

School Improvement Plan 2020-2021



Enjoy, Achieve, Excel and Care

Inspired by Christian Values



Safe, Successful and Happy



Outstanding Opportunities
for Learning



Inclusive
Proud to Belong and
Everyone valued as an Individual



Holywell School

Live life in all its fullness (John 10:10)

A Church of England School
providing a Christian Values-Based Education

At Holywell our vision is **to be an outstanding Christian learning community** where **everyone is valued as a unique individual** and where **everyone feels safe**. We will aim **to be the best we can possibly be**, **to treat others as we wish to be treated** and **to make a positive difference to our community and beyond**. We strive to be **peaceful problem-solvers with open minds and hearts**, **living God's love** and **being kind**.

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Live life in all its fullness (John 10:10)

Holywell School is a caring, distinctively Christian, community-focussed Church of England School. We aim to continue the historic tradition of Church of England Schools by providing a Christian Values-inspired education of the highest quality within the context of Christian belief and practice. As a school, we are a loving, supportive community with high aspirations for all. We promote inclusion, we are proud to belong and we value each individual. We look after each other, believe in second chances and aim to be the best we can be so we can serve and support the common good.

Our students are polite, industrious, aspirational young people who constantly surprise and delight us with their ideas, creativity and achievements. The staff are superb professionals who create exciting, challenging and inspiring learning experiences to enable students to achieve high standards. This is all delivered within a framework of clear and high expectations. We are consistent, insistent and persistent in our endeavour to secure outstanding standards of behaviour, service, care, appearance and courtesy for all. We also have lots of fun! We are a happy school where everyone has the right to feel safe at all times. We deal with disagreements and issues in a solution-focussed, systematic, supportive and peaceful way, treating others as we wish to be treated. We aspire to being the best we can possibly be and to make a positive difference to our community and beyond.

The School Improvement Plan for Holywell is designed to ensure that the vision above is realised and that we secure a high-quality learning experience for all. It has also been designed to secure rapid improvement in the areas identified in the most recent Ofsted and SIAMS inspections so that the school is judged as 'Outstanding' in the next round of inspections.

Last OFSTED inspection (SECTION 8) – March 2018. The school was described as 'A good school'. Ofsted Priorities – What the school needs to do to further improve and to secure an 'Outstanding' judgement:

- Leaders and those responsible for governance should ensure that:
 - they further reduce the differences in progress and absence between disadvantaged students and all students nationally
 - the recent changes made to assessment systems are embedded, so that students' progress is further accelerated.

Section 48 SIAMS Priorities

To improve further the school should:

- Drawing on the clear Christian commitment of leaders, clarify, articulate and share a vision for the school which is expressed in explicitly Christian terms. Ensure it is used to inform and evaluate all policy and practice as well as considerations relating to the possible development of a multi-academy trust.
- Establish strategies for evaluating the impact of collective worship which enable the views of adults and students throughout the school community to inform positive planned future developments.

As our School Improvement Plan was only partially completed last year due to the Covid-19 pandemic, we have carried over our key priorities for 2019-2020 to this academic year and we have adapted the plan in the light of key issues which have arisen as a result of the pandemic. The School Improvement Plan is expressed through the bible quote which encapsulates our purpose as a Church of England School and through key lines from our School Prayer.

