



## **School Self Evaluation 2023 and 2024**

## 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. Holmwood School is regarded as a Centre of Excellence, as many of our children return to mainstream education, post 16 education and some to University.

80% - Social, Emotional and Mental Health difficulties as a primary need.

20% - 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. **Currently, a high percentage of our pupils have moderate or severe learning difficulties.**

There are 97 pupils currently on role including 7 CLA, Previous 8 PCLA. Pupils mainly live within Middlesbrough (92%) but a few pupils attend from neighbouring authorities.

Holmwood School is staffed at a 10:3 staff to pupil ratio. With pupils premium funding and an apprenticeship program, we are able to offer additional support throughout the school. This gives rise to the warm and supportive spirit that our community talks highly of. It has enabled many positive relationships leading to better outcomes for children both academically, emotionally and socially. This is evidenced in pupil and parent surveys and in our pupil end of year outcomes.

Staff are proud of their school and motivated by our vision and ambition (refer to staff survey) this has led to a successful teams. With varied and specific CPD for all (NASENCO,NPQH to Master qualifications), we are ambitious and encourage career development. A number of our staff have been promoted within school and some teaching assistants towards their qualified teaching status. Currently, we have 3 ECT in post. We have strong links with universities and currently working with them to develop their students' knowledge of special needs.

Holmwood School's attendance is historically good and is regularly above 95% 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 (87.8%). 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 (62%) and above the national average. Most pupils are White British.

We have achieved Trauma and Attachment Standard, 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 full inspection**

- Head Teacher was only in post for six months during the last inspection.
- Deputy Head Teacher and SENCO appointed in 2017.
- 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.
- External sources used to monitor teaching and learning pre-COVID
- Have invested in the Newcastle Research School for external moderation of the quality of education
- B Squared used to support summative assessment.

- Established clear roles for the Governing Body members
- Occupational Therapist appointed
- Draw, Talk and Play Therapists appointed.
- Introduced Yoga therapy
- Multi-Sensory Room was developed. (currently being re-located)
- Developed the Key Stage 2 playground
- Developed a Key Stage 1 Support Centre.
- Adopted a broad curriculum with sequencing in place.
- Speech and Language support developed further.
- Implemented CPOMS for all staff
- Implemented Class DoJo, to improve Home/School communication
- Implemented Safeguarding First, as a support service for the school
- Safeguarding Supervision meetings taking place
- Introduce the National College, for CPD for all staff
- Adopted the JigSaw programme for PHSEE and SRE
- Adopted the White Rose Math programme
- Attachment and Trauma Sensitive School Award
- Became a JigSaw Flagship school
- Is Prestige's Special School of year 2022 2023
- Adopted the Sounds Write programme

### **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.
- 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 College of Education and Human Development.
- Staff are well trained to understand and educate pupils with complex special needs.
- Safeguarding is effective.
- Transition to Secondary School and post 16 in the last 8 years – 26% mainstream, 21% post 16 and 9.7% university

#### 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.
- External moderation was limited due to high staff cases.

#### 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 an increase of children with sensory difficulties (school is working with OT to develop sensory diets)

- That attainment range is vast and we 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. (Training completed 2021)*  
*B Squared supports the assessment of writing*  
*Middlesbrough English Hub to support with external moderation of Holmwood's writing provision*
- 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. (DHT and SLT in place)*  
*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.*

*Holmwood School is working with Challenge Partnership for external moderation of our quality of education.*

*SLT carried out monitoring of teaching and learning*

*Progress meetings held during Appraisal meetings.*

| Quality of Education  |   |
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| Intent  |   |
| <p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and 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"> <li>• Curriculum (initially introduced in 2014) is broad and ambitious, knowledge and skills based sequencing. B Squared is used to assess the progress in all subject areas. Holmwood has adopted the Learning Challenge Curriculum; this encourages questioning and a deep dive into a Science, History or Geography challenge.</li> <li>• All children have access to the same curriculum with support to accommodate their individual needs.</li> <li>• All pupils are challenged effectively and are provided with a range of activities that allow them to apply their knowledge and skills. This is evident through lesson observation and learning walks, with 93% (14/15) of observation being good or better.</li> <li>• Throughout lessons, children are encouraged to be inquisitive and independent learners, Holmwood School has adopted Rosenshine's Principals of long term memory.</li> <li>• We have identified the need to improve pupils' vocabulary and we will continue undertaking CPD to identify the key words that pupils should know and be able to use.</li> <li>• We use current affairs resources e.g. Newspapers, Newsround and Magazines to improve pupils' general knowledge (there is little opportunity for this at home in some cases).</li> <li>• 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</li> </ul> |



