



**Holmwood School**

**School Improvement Plan 2023 and 2024**

**\*This is a working document are further action and objective may/will be added to support the improvement of Holmwood School e.g. learning walks, scrutinises, action plans and interventions.**

## SUMMARY

Area of Improvement	Priorities
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.</li><li>• To continue to develop the pupils' vocabulary</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>• To continue to develop the pupils' understanding of consent.</li></ul>
Leadership and Management	<ul style="list-style-type: none"><li>• To develop the Middle leaders abilities to transition to Whole School Leadership</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> </ol>				
<b>Success Criteria</b>	<p>Review of Teaching and Learning of Phonics and how effective Sounds Write should be implemented</p> <p>Children will show progress in the phonic testing scores and the Sounds Write program</p> <p>Children to show progress in reading expectations using B Squared</p> <p>Children will show an improvement in their reading age by reaching age expected standards or an increase of one year.</p>				
<b>Action</b>	<b>Lead Person</b>	<b>Evidence</b>	<b>By December 2023</b>	<b>By March 2024</b>	<b>By July 2024</b>
To review the delivery and impact of the Sounds Write phonics and reading programme.	Deputy Head (HM) and English Lead (SA)	Teachers observed delivering at least good lessons in phonics. If not, coaching will be used with SLT supporting. Teachers able to review own and	Staff trained in the delivery of the phonics programme and have a Refresher.  All children will be baselined in Reading Age,	Review the Development Plan – created from the feedback from the Reading and Phonics Review	Review the Development Plan – created from the feedback from the Reading and Phonics Review  Reading expectations – at

		<p>others' practice, discuss outcomes and what action is needed next.</p> <p>Teaching Reviews 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 expectations and phonics (if working below a secure year 2 standard)</p> <p>Teaching and Learning Review of Phonics and reading by DHT</p> <p>Development Plan – created from the feedback from the Reading and Phonics Review</p> <p>Reading expectations – at least 80% will have reached 33% of a year progress in reading. Reading Age expectations to</p>	<p>Reading expectations – at least 80% will have reached 66% of a year progress in reading.</p> <p>Reading Age expectations to increase at least 3 months by</p> <p>Progress in Phonics is clear</p>	<p>least 80% will have reached 100% of a year progress in reading.</p> <p>Reading Age expectations to increase at least 3 months by</p> <p>Progress in Phonics is clear</p>
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			increase at least 4 months by Progress in Phonics is clear		
<b>Autumn Term Review Notes</b>		<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.</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> <li>• To improve the staff’s ability to moderate writing.</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 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>• Staff will be able to accurately moderate the pupil’s writing.</li> </ul>				
<b>Action</b>	<b>Lead Person</b>	<b>Evidence</b>	<b>By December 2023</b>	<b>By March 2024</b>	<b>By July 2024</b>
<p>To use the talk for writing principals to support the children’s progress in writing</p> <p>To improve staff’s ability to moderate writing.</p>	Head Teacher DHT and English Lead (DL, HT, SA)	<p>Re-introduce the concepts of Talk for writing for children working at PKS – Year 6.</p> <p>Book scrutiny to review the use of this approach.</p>	English Lead to review the teaching and learning of writing, with a focus on editing and talk for writing.	<p>Review the Development Plan – created from the feedback from the Writing Review</p> <p>Writing expectations – at least 80% will have reached 66%</p>	<p>Review the Development Plan – created from the feedback from the writing Review</p> <p>Writing expectations – at least 80% will have reached</p>

		Learning Walks to gauge understanding.  Progress on B Squared.	All children will be baselined in writing,  Writing expectations – at least 80% will have reached 33% of a year progress in writing	of a year progress in writing	100% of a year progress in writing.
<b>Autumn Term Review Notes</b>		<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>Staff's knowledge of how to develop children's vocabulary increases</p> <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>				
<b>Action</b>	<b>Lead Person</b>	<b>Evidence</b>	<b>By December 2023</b>	<b>By March 2024</b>	<b>By July 2024</b>
Through CPD develop the teaching approach to vocabulary	Teachers	Teachers to develop their approach to teaching vocabulary through training.	To train in the Vocabulary Ninja Approach (July 2023) Implement the Vocabulary Ninja Approach within school. (12.09.23)	To develop a development plan for progression of vocabulary of pupils.	To review the impact of the development plan for vocabulary  To develop a "new" development plan for progression of vocabulary of pupils.



