HOLMWOOD SCHOOL

Centre of Excellence

SCHOOL IMPROVEMENT PLAN 2019-20

KEY SCHOOL IMPROVEMENT AREAS:

OFSTED Inspection Report (February 2017) stated -

"The school is not yet outstanding because:-"

The current and planned strategies to bring about improvement in pupils' writing continue at a swift pace in order to accelerate further pupils' progress in writing, particularly in Early Years and Key Stage 1.

There is an improvement in the consistency of the monitoring carried out by senior leaders of the quality of teaching, learning and assessment.

This year the school has identified the following areas:-

1. To continue to develop the quality of Leadership and Management across the school
- To further develop distributed Leadership and Governance to ensure high expectations, high quality teaching and high standards
- To support the staff's wellbeing
- To create a system of checking how key knowledge is being retained in all subjects.
- To develop a Parental Involvement programme in school.
- To support governors ensuring all subject leaders have a crucial role in ensuring their subject are appropriately being represented in the curriculum.

2. To continue to improve the quality of education

Intent:
- To develop comprehensive programs outlining how they are working at enriching pupils' vocabulary.
- To introduce research-based strategies to develop a child's long-term memory.
- To celebrate great examples of reading, writing and mathematical opportunities to other subjects.
- To have subject leaders check plans, provide advice, and support where needed and ensure that planning follows the agreed sequence.
- To ensure peer-assessment is being used across in the curriculum.

Implementation:
- To continue to develop the teachers' knowledge of each subject area.
- To develop staff's ability to use the familiar term 'sticky knowledge' within each subject to support learning.
- To develop the classroom environment to promote reading. .
- To use the latest research into feedback and adapted the school's approach to feedback accordingly.
- To develop the pupils' ability to read the lines, read between the lines and read beyond the lines (literal, inferential and evaluative).
- To develop the pupils' ability to do small presentations to the class about a book they have recently and why they would recommend it.

Impact

- To continue to raise standards of Writing and Maths throughout the curriculum with more children achieve/exceeding their end of year expectations.
- To extend the tracking of pupils throughout Key Stage 3 and 4.

3. To continue to improve behaviour and attitudes
- To record and analyse incidents of disruptive behaviour
- The principles of metacognition should be at the heart of the learning culture created in each classroom.

4. To continue to improve the pupils' personal development
- The school will encourage people of other cultures to talk to pupils about their way of life and explain why they have certain traditions.

Termly Planning of Priority Targets 2019 - 2020

Focus Area	Autumn 2019	Spring 2020	Summer 2020
To continue to develop the quality of Leadership and Management across the school.	• Establish roles for GB. • Regular termly visits from GB to gather views and ensure areas of improvement evident around school including all subject areas. • Analysis of data, trends, and implement strategies. • Analysis of end of term results (Dec 2019). • Set appraisals targets for 2019-2020. • Staff appraisal report to Governors. • Share SIP and SEF with GB and all staff. • Continue to update. • Establish a working party to support staff's wellbeing.(staff workload) • Establish an action plan to increase parental involvement in school.	• Regular termly visits from GB to gather and ensure areas of improvement evident around school including all subject areas • Analysis of data, trends, and implement strategies. • Analysis of end of term results (Dec 2019) and end Spring Term. • Review progress on appraisals targets for 2019-2020. • Share SIP and SEF with GB and all staff. • Continue to update. • Continue to develop the action plan to support staff's wellbeing. • Continue to develop the action plan to increase parental involvement in school. • Book Scrutiny, IEP Scrutiny and Planning Scrutiny. • Learning Walks. • Classroom observations.	• Regular termly visits from GB to gather and ensure areas of improvement evident around school including all subject areas. • Analysis of data, trends, and implement strategies. • Analysis of end of year results. • Final appraisals meeting with staff. • Share SIP and SEF with GB and all staff • Continue to update. • Evaluate the support for staff's wellbeing. • Evaluate parental involvement in school. • Book Scrutiny, IEP Scrutiny and Planning Scrutiny. • Learning Walks. • Classroom observations.