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|  | <p>first-hand experience and knowledge. We regularly have live performance, Outdoor Experiences, Virtual Reality, Zoo Lab etc</p> <ul style="list-style-type: none"> <li>• Our curriculum intent has taken account of the local context and pupils are encouraged to talk and learn about their local area.</li> <li>• This has been identified from Teaching and Learning Reviews</li> </ul>  |
| <p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.</p> | <ul style="list-style-type: none"> <li>• The Sequencing of subjects are mapped across different year groups so that it is clear progression in the acquisition of knowledge and skills.</li> <li>• There is a focus on reading; all children should have the opportunity to read to others, read for themselves and to be read to. Holmwood School has adopted the Sounds-Write programme for phonics and reading.</li> <li>• Reading for pleasure has been a cornerstone of our ethos over the last few years.</li> <li>• Opportunities for writing is planned across the curriculum to enable pupils to develop and apply their writing skills in a variety of contexts.</li> <li>• Mathematics is 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 all of our children. Staff are allowed to use non-White Rose resources if it will enhance the pupils' progress.</li> <li>• 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. This is evident in planning and book reviews.</li> <li>• Subject leaders will support staff's awareness of the subject's expectations and that work in pupils' books reflects this level of understanding. They provide advice and support where needed.</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• Each subject has been sequenced.</li> <li>• Each subject's Intent, Implementation and Impact is in place and published on the website.</li> <li>• Knowledge Mats and Math Mats are used and are shared with parent and carers.</li> <li>• We are now using White Rose to support learning</li> </ul>   |
| The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of the pupils, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. | <ul style="list-style-type: none"> <li>• Staff identify potential barriers to learning and provide support/resources wherever required. This is identified at teacher appraisals and reviews.</li> <li>• Staff will differentiated for an individual child's needs and academic abilities. This is evident in the pupil's IEP and the teacher's planning.</li> <li>• Group activities are 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</li> <li>• Ambitious targets are included in their 'IEP which is discussed with parents during Structured Conversations, the meetings are documented and saved on the network.</li> </ul> |
| Pupils study the full curriculum; it is not narrowed.   | <ul style="list-style-type: none"> <li>• All children receive a broad and balanced curriculum.</li> <li>• 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</li> <li>• We also allow flexibility that some children to engage in counselling or therapy during lesson time.</li> <li>• Children in national testing years receive the same broad and balanced curriculum as other pupils.</li> </ul>   |
| Implementation  |   |

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| <p>Teachers have good knowledge of the subject(s) they teach. Leaders provide effective support for those teaching outside their main areas of expertise.</p> | <ul style="list-style-type: none"> <li>• Teacher evaluation (Lesson Observations, Book Scrutiny, and Appraisal) has shown that staff are passionate about the subjects that they teach and the impact it has on the children.</li> <li>• The school has implemented the National College online CPD to enhance the staff members opportunity for development.</li> <li>• The staff understand the 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.</li> <li>• 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. Holmwood School has adopted the Sounds-Write programme for Reading and Phonics. Staff have received a full day training, a refresher training session, advice and support and a review of the delivery has been completed.</li> <li>• Sequencing is in place for all foundation subjects.</li> <li>• Non-teaching time allows subject leaders to review teaching and learning and provide support with subject knowledge where needed.</li> <li>• Staff CPD meetings are used to promote new learning ideas, share good practice and identify any future CPD needs.</li> </ul> |
| <p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding</p>      | <ul style="list-style-type: none"> <li>• Teachers are effective in presenting subject matter clearly and most pupils are able to talk confidently/passionately about their learning.</li> <li>• 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 errors.</li> <li>• Experienced teachers confidently adapt plans if they find that pupils are struggling with a concept or that they are finding things easier than anticipated</li> </ul>  |

