



School Self Evaluation 2021/22

School Context

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.

Holmwood School is an inclusive primary school with a positive, caring atmosphere that's commented upon regularly by visitors to the school. We are committed to everyone being included and we believe that everyone is entitled to a broad and relevant curriculum.

74% - Social, Emotional and Mental Health difficulties as a primary need.

26% - Autistic Spectrum Condition as a primary 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 85 pupils currently on role including 5 CLA, 9 Previous CLA and 6 looked after by family members. Pupils mainly live within Middlesbrough (96.05%) but a few pupils attend from neighbouring authorities.

Holmwood School's attendance is outstanding and is regularly above 97% throughout the year.

All of the pupils have an EHCP or are in the assessment stage of the process. The large majority of pupils are boys (85.6%). Pupils joining the school after EYFS have had their education disrupted by low levels of attendance or short-term/permeant exclusion from previous schools. The proportion of pupils known to be eligible for free school meals is high (47%) and above the national average. Most pupils are White British.

We have achieved Inclusion Mark, Headstart's Gold Award, Sing Up Platinum Award, Anti-Bullying Alliance Award, Member of the Data Protection Organisation, Sustainable Travel Award, Eco-Schools Award, Healthy Eating Award, International School Award and Digital Resilience Quality Mark Award.

Changes since last inspection

- Head Teacher was only in post for six months during the last inspection.
- Deputy Head Teacher and SENCO appointed in 2019.
- Developed the roles of the Senior Leadership Team.
- Talk for Writing used to support the progress in writing.
- Senior Leaders monitor the quality of teaching and learning.
- B Squared used to support summative assessment.
- Established clear roles for the Governing Body members
- Occupational Therapist appointed
- Draw, Talk and Play Therapist appointed.
- Multi-Sensory Room was developed. (currently being re-located)
- Developed the Key Stage 2 playground
- Developed a Key Stage 1 Support Centre.
- Speech and Language support developed further.

Key Strengths

- School ethos and 'aims' understood by the school community and demonstrated throughout the school.
- Progress in Reading, Writing and Maths in all year groups is outstanding.
- Curriculum is broad and balanced for all children.
- Staff differentiate the learning for individual pupils, based on their needs.
- Writing application across school is strong – with an emphasis on children being able to apply these skills across the curriculum.

- Reading planning and provision has a clear progression set out from EYFS to Year 6.
- School uses the Focus Education's Learning Challenge Curriculum effectively; there is an emphasis on Science, Geography and History.
- Teacher will use a WOW factor in the classroom to enhance the children's learning.
- Children's behaviour is managed exceptionally well; the school has adopted and adapted behavioural management techniques from Team Teach, Incredible Years, SNAP and research from the CEHD.
- Staff are well trained in understand and educating pupils with complex special needs.
- Safeguarding is effective.

COVID Impact

- Holmwood School remained fully open during the recent Lock Down
- Remote Learning was only used in rare occasions due to only a few cases of self isolation
- Holmwood School saw a significant decrease in overall attendance during the Summer 2021 term. The attendance dropped to 90% during the end of June and July.

Barriers to Learning

- We are seeing more children with challenging behaviour and learning difficulties.
- We had an increase in the number of children that have irregular and unhealthy sleeping patterns. (school is developing a sleep programme)
- We are seeing more children with sensory difficulties (school is working with OT to develop sensory diets)
- That attainment range is vast and we do see the following in some pockets of children:
 1. On entry low levels of vocabulary and speech development, we have a number of initiatives and plans to tackle this in place.
 2. The impact of family breakdown (school provides/sources mentoring/counselling for children caught up in difficult family circumstances)
 3. Poor 'life experience' – we find that some children are no longer using, as just one example, mathematical skills in their everyday life in the same way that they would have a generation ago. There are a number of

factors involved in this but, as a school, we provide those experiences through the curriculum in a variety of ways.

Areas of improvement Since last Inspection

Leaders and those responsible for governance should ensure that:

- 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.
Senior Leaders monitor the progression and development of writing across the curriculum, with pupils meeting and exceeding their progression targets. Staff have adopted the Talk to Write strategies to encourage writing. B Squared supports the assessment of writing
- There is an improvement in the consistency of the monitoring carried out by senior leaders of the quality of teaching, learning and assessment.
Developed the SLT to support staff's quality of teaching and learning. The sequencing of all subjects has benefited the broad and balanced curriculum. The introduction and development of B Squared Cornerstones Assessment and Rising Stars Assessments supports the formative and summative assessment of pupils.

