupils take a great pride in their own behaviour and were proactive in developing the Holmwood 5. They know what is acceptable and what is not.

Pupils demonstrate their ability to learn independently and are encouraged to ask questions and to support each other. Pupils demonstrate that they are capable of reflecting on their learning and summarise what they now know that they didn't do previously.

Much thought has been given to how the classroom layout can support the learning taking place. There is a clear purpose behind the way that the tables are set out and the teachers can explain their reasoning. It is easy for the teachers to reach any child and there is careful thought given to specific pupils.

The pupils' books give a strong sense of productivity being excellent. Pupils take a great deal of pride in showing visitors their learning and know they have achieved to the best of their ability. When scrutinising books, it is clear that pupils have made excellent progress over time.

Learners have high attendance and are punctual

Attendance is regularly between 96 - 97%, significantly higher than other special schools. The pupils are punctual.

<p>Relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread</p>	<p>The curriculum maximises opportunities for pupils to understand the importance of living a healthy lifestyle and to keep fit. It also provides all pupils with opportunities to understand more about mental health.</p> <p>The curriculum addresses issues of pupils' safety exceptionally well. It does so through excellent units of learning in science and PSHEE. Pupils are able to raise issues about safety. The school is part of the Digital Resilience team and works closely with the police and local authority. It communicates with parents on a very regular basis about potential threats. There is a member of staff dedicated to this aspect of the school's work.</p> <p>Holmwood School is part of the Anti-bullying Alliance and incidents of bullying, sexualized comments or racial comments are extremely rare but always dealt with quickly and effectively. Holmwood School is has obtained the Inclusion Mark and Headstart Gold.</p>
	<p>Next Steps</p>
	<p>The principles of metacognition should be at the heart of the learning culture created in each classroom. To record and analyse incidents of disruptive behaviour</p>

Personal Development

Personal development is because:

The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents

The school is proactive in finding out about the talents that pupils possess outside school. The school has recommended children for clubs and activities outside of Holmwood. The school has also given the children opportunities in school to create a passion for the activity so they can do it outside of school. The children has experienced horse riding, swimming, rock climbing, trampolining, and continued this outside of school.

The curriculum provides pupils with an excellent opportunity to study other cultures and religions. There is a strong emphasis on respect at this time. Holmwood has celebration from Christian, Islam, Hindu and Buddhism religions.

The curriculum and the provider's wider work support learners to develop character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy

Holmwood recognise the importance of a well-organised and extremely effective character education programme. We recognise that there is a balance between developing pupils' academic prowess alongside their personal qualities. Pupils are provided with clear guidance to help them build resilience, gain confidence and work independently. All staff buy into the importance of developing well-rounded individuals who are not just prepared academically to meet life's challenges but are also prepared socially, emotionally, physically and mentally.

The curriculum provides strong opportunities for pupils to understand the importance of living a healthy lifestyle and to keep physically and mentally fit. It also provides all pupils with opportunities to understand more about mental health and its potential impact on life.

At each stage of education, the provider prepares learners for future success in their next steps

Early years staff have expertly created meaningful and successful liaison with parents, which include home visits, where appropriate. They have also set up extremely valuable meetings with staff in pre-school settings. Parents have been invited to the school during a normal school day to see a normal session in the environment their child is about to become a member of. Additionally, parents are invited to specific meetings where parents can raise issues or ask questions. There is also an excellent link between children about to enter early years and any pre-school establishment they attended. These meetings are vital and a priority for early years staff. Home visits, where appropriate, are also a major source of support for a child about to enter reception. It is deemed highly important that a teacher sees a child in their own environment.

The school staff work tirelessly to ensure that pupils leaving Year 6 are as ready as possible to meet the demands of Year 7. The leaders have frequent meetings with the Secondary School's to discuss how pupils settle and if there is anything else the school can do to help the transition be smoother. The school leaders have researched and talked to other school leaders about the best ways of making a smooth transition for Year 6 to 7 pupils. Holmwood tracks ex-pupils to check how pupils are settling in their new school.