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| <p>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"> <li>• 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). This is evident by our marking scrutinises.</li> <li>• 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.</li> <li>• We recognise that pupils struggle to transfer some learning to long term memory therefore we have embedded 'knowledge mats' and Rosenshine's Principals for long term memory.</li> </ul>   |
| <p>Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p>  | <ul style="list-style-type: none"> <li>• Subject Leaders have identified the key progression based knowledge/skills within their subject. This is evident in the subjects sequencing.</li> <li>• The curriculum allows sufficient time allocation for all subjects. Regular opportunities for cross-curricular learning help pupils to make links between subjects.</li> <li>• Questioning has been a CPD focus and staff confidently use this to establish the level of knowledge retained. The training was focussed around Bloom's Taxonomy questioning.</li> <li>• If possible, staff link new learning to any previous aspect already covered (Rosenhine's Principals) (this is also the case for new vocabulary).</li> </ul> |
| <p>Teachers and leaders use assessment well. They use it to help</p>  | <ul style="list-style-type: none"> <li>• The assessment system informs planning and identifies gaps in learning in Maths and English and spoken language.</li> </ul>   |

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| <p>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 burdens on staff or pupils.</p> | <ul style="list-style-type: none"> <li>• Additional assessments identified gaps are used to plan targeted interventions as part of the catch-up process.</li> <li>• We have adopted formative assessments for all foundation subjects, by using B Squared.</li> <li>• Individuals and groups (including analysis of disadvantaged, boys, girls, etc) who are not making the progress expected are the focus of pupil's progress meetings.</li> <li>• Cornerstones and Rising Stars also support the assessment of the pupils in English and Maths</li> </ul> |
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| <p>Teachers create an environment that focuses on pupils. The 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.</p> | <ul style="list-style-type: none"> <li>• 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.)</li> <li>• Teachers encourage pupils to raise questions during lessons and reassure pupils that their questions are valued highly.</li> <li>• Classrooms are designed to both support children’s learning and develop their independence. Displays reflect the learning taking place, to celebrate achievement and we are using displays to assist retention.</li> <li>• Planning is adapted if pupils are struggling with a concept/skill. Staff can adapt the focus in the next lesson.</li> <li>• We place an emphasis on challenge and pupils know what is expected of them. The recent Pupil Questionnaire indicated that 94% believe they receive outstanding teaching and 96% think they have improved in reading, writing and maths.</li> </ul> |
| <p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and</p>  | <ul style="list-style-type: none"> <li>• Challenge and extension is evident in lessons and builds upon previous learning.</li> <li>• Staff have developed differentiation in foundation subjects.</li> <li>• 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.</li> </ul>  |

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| sequenced towards cumulatively sufficient knowledge.   |  |
| Reading is prioritised to allow pupils to access the full curriculum offer.  | <ul style="list-style-type: none"> <li>• Our aim is for all children to become life-long passionate readers.</li> <li>• We endeavour to ensure that all pupils enjoy reading. A wide variety of extra-curricular events are offered to raise the profile of reading. Eg. Reading Challenges, Days to celebrate authors, World Book Day.</li> <li>• The reading curriculum has a full range of reading skills built into it. Reciprocal reading sessions take place throughout the week, this supports comprehension, fluency and a love of reading. (Sounds-Write)</li> <li>• There is attention given to boys' reading and the literature that is likely to engage them.</li> <li>• English lessons expose pupils to higher level texts that they may not read independently.</li> <li>• 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.</li> </ul> |
| A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in | <ul style="list-style-type: none"> <li>• There is a systematic approach to teaching phonics throughout school. The Sounds-Write programme is in place.</li> <li>• 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.</li> </ul>   |

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| <p>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"> <li>• Supporting children who find reading difficult/lack engagement is essential. Staff work effectively to help pupils overcome them.</li> <li>• Reading books are closely to the Sounds-Write Programme, we have implemented.</li> <li>• All pupils have access to books according to their reading ability.</li> <li>• Fluent readers are encouraged to read a range of books.</li> <li>• The English &amp; 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.</li> <li>• Progress in reading have been excellent for the last 5 years.</li> </ul> |
| <p>The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p>                          | <ul style="list-style-type: none"> <li>• Sounds-Write programme is implemented.</li> <li>• We use a number of vocabulary/spoken language based interventions tools to address gaps.</li> <li>• The pupils' progress in the Year 1 'Phonics Check' is improving each year.</li> <li>• Pupils read widely and often, with fluency and comprehension appropriate to their age.</li> </ul>   |
| <p>Teachers ensure that their own speaking, listening, writing and</p>  | <ul style="list-style-type: none"> <li>• Staff are aware of expectations and use language and vocabulary appropriate to the year group and child's abilities.</li> </ul>   |