Quality of Education	
Intent	
<p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.</p>	<ul style="list-style-type: none"> • Curriculum (initially introduced in 2014) is broad and ambitious, skills based and progression. • SLT have just led our second major tri-annual review to ensure that it is meeting the needs of our children. Challenge, progression in skills/knowledge and relevance to their lives were the three main drivers in this work. • All children have access to the same curriculum with support to accommodate their individual needs. • All pupils are challenged effectively and are provided with a range of activities that allow them to apply their skills/demonstrate to others how they did this. • Throughout lessons, children are encouraged to be inquisitive and independent learners. • We have identified the need to improve pupils' vocabulary and we will undertake CPD to identify the key words that pupils should know and be able to use. • We use current affairs resources e.g. Newspapers, Newsround to improve pupils' general knowledge (there is little opportunity for this at home in some cases). • A wide range of visits, specifically designed to complement/bring the curriculum to life are planned to enhance learning. Visitors to school also provide more first-hand experience and knowledge. • Our curriculum intent has taken account of the local context and pupils are encouraged to talk and learn about their local area.

<p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<ul style="list-style-type: none"> • NC objectives have then been mapped across different year groups so that there is clear progression in the acquisition of knowledge and skills. Two formal reviews have been completed since the initial introduction. • There is a focus on reading, all children should have the opportunity to read to others, read for themselves and be read to. • Reading for pleasure has been a cornerstone of our ethos over the last few years. • Opportunities for writing are planned across the curriculum to enable pupils to develop and apply their writing skills in a variety of contexts. • Mathematics is now using 'White Rose Maths' as a CPD/planning cornerstone. This has further developed the sequencing of lessons and developed our understanding of how to stretch our most able children. • Non-core subjects identify the key knowledge and skills; staff have identified cross-curricular links with Maths and English so children can apply core skills across the curriculum. • Subject leaders will support staff's awareness of the subject's expectations for and that work in pupils' books reflects this level of understanding. They provide advice and support where needed.
<p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of the pupils, developing their</p>	<ul style="list-style-type: none"> • Staff identify potential barriers to learning and provide support/resources wherever required. • Staff will differentiated for an individual child's needs and academic abilities. • Group activities undertaken by pupils throughout the day tend to be organised in mixed ability so that all pupils play a role in offering suggestions and completing tasks for the group

knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.	<ul style="list-style-type: none"> • Ambitious targets are included in their 'IEP which is discussed and agreed with parents during Structured Conversations.
Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum)	<ul style="list-style-type: none"> • All children receive a broad and balanced curriculum. • We allow staff the flexibility to adapt for any local or national event that is likely to grab the children's interest and provide a valuable learning opportunity e.g World Cup, Olympics, Royal Wedding, Tsunami. • Children in national testing years receive the same broad and balanced curriculum as other pupils.
Implementation	
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.	<ul style="list-style-type: none"> • Teacher evaluation (PM, Lesson Observations, Book Scrutiny, SLT Subject Appraisal) has shown that staff are passionate about the subjects that they teach and the impact it has on the children. • The staff understand the main focus of the learning and are effective in breaking down new learning into manageable parts when explaining complex concepts. Pupils are able to follow the learning and improve their knowledge accordingly. • The teaching of early reading has been a focus for our English Lead and SLT. The review of our Phonic scheme is supported by our DHT. • Sequencing is in place for all foundation subjects. • Non-teaching time allows subject leaders to review teaching and learning and provide support with subject knowledge where needed.

	<ul style="list-style-type: none"> • Staff CPD meetings are used to promote new learning ideas, share good practice and identify any future CPD needs.
<p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</p>	<ul style="list-style-type: none"> • Teachers are effective in presenting subject matter clearly and pupils are able to talk confidently/passionately about their learning. • Learning misconceptions are picked up quickly and staff quickly put in place steps to ensuring that they overcome any difficulties. Staff are adept at recognising the difference between genuine misconceptions and careless errors/lethargy. • Experienced teachers confidently adapt plans if they find that pupils are struggling with a concept or that they are finding things easier than anticipated (NQT's and RQT's are supported using our mentoring system). • Our marking policy has been developed to ensure that feedback centres on moving their learning forward (also with a focus on eradicating any repeated errors). • Children, who have seen a decline or stagnate in their learning skills/academic standards, will be provided with 1-1/small group sessions, addressing misconceptions. • We recognise that pupils struggle to transfer some learning to long term memory therefore we are introducing 'knowledge mats' and Rosenshine's Principals.
<p>Over the course of study, teaching is designed to help pupils to remember long</p>	<ul style="list-style-type: none"> • Subject Leaders have identified the key progression based knowledge/skills within their subject.

