



**Holmwood School**  
**School Improvement Plan 2021/22**

## SUMMARY

Area of Improvement	Objective
Quality of Education	<ul style="list-style-type: none"><li>• To deliver a structured, rigorous and consistent whole school approach to Phonics and Reading, so children meet or exceed expected progress.</li><li>• To ensure the accelerated progress of all children in writing and maths.</li><li>• To continue to develop the pupils' vocabulary</li><li>• To continue to use Rosenshine's Principals when teaching.</li></ul>
Behaviour and Attitudes	<ul style="list-style-type: none"><li>• To record and analyse incidents of disruptive behaviour in order to have a reduction.</li></ul>
Personal Development	<ul style="list-style-type: none"><li>• The school will introduce and develop the PHSEE and Sex and Relationship Curriculum.</li><li>• To continue to research how to improve and support mental health and well-being in both pupils.</li></ul>
Leadership and Management	<ul style="list-style-type: none"><li>• To further develop distributed Leadership and Governance to ensure high expectations, high quality teaching and high standards</li><li>• For each subject leader will create an action plan for their subject, which will be reviewed annually</li></ul>

Quality of Education					
<b>Objective 1</b>	<p>Increase rates of progress across the school in Reading. This is split into three aspects:</p> <ol style="list-style-type: none"> <li>1. To deliver a structured, rigorous and consistent whole school approach to Phonics and Early Reading.</li> <li>2. To raise progress in reading for all year groups, Y1 – Y6, so that at least 80% of children in all year groups met expected progression by the end of the year.</li> <li>3. To develop children’s motivation to read, and to read for pleasure.</li> </ol>				
<b>Success Criteria</b>	<p>Children will show an increase in phonic testing scores.            Children will show an improvement in their reading age by reaching age expected standards or an increase of one year.            Children are able to advise others on reading materials and authors and explore links between materials and authors for themselves.            Children are regularly accessing their bookshelves/library.            Children engage in reading and are enthused by authors’ events.            The importance of reading for pleasure is echoed throughout school and all staff            Reading can be seen as an influence in children’s writing.</p>				
<b>Action</b>	<b>Lead Person/ Cost &amp; Resources</b>	<b>Evidence</b>	<b>By December 2021</b>	<b>By March 2022</b>	<b>By July 2022</b>
To review phonics to all staff: CPD training and planned updates and feedback in staff meetings.	Deputy Head and English Lead	Teachers will be observed delivering at least good lessons in phonics. If not,	Staff to be trained in the delivery of the phonics programme.	Teachers will be observed delivering at least good lessons and able to review	Progress in Reading

		<p>coaching will be used with SLT supporting.</p> <p>Teachers able to review own and others' practice, discuss outcomes and what action is needed next.</p> <p>Learning walks will show that phonics is being taught consistently across the school.</p> <p>Children's books will show expected progression in phonics.</p>	<p>Reading resources organised in classrooms and shared areas.</p> <p>Progress in reading is evident</p>	<p>practise and discuss outcomes and what action needs to be taken, if any.</p> <p>Progress in Reading</p> <p>Progress in Phonics assessment</p>	<p>Progress in Phonics assessment</p>
<p>To train, support and review the teaching of Reading.</p>	<p>Deputy Head and</p>	<p>Staff attend CPD training.</p>		<p>Teachers will be observed delivering at least</p>	<p>Progress in Reading</p>

<p>Staff training and planned updates and feedback in staff meetings.</p>	<p>English Lead £5000</p>	<p>Early reading observations are at least good. If not, coaching will be used with SLT supporting. Teachers able to review own and others' practice, discuss outcomes and what action is needed next.</p> <p>Children's reading assessment will show progress.</p>		<p>good lessons and able to review practise and discuss outcomes and what action needs to be taken, if any</p> <p>Staff have had training related to Reading Framework review, Decodable Books and Developing Reading Fluency.</p>	<p>Progress in Phonics assessment</p>
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<p>Pupils who are falling behind are identified quickly and intervention groups organised within the school day.</p>	<p>Head Teacher Deputy Head and English Lead</p>	<p>Target children will have made accelerated progress – a year’s expectation</p> <p>Pupils including disadvantaged are closely monitored half termly to make sure their needs are being met.</p> <p>Planning and assessment well organised.</p>	<p>Children identified and actively involved in intervention sessions.</p> <p>Children have made at least 33% of a year’s progress</p>	<p>Progress reviewed and intervention resources reviewed</p> <p>Children have made at least 33% of a year’s expectation</p>	<p>Pupils will have made accelerated progress. A year or more progress.</p> <p>Results of attainment analysed SIP 2022 - 23</p>
<p>Increase the range and quality of fiction/non-fiction books in the school library ensuring a variety of genres/authors that appeal to boys and both genders.</p>	<p>English Lead and Deputy Head Teacher £1000</p>	<p>Children regularly access their bookshelves/library to read a range or genres/authors, and consistent reading is recorded in pupil’s reading records.</p>	<p>Books are well organised in classrooms and a system for the library is agreed.</p>	<p>Library is used purposefully and consistently.</p> <p>Books and other reading materials is reviewed and new stock added to if necessary.</p>	<p>All children are able to say what they enjoy reading and why.</p>