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| reading of English support pupils in developing their language and vocabulary well.   | <ul style="list-style-type: none"> <li>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.</li> </ul>  |
| <b>Impact</b>   |   |
| At times, our impact is not reflected in results from national tests and examinations that meet government expectations, as a majority                              | <p><b>Progress in Reading – September 2022 to July 2023 – 121.3%</b></p> <p><b>Progress in Writing – September 2022 to July 2023 – 118.6%</b></p> <p><b>Progress in Maths– September 2022 to July 2023 – 123%</b></p> <p><b>E.g. – Pupils baseline – achieving 24% of Year 2 Expectations in September – By July achievement is 25 % of Year 3 – Therefore – progress is 101%</b></p> |
| Pupils are ready for the next stage of education. They have the knowledge and skills they need. All pupils, despite their SEND, achieve the best possible outcomes. | <ul style="list-style-type: none"> <li>Transition to the next stage of education is carefully managed (we work closely with our parents/carers, secondary and school partners).</li> <li>All year groups have transition visits to help pupils settle as quickly as possible into their new classes.</li> </ul>   |
| <b>Overall Judgement = 1 / 2 Good with Outstanding Features</b>   |   |
| <b>Next Steps</b>   | <ul style="list-style-type: none"> <li>Improve pupils' vocabulary and undertake CPD to identify the key words that pupils should know and be able to use</li> <li>Review the implementation of Sounds Right across school</li> </ul>  |

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## 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, head starters, independent tasks
- 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 engage in 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

|   | Definitely Yes | Yes | Not sure | No | Definitely No |
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| <b>I like coming to school</b>                      | 56%            | 29% | 7%       | 6% | 3%            |
| <b>I am happy in school</b>                         | 44%            | 43% | 8%       | 2% | 2%            |
| <b>School helps me to become healthier</b>          | 36%            | 44% | 16%      | 2% | 2%            |
| <b>The staff keep me safe</b>                       | 64%            | 29% | 4%       | 0% | 2%            |
| <b>The staff care about me</b>                      | 58%            | 37% | 3%       | 0% | 2%            |
| <b>I am proud of the work I complete</b>            | 62%            | 28% | 4%       | 3% | 2%            |
| <b>If I have a problem, the staff will help me</b>  | 62%            | 33% | 3%       | 0% | 1%            |
| <b>The teaching is very good at Holmwood School</b> | 67%            | 29% | 2%       | 0% | 2%            |
| <b>I have improved my reading while at Holmwood</b> | 63%            | 31% | 2%       | 2% | 1%            |
| <b>I have improved my writing while at Holmwood</b> | 59%            | 33% | 6%       | 0% | 2%            |

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|   | <b>I have improved my maths while at Holmwood</b>   | 56% | 37% | 5% | 0% | 1% |  |
|   | <b>The staff listen to me</b>   | 55% | 39% | 4% | 0% | 1% |  |
|   | <b>Staff will help me if someone is unkind to me</b>  | 59% | 36% | 3% | 0% | 2% |  |
| 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"> <li>• Anti-bullying policy is up to date and is regularly reviewed by the 'Governing Body</li> <li>• Incidents of bullying are recorded on CPOMS and reported to HT. (This is rare)</li> <li>• Pupils have a good awareness of bullying (this is a focus within our PHSEE curriculum) and any instances are dealt with decisively and effectively.</li> <li>• Child on Child Abuse policy is up to date and regularly reviewed.</li> </ul> |     |     |    |    |    |  |
| There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Attendance is good. Unauthorised holidays had a significant impact.</li> </ul>  |     |     |    |    |    |  |
| Pupils' attitudes to their education are positive. They are committed to their learning, know how to  | <ul style="list-style-type: none"> <li>• The school has a positive reputation in the community and parental surveys suggest that they are pleased with the behaviour standards that we achieve.</li> <li>• The school takes an active part in the local community.</li> </ul>   |     |     |    |    |    |  |