<p>term the content they have been taught and to integrate new knowledge into larger ideas.</p>	<ul style="list-style-type: none"> • The curriculum allows sufficient time allocation for all subjects. Regular opportunities for cross-curricular learning help pupils to make links between subjects. • Questioning has been a CPD focus and staff confidently use this to establish the level of knowledge retained. • If possible, staff link new learning to any previous aspect already covered (this is also the case for new vocabulary they are to meet with pupils being encouraged to say what they think an unfamiliar word means before finding out).
<p>Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary</p>	<ul style="list-style-type: none"> • The assessment system informs planning and identifies gaps in learning in Maths and English. • Additional assessments identified gaps and used to plan targeted interventions as part of the catch-up process. • We are currently in the process of reviewing our formative assessments to enable us to moderate more consistently across the school. • We will hold termly pupil progress meetings. • Individuals and groups (including analysis of EAL, disadvantaged, boys, girls, etc) who are not making the progress expected are the focus of pupil progress meetings. Therefore information about ... is easily accessible at any stage.

burdens on staff or pupils.	
Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	<ul style="list-style-type: none"> • Teachers provide opportunities for pupils to learn in a variety of ways and there is an expectation that pupils are given the opportunity to learn collaboratively. To facilitate this, children are offered a variety of contexts (for example, various groups sizes, pairs etc.) • Teachers encourage pupils to raise questions during lessons and reassure pupils that their questions are valued highly. • Classrooms are designed to both support children’s learning and develop their independence. Displays reflect the learning taking place and we are using displays to assist retention. • Planning is adapted if pupils are struggling with a concept/skill. Staff can adapt the sequence focus in the next lesson. • We place an emphasis on challenge and know what is expected of them. The recent Pupil Questionnaire indicated that 86% believe they learn new things each lesson and 91% think lessons are interesting and fun.
The work given to pupils is demanding	<ul style="list-style-type: none"> • Challenge and extension is evident in lessons and builds upon previous learning. • Staff have developed differentiation in foundation subjects.

<p>and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>	<ul style="list-style-type: none"> • Pre-teaching and or the revisiting of challenging concepts is used to provide staff with an understanding of starting point and supports long term memory.
<p>Reading is prioritised to allow pupils to access the full curriculum offer.</p>	<ul style="list-style-type: none"> • Our aim is for all children to become life-long passionate readers. • We endeavour to ensure that all pupils enjoy reading. A wide variety of extra-curricular events are offered to raise the profile of reading. • The reading curriculum has a full range of reading skills built into it. Guided reading sessions take place throughout the week in Y1 – Y6, this supports comprehension, fluency and a love of reading. • There is attention given to boys’ reading and the literature that is likely to engage them. • English lessons expose pupils to higher level texts that they may not read independently. • Pupils, who struggle with reading, are provided with additional support and are picked up early. This starts in EYFS and continues through the school. Reading for enjoyment is an important feature in the school with pupils being encouraged to read for pleasure through the school’s reward scheme and author study. • Reading has been the main focus of our catch up provision. We have offered additional small group sessions to children who have been identified as having regressed/ plateaued using highly trained teaching staff.