Autumn Term Review Notes		Spring Term Review Notes		Summer Term Review Notes	

## Behaviour and Attitudes

<b>Objective 1</b>	To record and analyse incidents of disruptive behaviour in order to have the incidents reduce.				
<b>Success Criteria</b>	<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 remain low overall throughout the school.</li> <li>• The use of withdrawals and timeouts should remain low throughout the school.</li> <li>• The use of physical restraints will remain significantly low.</li> </ul>				
<b>Action</b>	<b>Lead Person</b>	<b>Evidence</b>	<b>By December 2023</b>	<b>By March 2024</b>	<b>By July 2024</b>
<p>To record and analysis incident of disruptive behaviour.</p> <p>To deliver training on de-escalation and behaviour management</p> <p>To identify and plan for children that may need additional support.</p>	<p>Head Teacher (DL)</p> <p>Wellbeing Lead (IC)</p>	<p>Recorded evidence of Time Outs, Seclusions, Withdrawals,</p>	<p>Behavioural Reviews for individuals that are a concern due to disruptive behaviour.</p> <p>Support the teachers that need to review the care plans of pupils that are showing disruptive behaviour.</p>	<p>Dates to be set at the end of Autumn Term</p> <p>Continue to conduct behaviour reviews for individuals that are a concerns due to disruptive behaviour</p> <p>Support the teachers that need to review the care plans of pupils that are showing</p>	<p>Dates to be set at the end of Autumn Term</p> <p>Continue to conduct behaviour reviews for individuals that are a concerns due to disruptive behaviour</p> <p>Support the teachers that need to review the care plans of pupils that are</p>

			<p>Training Provided to all staff (October 2023)          Team Teach, Incredible Years, research from the CEHD and SNAP</p>	<p>disruptive behaviour.          Peer to Peer support sessions – staff discuss the strategies that have work and any concerns</p>	<p>showing disruptive behaviour.          Peer to Peer support sessions – staff discuss the strategies that have work and any concerns.</p>
<b>Autumn Term Review Notes</b>		<b>Spring Term Review Notes</b>		<b>Summer Term Review Notes</b>	

## Personal Development

<b>Objective 1</b>	To continue to develop the pupils' understanding of consent.				
<b>Success Criteria</b>	Children will show an increase knowledge on the term consent and the strategies needed				
<b>Action</b>	<b>Lead Person</b>	<b>Evidence</b>	<b>By December 2023</b>	<b>By March 2024</b>	<b>By July 2024</b>
To deliver a programme for pupils to understand the term consent and	Head Teacher (DL) and DHT (HM)	Children will show an increase knowledge on the term consent and the strategies needed  Children questionnaires to be used to measure the impact of the	Identify a programme that address the concern  Identify an afternoon that the children can be taught, discuss the idea of consent  Consultation with parents about the content being taught	Identify an afternoon that the children can be taught, discuss the idea of consent  Delivery of the programme  Pupil questionnaire on consent	Jigsaw – delivery of our parental approved relationship programme

			Delivery of the programme  Pupil questionnaire on consent		
Autumn Term Review Notes		Spring Term Review Notes		Summer Term Review Notes	

## Leadership and Management

<b>Objective 1</b>	To develop the Middle leaders abilities to transition to Whole School Leadership				
<b>Success Criteria</b>	Middle leaders to develop their abilities to transition to Whole School Leadership				
<b>Action</b>	<b>Lead Person/ Cost &amp; Resources</b>	<b>Evidence</b>	<b>By December 2023</b>	<b>By March 2024</b>	<b>By July 2024</b>
To develop a programme for Middle leaders to develop their abilities to transition to Whole School Leadership	Head Teacher	Action plan completed and shared Appraisal of Teachers	Identify the areas of whole school leadership to be undertaken  Identify the staff member that will undertake the area and the mentor for the Teacher  Training arranged for that area	Further Training arranged  Mentor and Teacher to determine what role they can support within school  Create an action plan	Review action plan  Measure the impact and Identify the next area for the teacher to engage with.

Autumn Term Review Notes	Spring Term Review Notes	Summer Term Review Notes
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