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| study effectively and do so, are resilient to setbacks and take pride in their achievements.   | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>   |
| Pupils have high attendance. 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. | <ul style="list-style-type: none"> <li>• Procedures across the school has had a positive impact with attendance, it is above national average.</li> <li>• Last year, there was classed as PA 9% and this is below the national average.</li> <li>• The vast majority of pupils arrive at school on time – anyone who shows any erratic late pattern follows our attendance steps to improve this.</li> <li>• The school has a rigorous attendance monitoring system.</li> </ul> |
| Fixed-term and internal exclusions are used appropriately. Permanent exclusions are used appropriately as a last resort.   | <ul style="list-style-type: none"> <li>• We have not had any fixed term or permanent exclusions within the 10 years. Children have the right to fulltime education.</li> </ul>  |
| Relationships among pupils and staff reflect a positive and  | <ul style="list-style-type: none"> <li>• Parental surveys have stated that our children are mostly happy in school (98% said yes) and feel safe and cared for. (100% said yes)</li> </ul>   |

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| <p>respectful culture;<br/>pupils are safe and<br/>they feel safe.</p> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Parents receive a regular digital resilience advice on current concerns and ways to support their child. Holmwood School is a member of the Digital Resilience Group of Middlesbrough.</li> <li>• Holmwood School has been supported by Safeguarding First for the last 6 years.</li> <li>• Holmwood School is a member of the Data Protection Organisation and has yearly audits and training.</li> </ul> |
| <p><b>Overall Judgement = 1/Outstanding</b></p>                        |   |
| <p><b>Next Steps</b></p>   | <ul style="list-style-type: none"> <li>• Review of behaviour policy.</li> <li>• Continue to reduce the need for sanctions and interventions due to unacceptable behaviour.</li> </ul>   |

| Personal Development   |  |
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| The curriculum extends beyond the academic 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. | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Older pupils take part in residential visits at an adventure activity centre.</li> <li>• Holmwood School has focus on delivering a curriculum that has a focus of developing a child's character. A Character Education Evaluation Report is in place.</li> <li>• SMSC audit and development plan in in place.</li> <li>• <b>The improvement of the pupil's understanding of consent is being developed .</b></li> </ul> |
| The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.  | <ul style="list-style-type: none"> <li>• Partners and small group work is used frequently to encourage children to ask each other questions and listen to each other.</li> <li>• Play, Draw and Talk therapy is used to support children's wellbeing.</li> </ul>   |
| The school provides high-quality pastoral support. Pupils know how to eat healthily,   | <ul style="list-style-type: none"> <li>• The curriculum contribute significantly to pupils' health and well-being and actively teach the pupils how to make informed choices about healthy lifestyles</li> <li>• Healthy Schools Award achieved, children have a good understanding of how to lead a healthy lifestyle.</li> </ul>   |

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| <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"> <li>• ‘Headstart Gold’ mental health programme and Inclusion Mark have been achieved.</li> <li>• We regularly introduce new initiatives based around creating an active school e.g. iSports Wall and iSports floor</li> <li>• Additional support has been added to our physical education team.</li> <li>• School leaders have prioritised supporting pupils’ mental health.</li> </ul>  |
| <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"> <li>• 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.</li> <li>• We have worked hard to increase our children’s experiences of social diversity.</li> <li>• We have whole school events to celebrate British values.</li> <li>• An action plan is in place that explains our practise and our next steps.</li> </ul> |
| <p>The school promotes equality of opportunity and diversity effectively. As a result, pupils understand,</p>  | <ul style="list-style-type: none"> <li>• The curriculum provides pupils with good opportunities to study other cultures and religions.</li> <li>• Days and events are dedicated to religious celebrations.</li> </ul>   |



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| appreciate and respect difference in the world.  |  |
| 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. | <ul style="list-style-type: none"> <li>• Strong links have been established with our local churches.</li> <li>• Key festivals are celebrated both in school and in church.</li> <li>• Holmwood School has focus on delivering a curriculum that has a focus of developing a child's character. A Character Education Evaluation Report is in place.</li> <li>• SMSC audit and development plan in in place.</li> </ul> |
| The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and                   | <ul style="list-style-type: none"> <li>• We raise money for various charities (Harvest Festival donations to local food banks, Children in Need and Comic Relief) throughout the year.</li> <li>• Themes such as bullying, kindness, honesty, saying sorry and being a good team player are explored through staff led achievement assemblies.</li> </ul>  |