	• Establish curriculum leads • Book Scrutiny, IEP Scrutiny and Planning Scrutiny. • Learning Walks. • Classroom observations.	• Continue to develop the curriculum leads	• Evaluate the impact of the Leads
To continue to improve the quality of education.	**Intent** • To develop a programme(s) to enrich the pupil's vocabulary. • To present to staff the techniques to develop a child's long-term memory. • To have subject leaders check plans, provide advice, and support where needed and ensure that planning follows the agreed sequence. • To ensure peer-assessment is being used across in the curriculum. . **Implementation** • To audit the teachers' knowledge of each subject area, to identify the key training needs of the staff. • To introduce the term 'sticky knowledge' to staff. • To develop a reading area in each classroom to promote reading. • To use the latest research into	**Intent** • To introduce programme(s) to enrich the pupil's vocabulary in the classroom and at home. • To introduce teaching techniques to develop a child's long-term memory in the classroom setting. • To celebrate great examples of reading, writing and maths in all subjects. • To have subject leaders complete a book and planning scrutiny in order to provide advice, and support where needed and ensure that planning follows the agreed sequence. • To assess how peer-assessment is being used across in the curriculum. **Implementation** • To implement training from the skills audit. • To assess how the 'sticky knowledge' is being	**Intent** • To assess the programme(s) to enrich the pupil's vocabulary. • To assess the use of techniques to develop a child's long-term memory. • To have subject leaders complete a further book and planning scrutiny to assess in order evaluate the agreed sequence. • To assess how peer-assessment is being used across in the curriculum. . **Implementation** • To further implement staff training from the skills audit. • To evaluate the use of 'sticky knowledge' to staff. • To assess and develop the a reading area in each classroom. • To assess how feedback is being used at Holmwood

	feedback and adapted the school's approach to feedback accordingly. • To introduce the research around the pupils' ability to read the lines, read between the lines and read beyond the lines (literal, inferential and evaluative) • To introduce the concept of the pupils' ability to do small presentations to the class about a book they have recently and why they would recommend it. **Impact** • To continue to raise standards of Writing and Maths throughout the curriculum with more children achieve/exceeding their end of year expectations. • To extend the tracking of pupils throughout Key Stage 3 and 4.	implemented in the classroom. • To continue to use latest research into feedback and adapted the school's approach to feedback accordingly. • To continue to introduce the research around the pupils' ability to read the lines, read between the lines and read beyond the lines (literal, inferential and evaluative) • . • To gather evidence of the pupils' doing small presentations to the class about a book they have recently and why they would recommend it. **Impact** • To continue to raise standards of Writing and Maths throughout the curriculum with more children achieve/exceeding their end of year expectations.	School. • To gather evidence of pupils' ability to read the lines, read between the lines and read beyond the lines (literal, inferential and evaluative) • To introduce the concept of the pupils' ability to do small presentations to the class about a book they have recently and why they would recommend it. • To evaluate of concept of pupils' doing small presentations to the class about a book they have recently and why they would recommend it. **Impact** • To continue to raise standards of Writing and Maths throughout the curriculum with more children achieve/exceeding their end of year expectations. • To continue to track the pupils throughout Key Stage 3 and 4.

Focus Areas	Autumn 2019	Spring 2020	Summer 2020
To continue to improve behaviour and attitudes	• Focus on actions following a SIR. • Half termly scrutiny of incidents. • Establish the student council. • Staff to establish the rules and routines in their classroom. • Introduce Tootmood to pupils. • To introduce the principals of metacognition to staff	• Continue to develop skills on Behavioural Interventions. • Half termly scrutiny of incidents. • Continue to develop the student council. • Staff to continue to establish the rules and routines in their classroom. • Monitor data from Tootmood. • To introduce the principals of metacognition into the classroom setting.	• Continue to develop skills on Behavioural Interventions. • Half termly scrutiny of incidents. • Continue to develop the student council. • Staff to continue to establish the rules and routines in their classroom. • Monitor data from Tootmood. • To review how metacognition techniques has been implemented.
To continue to improve the pupils' personal development.	• To create a programme of people from other cultures to visit Holmwood School and present their tradition to pupils.	• To action the programme of people from other cultures to visit Holmwood School and present their tradition to pupils.	• To review the impact of the programme to of people from other cultures to visit Holmwood School and present their tradition to pupils.