<p>A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</p>	<ul style="list-style-type: none"> • There is a systematic approach to teaching phonics throughout school. In the Spring 2022 term, we started to transition into a new approved scheme. • A broad diet of reading experiences are offered and, wherever possible, we use an appropriate quality text in lessons. In every classroom there is a range of non-fiction, as well as fiction, books available. • Supporting children who find reading difficult/lack engagement is essential. Staff work effectively to help pupils overcome them (external agencies are used if further support is deemed necessary). • Reading books in EYFS and KS1 link closely to the Phonics scheme we are implementing. • All pupils have access to books according to their reading ability. • Fluent readers are encouraged to read a range of books. • The English & Phonics Leads are responsible for collecting information about standards in reading, this is done through a range of assessments that are age applicable, listening to readers and talking to pupils/staff about reading. • Progress in reading have been excellent for the last 5 years.
<p>The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to</p>	<ul style="list-style-type: none"> • Our approach to the teaching of phonics will see the implementation of the phonics scheme in Spring 2022. • We use a number of vocabulary based interventions tools to address gaps. We have developed this. • The pupils progress in the Year 1 'Phonics Check' is improving each year. • Pupils read widely and often, with fluency and comprehension appropriate to their age.

communicate, gives them the foundations for future learning.	<ul style="list-style-type: none">• They are able to apply mathematical knowledge, concepts and procedures appropriately for their age												
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.	<ul style="list-style-type: none">• Staff are aware of expectations and use language and vocabulary appropriate to the year group and child’s abilities.• Staff model writing to show pupils the process of being a writer and to encourage them to recognise that it can be a difficult but enjoyable task.												
Impact													
Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.	<p>KS1 – KS2 Pupil Achievement for 2018/2019</p> <p>End of Key Stage 2 – Percentage of Pupil’s achieving the expected standards in Reading, Writing, Maths and Grammar, Punctuation and Spelling</p> <table><tr><th></th><th>Reading</th><th>Writing</th><th>Maths</th><th>GPS</th><th>RWM</th></tr><tr><td>Holmwood</td><td>27%</td><td>36%</td><td>64%</td><td>46%</td><td>18%</td></tr></table> <p>Progress in 2018 2019</p> <p>Reading – 2.94 – average (average scaled score 95.1)</p>		Reading	Writing	Maths	GPS	RWM	Holmwood	27%	36%	64%	46%	18%
	Reading	Writing	Maths	GPS	RWM								
Holmwood	27%	36%	64%	46%	18%								

	<p>Writing – 3.80 – above average</p> <p>Maths – 5.13 – above average (average scaled score 100.7)</p> <p>Holmwood School did not have any pupils achieving a high level of attainment in reading, writing and mathematics in 2018 /2019.</p>
<p>Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. All pupils, despite their SEND, achieve the best possible outcomes.</p>	<ul style="list-style-type: none"> • Transition to the next stage of education is carefully managed (we work closely with our parents/carers, secondary and school partners). • All year groups have transition visits to help pupils settle as quickly as possible into their new classes.

Overall Judgement = 1 / 2 Good with Outstanding Features

Next Steps

- Improve pupils' vocabulary and undertake CPD to identify the key words that pupils should know and be able to use
- Subject leaders provide advice and support where needed
- Identify children, who have seen a decline or stagnate in their learning skills/academic standards, and provide with 1-1/small group sessions, addressing misconceptions.
- Recognise pupils struggle to transfer some learning to long term memory, continue to implement Rosenshine's principals
- Review our formative assessments to enable us to moderate more consistently across the school.
- Hold termly pupil progress meetings.
- Continue to improve progress in the Year 1 'Phonics Check'

Behaviour and Attitudes

The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.

- Staff expectations are high, pupils' attitudes to learning and conduct around the school is very good.
- Children are given a range of roles and responsibilities e.g. student council
- The school's behaviour policy is effective and regularly reviewed. It is balanced with a 'dot' reward system.
- The school uses a consistent approach with pupils who have challenging behaviour.
- Lunchtimes are mostly calm, staff support pupils with use of social skills and to lead playground activities.
- Pupils' views on behaviour are sought annually through a questionnaire.
- Incidents are monitored and have seen a reduction overtime.
- Continue to reduce the need for sanctions and interventions due to unacceptable behaviour

Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.	<ul style="list-style-type: none">• Anti-bullying policy is up to date and is regularly reviewed by the ‘Governing Body• Incidents of bullying are recorded on CPOMS and reported to HT. (This is rare)• Pupils have a good awareness of bullying (this is a focus within our PHSCE curriculum) and any instances are dealt with decisively and effectively.																																																		
There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.	<ul style="list-style-type: none">• There is a clear reduction in interventions, time outs, seclusions and withdrawals over time. Behaviour is consistently good, despite the children’s special educational needs.• Attendance is outstanding but we did see a decrease in term 3B. <table><tr><td></td><td>Autumn</td><td>Spring</td><td>Summer</td><td>Average</td></tr><tr><td>2012/13</td><td>95.3%</td><td>94.4%</td><td>96.2%</td><td>95.4%</td></tr><tr><td>2013/14</td><td>95.0%</td><td>96.0%</td><td>96.7%</td><td>95.9%</td></tr><tr><td>2014/15</td><td>96.5%</td><td>95.8%</td><td>96.8%</td><td>96.1%</td></tr><tr><td>2015/16</td><td>96.4%</td><td>95.7%</td><td>96.2%</td><td>96.0%</td></tr><tr><td>2016/17</td><td>96.5%</td><td>96.6%</td><td>96.2%</td><td>96.4%</td></tr><tr><td>2017/18</td><td>97.2%</td><td>97.3%</td><td>95.6%</td><td>96.7%</td></tr><tr><td>2018/19</td><td>97.2%</td><td>97.2%</td><td>96.0%</td><td>96.8%</td></tr><tr><td>2019/20</td><td>96.5%</td><td>97.3%</td><td>95.8%</td><td>96.9%</td></tr><tr><td>2020/21</td><td>97.9%</td><td>97.3%</td><td>94.6%</td><td>96.6%</td></tr></table>		Autumn	Spring	Summer	Average	2012/13	95.3%	94.4%	96.2%	95.4%	2013/14	95.0%	96.0%	96.7%	95.9%	2014/15	96.5%	95.8%	96.8%	96.1%	2015/16	96.4%	95.7%	96.2%	96.0%	2016/17	96.5%	96.6%	96.2%	96.4%	2017/18	97.2%	97.3%	95.6%	96.7%	2018/19	97.2%	97.2%	96.0%	96.8%	2019/20	96.5%	97.3%	95.8%	96.9%	2020/21	97.9%	97.3%	94.6%	96.6%
	Autumn	Spring	Summer	Average																																															
2012/13	95.3%	94.4%	96.2%	95.4%																																															
2013/14	95.0%	96.0%	96.7%	95.9%																																															
2014/15	96.5%	95.8%	96.8%	96.1%																																															
2015/16	96.4%	95.7%	96.2%	96.0%																																															
2016/17	96.5%	96.6%	96.2%	96.4%																																															
2017/18	97.2%	97.3%	95.6%	96.7%																																															
2018/19	97.2%	97.2%	96.0%	96.8%																																															
2019/20	96.5%	97.3%	95.8%	96.9%																																															
2020/21	97.9%	97.3%	94.6%	96.6%																																															

<p>Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p>	<ul style="list-style-type: none"> • The school has a positive reputation in the community and parental surveys suggest that they are pleased with the behaviour standards that we achieve. • The school takes an active part in the local community. • Observations show little or no time lost in lessons due to disruptive behaviour - the children are clear about expectations in lessons and they will readily share their achievements. • Pupils', despite their SEN, show good levels of perseverance when tackling challenging tasks and work well in a variety of group contexts (pairs or in small groups).
<p>Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.</p>	<ul style="list-style-type: none"> • Procedures across the school has had a positive impact with attendance, it is above national average. • We currently have 5% classed as PA (2020/21) and this is below the national average. • The vast majority of pupils arrive at school on time – anyone who shows any erratic late pattern follows our attendance steps to improve this. • The school has a rigorous attendance monitoring system.
<p>Fixed-term and internal exclusions are used appropriately. The school</p>	<ul style="list-style-type: none"> • We have not had any fixed term or permanent exclusions within the 10 years. Children have the right to fulltime education.

reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.	
Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.	<ul style="list-style-type: none"> • Parental surveys have stated that our children are mostly happy in school and feel safe and cared for. • Observations/feedback has shown that staff provide a strong role model for pupils. There is a consistent level of mutual respect and pupils tell us that they know they can raise issues with staff and feel supported. • The curriculum provides opportunities for pupils to understand the importance of living a healthy lifestyle and to keep fit. It also provides pupils with some opportunities to understand more about mental health. The curriculum addresses issues of pupils' safety well. • The school invites outside agencies into the school on a regular basis to help support children with a wide range of issues e.g. family break up, low mood. • Parents receive a regular digital resilience advice on current concerns and ways to support their child.
Overall Judgement = 1/Outstanding	
Next Steps	<ul style="list-style-type: none"> • Review attendance procedures as post-Co-vid school attendance stabilises • Review of behaviour policy.