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| ideas in a considered way.          |  |
| Overall Judgement = 1 / Outstanding |  |
| Next Steps                          | <ul style="list-style-type: none"> <li>• The improvement of the pupil's understanding of consent is being developed</li> </ul> |

| Leadership and Management   |   |
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| <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"> <li>• Daily interaction with children and staff, including drop in teaching and learning reviews.</li> <li>• The setting of challenging appraisal targets through performance management with monitoring procedures to provide feedback on the progress against them.</li> <li>• School Improvement Plan shared with all staff each year.</li> <li>• Termly review of pupil progress within year groups/SLT level.</li> <li>• 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).</li> </ul>                      |
| <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.</p> | <ul style="list-style-type: none"> <li>• Subject leaders are given time to monitor their subjects.</li> <li>• Each leader has create an action plan for their subject, which will be reviewed annually.</li> <li>• Governing Body members challenge the HT during all meetings with the aim of improving standards and observe teaching when they can.</li> <li>• 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.</li> <li>• Subject Leaders ensure a broad range of experiences that contribute to their spiritual, moral, social and cultural development.</li> <li>• Inclusion of parents in their child's learning is key. We are in close contact with parents and carers, for updates and information sharing.</li> </ul> |

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| <p>Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture.</p> | <ul style="list-style-type: none"> <li>• Staff have high expectations of their pupils and pupils respond by working productively. Staff are clearer about what is expected at the end of each age group and this has helped their confidence levels.</li> <li>• The use of pupil premium grant is carefully analysed by Governing Body and 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.</li> <li>• The curriculum reflects pupils' context and the locality.</li> <li>• Leaders evaluate the curriculum's impact (teaching and learning reviews) and make changes when necessary. They recognise that there will need to be a degree of flexibility within the curriculum to allow for this.</li> <li>• Leaders provide guidance on how to adapt the curriculum when required, and they will seek assistance from outside agencies if required.</li> <li>• Regular review of teaching and learning (and associated discussion with pupils) is built into our school development programme.</li> </ul> |
| <p>Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are</p>                | <ul style="list-style-type: none"> <li>• Parent events are well attended; parent consultation evenings generally achieve over 90% attendance each term.</li> <li>• Newsletters are regularly sent home and uploaded onto the website.</li> <li>• Questionnaires are used to build up a picture of how satisfied parents are, we also provide feedback on specific issues raised.</li> <li>• We have worked hard to develop the role that parents in supporting their children's reading.</li> <li>• In the vast majority of cases parents work with us to ensure that their child is not unnecessarily absent, so attendance is outstanding.</li> <li>• We have parents fulfil a role on the Governing Body.</li> </ul>   |

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| focused and have purpose.   |  |
| 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.   | <ul style="list-style-type: none"> <li>• School leaders are fully aware of the issues associated with teacher workload and wellbeing.</li> <li>• A workload and wellbeing support group is established in school.</li> <li>• Consideration is given to the level of marking, planning and assessing that teachers are expected to adhere to</li> </ul>   |
| Leaders protect staff from bullying and harassment.   | <ul style="list-style-type: none"> <li>• Zero tolerance approach is adopted, we have no reported cases of bullying and harassment.</li> </ul>  |
| 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 | <ul style="list-style-type: none"> <li>• GB members have a good understanding of national data and use this to check on how well the school is performing. The data is broken down to analyse how well different groups are performing.</li> <li>• They ensure that there is a focus on disadvantaged pupils and assess how well they are being supported as a result.</li> <li>• GB members are given regular updates on the school's curriculum intent, implementation and, using the associated data, impact.</li> <li>• 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.</li> </ul> |

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| the quality of education.  | <ul style="list-style-type: none"> <li>• 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.</li> </ul>   |
| 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 the 'Prevent' duty and safeguarding. | <ul style="list-style-type: none"> <li>• Staff training in relation to the PREVENT duty has been completed.</li> <li>• GB members ensure that all statutory duties are carried out effectively.</li> <li>• All safeguarding policies and procedures are up to date and reviewed regularly, as part of a rolling programme.</li> <li>• All GB members with designated safeguarding responsibility are named and there are posters around the school with photographs and names shown.</li> <li>• All staff are regularly reminded of who they can contact within the GB if they have any safeguarding concerns.</li> <li>• The GB adheres to their safe recruitment policy when appointing new staff.</li> <li>• The school has an equality policy that is reviewed regularly by SLT and GB members.</li> </ul> |
| The school has a culture of safeguarding that supports effective arrangements to:<br>identify pupils who may need early help or who are at risk  | <ul style="list-style-type: none"> <li>• Revised requirements from Keeping Children Safe in Education (Sept 2022) will be incorporated into school policy and procedures.</li> <li>• 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.</li> <li>• The school has used CPOMS for several years.</li> <li>• We actively engage with Operation Encompass and work closely with external agencies in order to meet vulnerable families' needs.</li> <li>• Holmwood School has been supported by Safeguarding First for the past 6 years.</li> <li>• Safeguarding pupil review occur weekly.</li> </ul>  |