<p>The school prepares learners for life in modern Britain by:</p> <ul style="list-style-type: none"> • equipping them to be responsible, respectful, active citizens who contribute positively to society; • developing their understanding of fundamental British Values • developing their understanding and appreciation of diversity • celebrating what we have in common and promoting respect for the different protected characteristics as defined by law 	<p>Holmwood has extremely successfully helped pupils to become responsible, respectful and active citizens by providing them with excellent opportunities of understanding how a democracy works. The school has included appropriate material in its curriculum on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain in comparison to other forms of government in other countries. The school ensures that pupils are provided with opportunities to demonstrate how democracy works through actively promoting democratic processes, such as an elected school council. In this way it ensures that pupils have a voice.</p> <p>The school has created excellent resources to help pupils understand more about living in a society that values diversity and democracy. It has spent valued time to ensure that its understanding of British values is correct. In this respect, a great deal of time is spent on ensuring that aspects, such as democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith are interwoven into the curriculum.</p> <p>School leaders are determined that staff see that part of their role is to help all children and young people understand and celebrate difference. Staff encourage pupils to feel good about who they are, where they fit in the world and appreciate diversity in others. Leaders want to help pupils build strong, inclusive communities where everyone enjoys a sense of being valued and belonging, which supports positive mental health. The leaders appreciate that by having an awareness of differences also means pupils are sensitive to experiences of racism and prejudice. Leaders know how this can impact on pupils’ social and emotional well-being, their learning and their social relationships. Staff are aware that pupils’ ideas about, and responses to, diversity are influenced by what they see and hear around them.</p> <p>The school expertly promotes the understanding that everyone has the freedom to choose and hold other faiths and beliefs and that this is protected in law. The school helps pupils accept that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour. The school promotes the understanding of the importance of identifying and combating discrimination.</p>
	<p>Next Steps</p>
	<p>The school will encourage people of other cultures to talk to pupils about their way of life and explain why they have certain traditions.</p>

Leadership and Management

Leadership and management are because:

Leaders have a clear and ambitious vision for providing high-quality inclusive education and training for all. This is realised through strong, shared values, policies and practice.

There is a very strong ethos amongst the staff that all pupils, irrespective of the pupils' special needs, are capable of achieving outstanding progress and narrowing the gap of age-related expectation in all subjects. Staff and pupils know exactly what these expectations are and all work unstintingly towards achieving the highest possible standards. School's overall assessment system is a major contributor to helping staff keep track of pupils' progress.

School leaders are confident that there is a strong commitment to teamwork amongst the staff. They welcome new research into pedagogy and consider its implications for the school. Leaders have been instrumental in creating the school's curriculum intent and are therefore very confident of what to look for, not just in lessons, but also in pupils' books. All staff know that leaders are very much on top of the quality of education issues in school. They therefore know that their practice will be constantly scrutinised. Leaders are highly visible around the school and have their 'finger on the pulse'.

Leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time.

The school's senior leaders were instrumental in creating and then developing the school's curriculum intent. Governors were also highly informed in the developments and were provided with early opportunities to engage in discussions. As a result, leaders are well placed to oversee its implementation and are confident in being able to judge the impact their curriculum intent is having on day-to-day practice. Leaders are also keen to make changes when necessary and recognise that there will need to be a degree of flexibility within the curriculum to allow for this.

Leaders are very committed to considering recent research linked to teaching and learning. We consider the implications of such research and its potential impact on the quality of education in school. In addition, there is a huge support provided for all staff to carry out in-school research and be involved with other schools in looking at local or national issues. In this way leaders are very confident that they know how learning is being taught as well as what is being taught.

The school leaders' excellent knowledge of the curriculum's intent ensures that they are in a very strong position to monitor its delivery and impact in classrooms. A combination of lessons observations, learning walks, scrutiny of books and discussions with pupils provides ample evidence of whether what was planned is actually being

	<p>delivered well enough. There is an exemplary assessment process which helps to indicate how successful the curriculum implementation is.</p> <p>Holmwood will use B Squared s checking how key knowledge have been retained in English, Maths and Spoken Language.</p>
<p>Leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling</p>	<p>Senior leaders have created an excellent ETHOS which recognises that all pupils are capable of attaining the highest standards. Staff have wholeheartedly bought into this ethos and work to this end. All pupils are provided with every opportunity of ‘keeping up’ with their peers because of the quality of education they receive and also because of the quality of feedback provided to them. Leaders have ensured that all staff know exactly what pupils need to do so that they are successful learners and what the expectations are on a year-by-year basis. This has been extended to include standards in non-core subjects.</p> <p>Pupils from disadvantaged backgrounds are doing exceptionally well. Their progress is as good as non-disadvantaged pupils and they attain exceptionally high results. Focus on aspects such as vocabulary, general knowledge and social issues helps enormously in this regard. There is excellent attention to developing their basic skills and they are provided with a full range of incentives to do well. However, much of their motivation is intrinsic and they work exceptionally hard. The quality of interventions in the school is excellent, with support being provided as close as possible to the identification of need. As a result, disadvantaged pupils are not falling behind but keeping up with their peers and in some cases performing better than them.</p>
<p>Leaders engage effectively with learners and others in the community, including – where relevant- parents, carers, employers and local services</p>	<p>The school believes that all parents and carers deserve the best quality information from the school. We treat all parents as though they are very interested in what goes on at the school. The leaders have worked exceptionally hard to engage with parents and carers who have had tested relationships in their previous setting and may not find it easy to communicate with staff. The staff have deliberately targeted individuals in a positive way and go out of their way to provide bespoke style meetings, when needed. This has resulted in the level of engagement between staff and ‘hard-to-reach’ parents being increased significantly. Holmwood School offers outstanding support for parents and carers.</p>
<p>Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including workload and wellbeing.</p>	<p>School leaders are extremely aware that teacher workload and burnout is a significant on-going issue that needs addressing at policy level. Leaders have, therefore, been proactive in finding out about the latest research into the impact marking, feedback, planning and preparation has on pupils’ learning. They have given considerable deliberation to what helps pupils make maximum progress, but at the same time require staff to work efficiently</p>