	<ul style="list-style-type: none">• Continue to reduce the need for sanctions and interventions due to unacceptable behaviour.
--	----------------------------------------------------------------------------------------------------------------------------------------------

Personal Development	
<p>The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.</p>	<ul style="list-style-type: none"> • We have incorporated educational visits that can offer our pupils personal, social, cultural and health related benefits. This includes visits to theatres, art galleries, museum visits, historic sites and buildings. • Older pupils take part in residential visits at an adventure activity centre. • Support parents with establishing healthy sleep routines • New SRE curriculum to be rolled out in September 2021 (consultation complete). • Continue to research how to improve and support mental health and well-being in both pupils and adults.
<p>The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p>	<ul style="list-style-type: none"> • Partner and small group work is used frequently to encourage children to ask each other questions and listen to each other. • Play, Draw and Talk therapy is used to support children's wellbeing.
<p>The school provides high-quality pastoral support. Pupils know how to eat healthily,</p>	<ul style="list-style-type: none"> • The curriculum contribute significantly to pupils' health and well-being and actively teach the pupils how to make informed choices about healthy lifestyles • Healthy Schools Award achieved, children have a good understanding of how to lead a healthy lifestyle.

<p>maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.</p>	<ul style="list-style-type: none"> • ‘Headstart Gold’ mental health programme and Inclusion Mark has been achieved. • We regularly introduce new initiatives based around creating an active school e.g. iSports Wall and iSports floor • School leaders have prioritised supporting pupils’ mental health.
<p>The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</p>	<ul style="list-style-type: none"> • We ensure that pupils are provided with opportunities to demonstrate how democracy works through promoting democratic processes, such as an elected school council. This also ensures that pupils have a voice. • We have worked hard to increase our children’s experiences of social diversity. • We have whole school events to celebrate British values e.g. Remembrance Day,
<p>The school promotes equality of opportunity and diversity effectively. As a result, pupils understand,</p>	<ul style="list-style-type: none"> • The curriculum provides pupils with good opportunities to study other cultures and religions. There is a strong emphasis on respect at this time.

<p>appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.</p>	
<p>Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.</p>	<ul style="list-style-type: none"> • Strong links have been established with our local churches. • Key festivals are celebrated both in school and in church.
<p>The school provides pupils with meaningful opportunities to understand how to be</p>	<ul style="list-style-type: none"> • We raise money for various charities (Harvest Festival donations to local food banks, Children in Need, Save the Children, and Comic Relief) throughout the year.

responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.	<ul style="list-style-type: none"> • Themes such as bullying, kindness, honesty, saying sorry and being a good team player are explored through staff led assemblies.
Overall Judgement = 1 / Outstanding	
Next Steps	<ul style="list-style-type: none"> • Reaffirm e-safety issues around keeping safe both in and out of school. • New SRE curriculum to be rolled out in September 2021 (consultation complete). • Continue to research how to improve and support mental health and well-being in both pupils and adults.

Leadership and Management	
<p>Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. This vision has been maintained throughout the pandemic.</p>	<ul style="list-style-type: none"> • Daily interaction with children and staff, including drop in observations and work scrutiny. • The setting of challenging appraisal targets through performance management with monitoring procedures to provide feedback on the progress against them. • School Improvement Plan shared with all staff each year. • Termly review of pupil progress within year groups/SLT level. • Surveys/discussions with children suggest that staff and pupils enjoy being at school and that the relationship between them is positive (staff enjoy working at the school and believe that they are working as a team with everyone buying into the culture and ethos that has been established. They know that, if needed, support is close to hand).
<p>Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly</p>	<ul style="list-style-type: none"> • Subject leaders are given release time to monitor their subjects and their findings feed into the school's improvement plan. • Each leader will create an action plan for their subject, which will be reviewed annually. • Governing Body members challenge the HT during all meetings with the aim of improving standards and observe teaching when they can. • Performance Management is robust and targets are clearly linked to the SIP. The model is quality assured by the HT for every teacher and involves all members of the SLT. • Subject Leaders ensure a broad range of experiences that contribute to their spiritual, moral, social and cultural development. • Inclusion of parents in their child's learning key. We are in close contact with parents and carers, for updates and information sharing.