		Book suggestion to the student council			
<b>Autumn Term Review Notes</b> Training provide to all staff for Phonics SLT has chosen the new phonics programme for the school for February 2022 All children working (reading) below Year 2 expectations – baseline assessed for phonics Reading for pleasure resources organised Interventions in place for children not making expected progress in reading Baseline for reading age completed Learning Walks, Lesson Observations and book scrutinises completed Whole school reading 91% made expected progress, 77% made exceeded progress		<b>Spring Term Review Notes</b>		<b>Summer Term Review Notes</b>	

Quality of Education					
<b>Objective 2</b>	<ul style="list-style-type: none"> <li>• To ensure the accelerated progress of all children in writing and maths.</li> <li>• To raise progress in maths for all year groups, Y1 – Y6, so that at least 80% of children in all year groups met expected progression by the end of the year.</li> <li>• To raise progress in writing for all year groups, Y1 – Y6, so that at least 80% of children in all year groups met expected progression by the end of the year.</li> </ul>				
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>• The pupils will meet or exceed their end of year expected targets in maths and writing.</li> <li>• To use the principals of talk for writing across the curriculum</li> <li>• Children will be writing across the broad curriculum</li> <li>• For staff to implement the White Rose sequencing across the school.</li> </ul>				
<b>Action</b>	<b>Lead Person/ Cost &amp; Resources</b>	<b>Evidence</b>	<b>By December 2021</b>	<b>By March 2022</b>	<b>By July 2022</b>
To use the talk for writing principals to support the children's progress in writing	Head Teacher	Re-introduce the concepts of Talk for writing for children working at PKS – Year 6. Book scrutiny to review the use of this approach.	Learning walk to observe children's writing.	Review the core principals of Talk for writing and how it will be implemented for all ages and abilities.	Children to show a year progress in writing

		Learning Walks to gauge understanding. Progress on B Squared.		Complete book scrutiny and feedback use of the method	
To use the sequencing and resources from White Rose Maths to support the pupils progress in maths	Assistant Head Teacher £500	Learning walks and books scrutiny to show progress.	Complete learning walk to evaluate strengths and development areas.	Book Scrutiny to share good practice.	Children to show a year progress in writing
<b>Autumn Term Review Notes</b> Learning Walks, Lesson Observations and book scrutinises completed Interventions in place for children not making expected progress in writing and maths Whole school writing - 84% made expected progress, 66% made exceeded progress Whole school maths - 88% made expected progress, 74% made exceeded progress		<b>Spring Term Review Notes</b>		<b>Summer Term Review Notes</b>	

Quality of Education					
<b>Objective 3</b>	To continue to develop the pupils' vocabulary				
<b>Success Criteria</b>	<p>Pupils will show an increase in writing and reading progress due to expanding their vocabulary</p> <p>Pupils will show an increase in their spoken language progress due to expanding their vocabulary</p> <p>Children will be able to share Learning Challenge Vocabulary at home</p> <p>Vocabulary can be seen as an influence in improving children's writing.</p>				
<b>Action</b>	<b>Lead Person/ Cost &amp; Resources</b>	<b>Evidence</b>	<b>By December 2021</b>	<b>By March 2022</b>	<b>By July 2022</b>
To continue to use Knowledge and Math mats to develop the vocabulary within certain topics	Head Teacher and Teachers	Learning Mats and Math mats are sent home every half term with the children's new Learning Challenge and Expectation for Maths	<p>Audit of Knowledge Mats to take place</p> <p>Actions in place for improvements</p>	Audit of Knowledge Mats to take place to ensure all actions have taken place	Review of the impact of the Knowledge Mats and Math Mats – relates to the progress in Reading, Writing

					Maths and Spoken Language
To develop and implement key terms to be used for specific foundation subjects	Teachers	Teachers are teaching skill based terms in specific subjects		Create list of essential terms in each year for specific vocabulary for all foundation subjects Observe foundation subjects and gain evidence of good/outstanding practise of teaching specific terms	Further Observations foundation subjects and gain evidence of good/outstanding practise of teaching specific terms
<b>Autumn Term Review Notes</b> Learning Mats and Math mats are sent home every half term with the children's new Learning Challenge and Expectation for Maths, this includes key vocabulary for the pupils.		<b>Spring Term Review Notes</b>		<b>Summer Term Review Notes</b>	