	<p>and effectively. They have taken into account what they may be asking staff to do that has limited or very little impact on pupil progress. Discussions have taken place with all staff to ascertain what it is they currently do that may impact negatively on their stress levels.</p> <p>School leaders are very aware that, how teachers feel on a daily basis is likely to affect their performance and, in turn, the performance of the pupils they teach. Apart from looking at every way they can to reduce unnecessary workload, leaders are equally concerned about staff well-being. Leaders have ensured classroom teams and SLT members are available to talk to staff about their health and well-being.</p> <p>Holmwood School supports staff member attending essential medical appointments. We encourage staff members to attend their own children’s school events. Holmwood will refer and fund the cost for counselling. Holmwood supports Teachers workload by giving additional PPA time every week.</p> <p>There is a heightened awareness that happier, motivated teachers may make pupils feel happier, motivated and more confident. Leaders believe that greater attention to these areas has resulted in staff absence being reduced and in far fewer staff being dissatisfied with the profession as a whole.</p>
<p>Those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education provided.</p> <p>Those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the Prevent strategy and safeguarding, and promoting the welfare of learners</p> <p>The provider has a culture of safeguarding that supports effective arrangements to:</p> <ul style="list-style-type: none"> *Identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation *Help learners reduce their risk from harm by securing the support they need, or referring in a timely way those who have the expertise to help *Manage safe recruitment and allegations about adults who may be at risk to learners and vulnerable adults 	<p>Governors have been made fully aware of the expectations within the school’s curriculum intent and have a very important say in aspects of the design. Individual governors were involved in the development of the curriculum and all governors have received specific training related to the curriculum’s intent. The minutes of governors’ meeting are exceptionally well organised so that the challenges provided to senior staff are very clearly outlined. The action log that follows the meetings shows exactly what has been the impact of the challenge. Governors, through their challenge and support, are expecting to make a difference to the outcomes for pupils. They want to see that their spending decisions have made a difference and therefore best value is an integral part of their evaluation processes.</p>

<p>Those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the Prevent strategy and safeguarding, and promoting the welfare of learners</p>	<p>The Governing Body take great care to ensure that it carries out its statutory duties effectively. All safeguarding and child protection policies and procedures are up-to-date and reviewed regularly by governors. They recognise that this aspect of their role is exceptionally important, and all appropriate checks are meticulously carried out. The governors consistently use national and local data to check on the school's performance. It also makes excellent use of the inspection framework to help recognise areas of strength and weaknesses. The committees set up by the governors provide regular and excellent feedback to the full Governing Body.</p>
<p>The provider has a culture of safeguarding that supports effective arrangements to:</p> <ul style="list-style-type: none"> *Identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation *Help learners reduce their risk from harm by securing the support they need, or referring in a timely way those who have the expertise to help *Manage safe recruitment and allegations about adults who may be at risk to learners and vulnerable adults 	<p>All staff and governors are very clear about the difference between safeguarding and child protection. They have excellent knowledge of how each relates to the school and its pupils. Governors have ensured that their knowledge is very much up to date by attending training, including training related to new initiatives.</p> <p>Safeguarding is effective. The school always acts in the best interest of a learner to protect them online and offline. The school is very quick to identify pupils who may need early help or those who at risk of harm or have been harmed. This harm may include, but is not limited to, neglect, abuse (including by their peers in or out of school), grooming or exploitation. The school has acted quickly to seek the help that pupils need, and, if required, refer pupils in a timely manner to those who have the expertise to help. The school manages safe recruitment and allegations about adults who may be at risk to children, pupils, students and vulnerable adults.</p>
	<p>Next Steps</p>
	<p>Holmwood will create a system of checking how key knowledge have been retained in all subjects.</p> <p>While Holmwood's support for parents is excellent, parental involvement in school is limited due to pupils coming from all area of Middlesbrough and other local authorities. Holmwood is developing a Parental Involvement programme in school.</p> <p>As part of the Parental Involvement programme, is to make parents aware that they have a vital role to play in helping their children read regularly and learning basic skills such as times tables.</p> <p>The leaders have set up a staff working party to consider staff workload and support the staff well-being.</p> <p>Governors will ensure that subject leaders have a crucial role in ensuring that their subject are appropriately represented in the curriculum.</p>