<p>qualified teachers, build and improve over time. This includes building teachers' expertise in remote education.</p>	
<p>Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible.</p> <p>They create an inclusive culture and do not allow gaming or off-rolling.</p>	<ul style="list-style-type: none"> • Staff have high expectations of their pupils and pupils respond by working productively. Staff are now clearer about what is expected at the end of each age group and this has helped their confidence levels. • The use of pupil premium grant is carefully analysed by Governing Body, SLT members to ensure that it is providing maximum impact for pupils. As a result the needs of disadvantaged pupils are well met, with their progress outstanding across school. • The curriculum reflects pupils' context and the locality. • Leaders evaluate the curriculum's impact (drop ins, book scrutiny etc.) and make changes when necessary. They recognise that there will need to be a degree of flexibility within the curriculum to allow for this. • Leaders provide guidance on how to adapt the curriculum as exceptional when required, and they will also seek assistance from outside agencies if required. • Subject Leaders are currently identifying the key knowledge pupils need to put into their long-term memory for the subject they lead. They are also playing an important role in developing the curriculum intent vision for their subject. • Regular book scrutiny (and associated discussion with pupils) is built into our school development programme.

<p>Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.</p>	<ul style="list-style-type: none"> • Parent events were well attended; parent consultation evenings generally achieve over 90% attendance each term. • Newsletters are regularly sent home and uploaded online. • Questionnaires are regularly used to build up a picture of how satisfied parents are, we also provide feedback on specific issues raised. • We have worked hard to develop the role that parents play in supporting their children's reading. • In the vast majority of cases parents work with us to ensure that their child is not unnecessarily absent so attendance is outstanding. • We have parents fulfil a role on the Governing Body.
<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 they manage staff, including their workload. This includes managing staff workloads proactively in response to COVID-19.</p>	<ul style="list-style-type: none"> • School leaders are fully aware of the issues associated with teacher workload and wellbeing. • Consideration has been given to the level of marking, planning and assessing that teachers are expected to adhere to. • Survey have suggested that staff have felt secure under the COVID Risk Assessment, as Holmwood remained open throughout the current Lockdown.

Leaders protect staff from bullying and harassment.	<ul style="list-style-type: none"> • Zero tolerance approach is adopted, we have no reported cases of bullying and harassment.
Those responsible for governance understand their role and carry this out effectively. Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.	<ul style="list-style-type: none"> • GB members have a good understanding of national data and use this to check on how well the school is performing. They also break the data down to analyse how well different groups are performing. • They ensure that there is a focus on disadvantaged pupils and assess how well they are being supported as a result. • GB members are given regular updates on the school's curriculum intent, implementation and, using the associated data, impact. • GB members have ensured that SLT members have an effective monitoring programme which helps them have a good overview of how well the school is performing. • They are offered the opportunity to monitor teaching and learning themselves by visiting classrooms and speaking to pupils/staff about the teaching and learning on offer.
Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to	<ul style="list-style-type: none"> • Staff training in relation to the PREVENT duty has been completed. • GB members ensure that all statutory duties are carried out effectively. • All safeguarding policies and procedures are up to date and reviewed regularly, as part of a rolling programme. • All GB members with designated safeguarding responsibility are named and there are posters around the school with photographs and names shown. • All staff are regularly reminded of who they can contact within the GB if they have any safeguarding concerns. • The GB adheres to their safe recruitment policy when appointing new staff.

<p>the 'Prevent' duty and safeguarding.</p>	<ul style="list-style-type: none"> • The school has an equality policy that is reviewed regularly by SLT and GB members. • GB and SLT members ensure that all staff tackle any derogatory language (any instances have to be reported and reviewed).
<p>The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.</p>	<ul style="list-style-type: none"> • Revised requirements from Keeping Children Safe in Education (Sept 2021) have been incorporated into school policy and procedures. • The school's SCR is updated regularly and all procedures are carried out in accordance with 'Safer Recruitment' guidance. The record is periodically checked by our safeguarding LSB member and the HT termly. • The school has used CPOMS for several years. • We actively engage with Operation Encompass and work closely with external agencies in order to meet vulnerable families' needs.

Overall Judgement = 1/Outstanding	
Next Steps	<ul style="list-style-type: none"> • Ensure that governors are increasingly able to read and interpret data to allow them to challenge the school more robustly and hold staff to greater account. • Continue to develop 'Middle Leaders' and "Subject Leaders" across school