Quality of Education					
Objective 4	To continue to effectively use Rosenshine's Principals when teaching				
Success Criteria	Rosenshine's Principals are being used effectively to support the children's long-term memory and aid in their academic progress.				
Action	Lead Person/ Cost & Resources	Evidence	By December 2021	By March 2022	By July 2022
To re-deliver the training for the principals of long term memory and gain evidence of the consistent use of the techniques during teaching	Head Teacher and SLT	Learning Walks, Observations and planning scrutiny show	Review the Rosenshine's principals of long term memory	Learning Walks. Planning Scrutiny and Observations to assess the effectiveness of the delivery of the principals. Actions to be recorded and shared	Learning Walks. Planning Scrutiny and Observations to assess the effectiveness of the delivery of the principals and that actions have been implemented
<b>Autumn Term Review Notes</b> Review of Rosenshine Principals during staff training Learning Walks, Lesson Observations and book scrutinises shows evidence of the use of the principals		<b>Spring Term Review Notes</b>		<b>Summer Term Review Notes</b>	

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Behaviour and Attitudes					
Objective 1	To record and analyse incidents of disruptive behaviour in order to have the incidents reduce.				
Success Criteria	<ul style="list-style-type: none"> <li>• An increase in behaviour profile results by 10 points in Learning and Conduct behaviour</li> <li>• The use of seclusion should decrease overall throughout the school.</li> <li>• The use of withdrawals and timeouts should reduce throughout the school.</li> <li>• The use of physical restraints will remain significantly low.</li> </ul>				
Action	Lead Person/ Cost & Resources	Evidence	By December 2021	By March 2022	By July 2022
To record and analysis incident of disruptive behaviour.	Head Teacher Wellbeing Lead £3000	Recorded evidence of Time Outs, Seclusions, Withdrawals,	Assess the data for any individuals that are a concern due to disruptive behaviour and create an action plan for that child (seclusion, restraints, time outs, withdrawals)	Assess the effectiveness of the action plans.	Assess the effectiveness of the action plans.
To deliver training on de-escalation and behaviour management					
To identify and plan for children that may need additional support.					
				Assess any individuals that are a concern due to disruptive behaviour and create an action plan for that child	Assess any individuals that are a concern due to disruptive behaviour and create an action plan for that child

			Training Provided to all staff		
<p><b>Autumn Term Review Notes</b></p> <p>Staff have record and analysis incident of disruptive behaviour. This included – incidents, guides, seclusion, time out and withdrawals. Staff meeting held.</p> <p>Behaviour Profiles’ baseline completed.</p> <p>Training on de-escalation and behaviour management delivered to the whole staff.</p> <p>Intervention plans developed for children that may need additional support due to their challenging behaviours.</p>		<p><b>Spring Term Review Notes</b></p>		<p><b>Summer Term Review Notes</b></p>	

Behaviour and Attitudes					
Objective 2	To monitor, analyse and create an action plan if attendance lowers				
Success Criteria	To maintain a rate of 96 to 97% (or higher) attendance				
Action	Lead Person/ Cost & Resources	Evidence	By December 2021	By March 2022	By July 2022
To have daily and weekly attendance monitored and identify any concern with attendance and work with the parents to support improvement	Head Teacher	SIMS report	<p>Monitor attendance daily</p> <p>Address any concerns</p> <p>Identify the children we have an attendance concern with. Work with parents to address the issue</p>	<p>Monitor attendance daily</p> <p>Address any concerns</p> <p>Monitor the children with low attendance in Autumn Term</p> <p>Review the children we have an attendance concern with</p>	<p>Monitor attendance daily</p> <p>Address any concerns</p> <p>Monitor the children with low attendance in Spring Term.</p> <p>Review the children we have an attendance concern with.</p>

				Work with parents to address the issue	Work with parents to address the issue
To establish procedures to celebrate attendance achievements	Head Teacher £1000 – vouchers and prizes	Names recorded and prizes rewarded.		Questionnaire for children on what they want as attendance achievements Implemented the ideas from the pupils	Review the impact of the programme
To establish procedures to support persistent absentees	Head Teacher	Policy and Procedures updated	Update the Attendance Policy and Procedures to support PA	Review the Attendance Policy and Procedures	Review the impact of the Attendance Policy and Procedures
<b>Autumn Term Review Notes</b> Attendance at 96.7% Attendance Policy updated		<b>Spring Term Review Notes</b>		<b>Summer Term Review Notes</b>	