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| Overall Judgement = 1/Outstanding |  |
| Next Steps                        | <ul style="list-style-type: none"> <li>• Continue to develop 'Middle Leaders' transition to become whole school leaders</li> </ul> |

| Early Years  |   |
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| <p><b>INTENT</b> - Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.</p> | <ul style="list-style-type: none"> <li>• A skills progressive curriculum based around the new framework, tracking children to end of Reception</li> <li>• Reception baseline to identify a starting point for every child</li> <li>• Greater focus on vocabulary and spoken language into weekly planning to reduce word gap in disadvantaged children</li> <li>• Overhaul of provision to ensure the setting has meaningful continuous provision which can be enhanced on a weekly basis</li> <li>• Activities are planned into the curriculum to provide experience of the world around them</li> </ul> |
| <p>The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.</p>   | <ul style="list-style-type: none"> <li>• EYFS curriculum is embedded - reflecting on existing good practise. Progress across the phase is good, as are outcomes.</li> <li>• Meetings between teacher and DHT/SENCO to evaluate and plan</li> </ul>  |
| <p>There is a sharp focus on ensuring that</p>   | <ul style="list-style-type: none"> <li>• Introduction of spoken language into areas of continuous provision as a prompt for staff to support progression.</li> </ul>  |



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| children acquire a wide vocabulary, communicate effectively and to begin to gain knowledge of phonics.   | <ul style="list-style-type: none"> <li>• Interventions used to support language skills and confidence to communicate</li> <li>• Opportunities for reading is placed in all areas of provision</li> </ul>  |
| The school's approach to teaching early reading and phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception. | <ul style="list-style-type: none"> <li>• Implementation of Sounds-Write from entry into Reception</li> <li>• Pre-phonics skills taught daily in preparation</li> <li>• Phonics based reading books are available.</li> </ul>  |
| The school has the same academic ambitions for all children.   | <ul style="list-style-type: none"> <li>• Regular structured conversations with parents, agreeing short term targets to develop in school and at home</li> <li>• Staff access relevant CPD</li> <li>• Strategies in place to meet individual needs e.g. personalised timetables, support from staff, visual prompts, now and next cards for those with communication difficulties</li> <li>• Discussions and observations/feedback from external services provide staff with strategies for supporting these children</li> </ul> |

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| <p><b>IMPLEMENTATION</b></p> <p>Children benefit from meaningful learning across the curriculum.</p>   | <ul style="list-style-type: none"> <li>• Move to objective led planning allows for the whole team to be working with children in the areas of provision.</li> <li>• Any intervention required is also to be within the areas of provision where possible</li> <li>• The baseline identifies starting points and any gaps in development.</li> <li>• Next steps followed up by a member of the team.</li> </ul>   |
| <p>Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching phonics.</p> | <ul style="list-style-type: none"> <li>• The introduction of the objective led planning format allows more scope for following children's interests and provides more opportunities for staff to work directly in areas of provision with children</li> <li>• Planning is responsive to children's interests</li> <li>• Training provided for the new phonics scheme to all staff across the phase to ensure everyone is confident with the new programme</li> <li>• Newly qualified member of staff closely supported by experienced member of staff, team teaching used to model and support.</li> </ul> |
| <p>Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate</p>   | <ul style="list-style-type: none"> <li>• Visual support used on the IWB</li> <li>• Teaching is mostly practical and hands on for the children</li> <li>• Minimal carpet time within EYFS as children have a limited attention span</li> <li>• Formative assessment used throughout sessions.</li> <li>• Due to the numbers of children, staff can check each child's understanding and address any misconceptions immediately whilst it is still relevant to the child</li> </ul>  |