PRIORITY TARGETS 2019-20

	What would success look like?
To continue to develop the quality of Leadership and Management across the school.	• Governing Body members have a clear understanding of their role at Holmwood School. Governing members will visit Holmwood at least once a term. The impact of their visit to be analysed. • 80% of pupils will make expected progress in Maths, Reading, Writing and Spoken Language. • 50% of pupils will exceed the expected progress in Maths, Reading, Writing and Spoken Language. • Attendance will be above 96.5% • Clear evidence of support for staff wellbeing through data and questionnaires. • Staff meeting their appraisal targets. • 100% of observations and scrutiny are Good and Outstanding. • Clear evidence of more parents being involved at Holmwood School. • Subject Leads having an impact on the Quality of Education.
To continue to improve the quality of education.	• 80% of pupils will make expected progress in Maths, Reading, Writing and Spoken Language. • 50% of pupils will exceed the expected progress in Maths, Reading, Writing and Spoken Language. • 100% of observation and scrutiny are good and outstanding. • B Squared assessment tool is established. Questionnaire to assess. • Documentation as evidence of the teaching of wellbeing and life skills. • Pupil Premium, PE and Sports Funding - impact documented. • Programme(s) to enrich the pupil's vocabulary in the classroom and at home in place.

	• Techniques in place to develop a child's long-term memory in the classroom setting.
	• Evidence of great examples of reading, writing and maths in all subjects.
	• Subject leaders completed book and planning scrutiies in order to provide advice, and support where needed and ensured that planning follows the agreed sequence.
	• Peer-assessment is being used across in the curriculum.

	What would success look like?
To continue to improve behaviour and attitudes	• A significant reduction of SIR by 10 % from 2018-2019 statistics. 2015/16 – down 4.6% 2016/17 – down 29% 2017/18 – down 10% • Safeguarding procedures firmly in place. • Student council impact is clear. • Significant improvement in the Pupils Behaviour profiles. Increase by 10 in learning behaviour and 20 in the conduct behaviour. • Tootmood data analysed. • Techniques in place to develop a child's metacognition in the classroom setting.
To continue to improve the pupils' personal development	• People from other cultures visited Holmwood School and presented their tradition to pupils.

SCHOOL IMPROVEMENT PLAN - PRIORITY TARGETS 2019 – 2020 FINANCIAL PROJECTIONS

PRIORITY TARGET	HOW PRIORITY WILL CONTRIBUTE TO SCHOOL IMPROVEMENT	RESOURCES	PROJECTED EXPENDITURE
To continue to develop the quality of Leadership and Management across the school.	• To secure accurate self-evaluation based on rigorous monitoring of pupil progress and achievement.	• Buy-back for Data Team.	£5,550
To continue to develop the quality of Leadership and Management across the school.	• Continue to improve quality of teaching. • Implementation of National Curriculum.	• B Squared.	£4,000
To continue to improve the quality of education.	• Continue to increase the level of challenges in lessons, especially in Writing, Reading and Maths.	• Training from Focus Education and/or Creative Education.	£5,000
To continue to improve behaviour and attitudes.	• Continue to increase knowledge of challenging and vulnerable pupils.	• Training from Team Teach.	£4,300
To continue to improve the quality of education.	• Moderation of Writing and Maths to continue within LA and across LAs.	• Travelling expenses.	£100
To continue to improve behaviour and attitudes.	• Continue to improve attendance.	• Rewards.	£500
To continue to develop the quality of Leadership and Management across the school.	• Further develop of support staff's wellbeing.	• CPD. • Events. • Counselling.	
To continue to improve behaviour and attitudes.	• Ensure Safeguarding fully in place.	• Safeguarding First. • DBSs.	£500 £2,000
To continue to improve the quality of education.	• Capitalise on & develop ICT infrastructure. • ICT sustainability.	• Replace outdated technology.	£ 10,000

PRIORITY TARGET	HOW PRIORITY WILL CONTRIBUTE TO SCHOOL IMPROVEMENT	RESOURCES	PROJECTED EXPENDITURE
To continue to improve the pupils' personal development.	• To continue to develop British values within pupils' spiritual, moral, social and cultural development.	• Focus Education.	£100
To continue to improve the pupils' personal development.	• To develop pupils' positive contribution through pupil leadership and pupil voice opportunities.	• Tootmood.	£600