## Personal Development

<b>Objective 1</b>	<p>To implement new Sex &amp; Relationships Education curriculum across school.</p> <p>To continue to research how to improve and support mental health and well-being in pupils.</p>				
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>• Parent and Carers survey on the new SRE curriculum</li> <li>• Inform Parents on the adoption of the JigSaw programme for a Mindfulness approach</li> <li>• Pupil survey outcomes show positive responses to any related questions</li> <li>• Teachers have the subject specific knowledge and skills they need to teach and assess confidently and safely</li> <li>• Curriculum plan delivered across all year groups.</li> </ul>				
<b>Action</b>	<b>Lead Person/ Cost &amp; Resources</b>	<b>Evidence</b>	<b>By December 2021</b>	<b>By March 2022</b>	<b>By July 2022</b>

<p>To deliver the PHSEE and SRE curriculum</p>	<p>Head Teacher PHSEE Lead £600 for the JigSaw programme and resources</p>	<p>Programme will be implemented and impact recorded</p> <p>Questionnaire to be completed and the results calculated and published on the website</p>	<p>Questionnaire to all parents and carers about JigSaw and the RSE curriculum – gain feedback</p> <p>Analyse feedback from questionnaire from parents and address any concerns</p> <p>Introduce the staff to JigSaw’s scheme of work for PHSEE</p>	<p>Lesson Observations and Learning Walks of PHSEE lessons</p> <p>observe good and outstanding practise</p>	<p>Lesson Observations and Learning Walks of PHSEE lessons</p> <p>observe good and outstanding practise</p> <p>Staff questionnaire on the effectiveness of the JigSaw programme</p>
<p>To support children and families wellbeing by developing a programme for support for children’s’ sleeping patterns</p>	<p>Head Teacher £600 for a sleep therapist qualification</p>	<p>Completion of Sleep Intervention work with families.</p> <p>A positive impact of the</p>	<p>Head Teacher to complete the qualification for a sleep therapist.</p>	<p>Head Teacher to train a group of staff members to become sleep practitioners</p>	<p>Support offered to families and pupils.</p> <p>Record the impact of the practitioners work</p>

		sleep patterns of children			
To support children mental health and wellbeing.	£20 000 for Sandcastles Therapy Draw and talk therapy, Yoga Therapy and Trauma and attachment therapy	Completion of whole school training on Trauma and Attachment.  Completion of the ATSAA assessment.  Introduce additional therapies	Arrange ATSAA training.  Appoint staff member for therapy roles	Completion of whole school training on Trauma and Attachment.  Submit the ATSAA assessment.	Record the impact of the practitioners work
<b>Autumn Term Review Notes</b> Questionnaire completed and the results calculated and published on the website of the parents view of the SRE and JigSaw programme Introduce the staff to JigSaw's scheme of work for PHSEE and implement it throughout school. Arranged ATSAA training.		<b>Spring Term Review Notes</b>		<b>Summer Term Review Notes</b>	

Appoint staff member for therapy roles Head Teacher to complete the qualification for a sleep therapist.		
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Leadership and Management					
<b>Objective 1</b>	To further develop distributed Leadership and Governance to ensure high expectations, high quality teaching and high standards For each subject leader will create an action plan for their subject, which will be reviewed annually				
<b>Success Criteria</b>	Governing Body members to visit school and conduct observations Subject leaders to create, implement and analysis the impact of their action plans.				
<b>Action</b>	<b>Lead Person/ Cost &amp; Resources</b>	<b>Evidence</b>	<b>By December 2021</b>	<b>By March 2022</b>	<b>By July 2022</b>
To confirm roles of Governing Body members and arranged visits for the governing body members to on their role within school	Head Teacher and Chair of Governor	Minutes from Governing Body and roles published on the website  Observation reports completed and signed	Governing Body members visits.	Governing body members have their role confirmed and their responsibilities of the role Governing Body member visit  Governing Body members visit and	Governing Body members visit and complete observations

				complete observations	
To have subject co-ordinators create, implement and analysis the impact of an action plan to enhance their curriculum area.	Head Teacher and Subject Leaders	Action plan completed and shared Plan analysed for the impact	Introduce the idea of an Action plan for their subject areas	Ensure the Action Plan is being implemented across the school	Action plans assessed for the impact on the quality of education in the school.
<b>Autumn Term Review Notes</b> Introduce the idea of an Action plan for their subject areas Governing Body members (new) visits		<b>Spring Term Review Notes</b>		<b>Summer Term Review Notes</b>	