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| <p>well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.</p> |  |
| <p>Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.</p>   | <ul style="list-style-type: none"> <li>• Books used as a stimulus to topics taught throughout the phase</li> <li>• Use of props/puppets in reading which engages and excites children</li> <li>• Vocabulary is carefully planned into reading sessions to ensure explicit teaching of this happens throughout the week</li> <li>• Exposure to both fiction and non-fiction texts through topic books and reading for pleasure</li> <li>• Adults read to children using character voices to engage and excite children</li> </ul> |
| <p>Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in</p>   | <ul style="list-style-type: none"> <li>• Curriculum to have a greater focus on understanding of number and numerical patterns</li> <li>• White Rose Maths scheme taught from Reception with daily maths lessons and small group work throughout the week</li> <li>• Mathematics ELGs allow more scope for deepening knowledge and applying understanding to embed knowledge securely.</li> </ul>   |

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| <p>using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.</p> | <ul style="list-style-type: none"> <li>• Maths areas of provision allows children to practise skills taught and acquire new skills through independent learning supported by adults in the provision</li> <li>• Resourcing in the areas of provision is linked to current and prior teaching but also gives children opportunities to explore mathematics in their own ways.</li> <li>• High quality hands-on practical activities in small groups following teaching, providing children with more meaningful experiences.</li> <li>• Skills progressive curriculum throughout EYFS ensures children with show progression.</li> </ul> |
| <p>Staff create an environment that supports the intent of</p>   | <ul style="list-style-type: none"> <li>• Weekly planning ensures that area provision is enhanced appropriately to meet the needs and interests of the children</li> <li>• Plans in place for those children who are reluctant to access certain areas</li> </ul>  |

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| <p>an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.</p>   |   |
| <p>The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs.</p> | <ul style="list-style-type: none"> <li>• Discussions with parents prior to starting dates allow staff to gain a brief insight into the child's life prior to starting school</li> <li>• Additional meetings organised on an individual basis if there is a particular need</li> <li>• Circle time activities weekly to support personal, social and emotional development as well as children's confidence</li> <li>• Staff treat every child with respect and are responsive to personal needs</li> </ul>  |
| <p>Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to</p>  | <ul style="list-style-type: none"> <li>• Snack time is carried out as a shared group activity.</li> <li>• As part of the curriculum we teach about keeping healthy, healthy eating and the importance of exercise and having good oral health.</li> <li>• Weekly circle time activities focus on being kind to each other and planning for this is responsive to situations that arise throughout the day/week.</li> <li>• Large outdoor spaces in both Reception where children have the space to be active. Large physical equipment to encourage gross motor movement and for</li> </ul> |

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| take managed risks and challenges as they play and learn, supporting them to be active and develop physically.  | children to take managed risks whilst supported by an adult. Over time, children develop their confidence to tackle these independently.   |
| Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read. | <ul style="list-style-type: none"> <li>• Meeting for new Reception parents</li> <li>• Introduction of a platform for communication with parents (e.g. Class Dojo) to share weekly updates and information about their child's progress/learning and how to support them at home</li> </ul> |
| <b>IMPACT</b><br>Children develop detailed knowledge  | <ul style="list-style-type: none"> <li>• Tracking progress using progressive grids allows staff to identify any gaps in learning and for these to be supported straight away</li> </ul>  |

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| and skills across the 7 areas of learning in an age-appropriate way. Children will develop their vocabulary and use it across the EYFS curriculum.   | <ul style="list-style-type: none"> <li>• By the end of the Reception year, children should have showed progress in their spoken language and phonic knowledge.</li> </ul>  |
| Children are ready for the next stage of education, especially Year 1 in school. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children despite their lower starting points will show progress. | <ul style="list-style-type: none"> <li>• Effective Reception-Y1 transition programme, children settle and are able to follow the Y1 curriculum swiftly.</li> <li>• Any gaps in learning highlighted to the Y1 team and next steps planned.</li> <li>• Moderation meetings</li> </ul> |
| By the end of Reception, children will improved in their personal, physical and  | <ul style="list-style-type: none"> <li>• Progress shown</li> </ul>   |

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| social skills. Children will show progress in the early learning goals, particularly in mathematics and literacy.   |  |
| Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong. | <ul style="list-style-type: none"> <li>• Children follow the class rules established within each year group – they learn to understand what is right and wrong and with adult support, learn to make the right choices</li> </ul>                              |
| Overall Judgement = 2 /Good   |  |
| Next Steps  | <ul style="list-style-type: none"> <li>• Review of learning area provision (both internal and external) ongoing.</li> <li>• Considering the questions: 'What is it like for a child here?', 'What differences are we making?' and 'How do we know?'</li> </ul> |