School Improvement Plan 2020-2021

- 1: to live life in all its fullness
 - To further develop the Christian work of the school in line with the new SIAMS framework
 - To further develop Collective Worship
 - To meet the Gatsby requirements for careers
 - To identify and provide a wider range of experiences for all – further develop students' experiences and cultural knowledge
 - To further develop our links with the local and wider community (inc. local schools, parishes and parents)
 - To further develop our outreach work
 - To further develop leadership capacity and skills
- 2: for our classrooms to be filled with learning and love
 - To further develop the school as a centre of excellence for learning
 - To ensure value-for-money and develop the most cost-effective business model
 - To ensure the Student Premium and Sports Premium spend plan and strategic overview have clear, measurable criteria, expressed in a way that people can be held to account
 - To develop students' understanding of learning
 - To further push the quality of teaching and learning towards outstanding through consistently effective, quality questioning and challenge and through research into effective learning
 - To review, research and systemise best practice in terms of curriculum
 - To further develop the appraisal system and link with providing opportunities for staff development
 - To identify gaps in learning as a result of the Covid-19 pandemic (inc. as a result of school closure) and to support students in need of 'catch-up'
- 3: for our hearts to be filled with kindness and care and to be able to find peace when we are angry (Peaceful Problem Solvers)
 - To continue to have values education as the cornerstone of our school community
 - To further develop restorative practices and the use of protective behaviours to facilitate conflict resolution (embed peaceful problem-solvers)
 - To embed the changes made to the Behaviour for Learning systems, so that low-level misbehaviour is further reduced and so that students become peaceful problem solvers who are more self-regulating
- 4: to develop the courage to try again (Resilience and Growth Mindset)
 - To develop student resilience
 - To develop staff resilience
- 5: to provide support in our darkest moments (we can talk with someone about anything even if it is awful or small)
 - To further develop safeguarding practices
 - To ensure the safety and wellbeing of students and staff
 - To further develop student wellbeing and support students affected by the Covid-19 pandemic
 - To further develop staff wellbeing and support staff affected by the Covid-19 pandemic
 - To further develop communication systems

School Improvement Plan 2020-2021

School Improvement Area 1: to live life in all its fullness	Success criteria 2020-2021
<p>1.1 To further develop the Christian work of the school in line with the new SIAMS framework</p> <p>1.2 To further develop Collective Worship</p> <p>1.3 To meet the Gatsby Benchmarks for careers</p> <p>1.4 To identify and provide a wider range of experiences for all – further develop students’ experiences and cultural knowledge</p> <p>1.5 To further develop our links with the local and wider community inc. local schools, parishes and parents)</p> <p>1.6 To further develop our outreach work</p> <p>1.7 To further develop leadership capacity and skills</p>	<p>1.1 SIAMS-ready</p> <p>1.2 Collective Worship established in line with SIAMS guidance</p> <p>1.3 Action Plan to meet Gatsby benchmarks</p> <p>1.4 Wider range of experiences for all – further develop students’ experiences and cultural knowledge</p> <p>1.5 More involvement with the Diocese and local parishes; improved communication with parents as evidenced in parental survey; continued engagement and liaison with WHAM schools</p> <p>1.6 SLE work; links with UoB and CBC</p> <p>1.7 Clear purpose; skilled leaders (inc. Governors); Financial KPIs met</p>
School Improvement Area 2: for our classrooms to be filled with learning and love	Success criteria 2020-2021
<p>2.1 To further develop the school as a centre of excellence for learning</p> <p>2.2 To further improve outcomes in all subjects and at KS2 – especially Reading, Writing, GPS and Greater Depth.</p> <p>2.3 To embed the recent changes made to assessment systems, so that students’ progress is further accelerated</p> <p>2.4 To further reduce the differences in progress and absence between disadvantaged students and all students nationally</p> <p>2.5 To improve outcomes for SEND students</p> <p>2.6 To ensure value-for-money and develop the most cost-effective business model</p> <p>2.7 To ensure the Student Premium and Sports Premium spend plan and strategic overview has clear, measurable criteria, expressed in a way that people can be held to account</p> <p>2.8 To develop students’ understanding of learning</p> <p>2.9 To further push the quality of teaching and learning towards outstanding through consistently effective, quality questioning and challenge and through research into effective learning</p> <p>2.10 To review, research and systemise best practice in terms of curriculum</p> <p>2.11 To further develop the appraisal system and link with providing opportunities for staff development</p> <p>2.12 To identify gaps in learning as a result of the Covid-19 pandemic (inc. as a result of school closure) and to support students in need of ‘catch-up’</p>	<p>2.1 Involvement in at least 2 learning research projects</p> <p>2.2 All KS2 outcomes at 80%+; Rigorous tracking and intervention to ensure high outcomes – especially Greater Depth at KS2</p> <p>2.3 Student awareness of targets and accelerated students’ progress – all KS2 indicators at 0+</p> <p>2.4 To further reduce the differences in progress to 0 or + in all core areas (2019 Progress Gaps between Holywell and National Scaled Scores: Reading (Nat -0.8 Holywell +0.1) =+ +0.9; Writing (Nat -0.8 Holywell -2.8 = -3.6; Maths (Nat -0.9 Holywell +1.0) = + 1.9 and absence between disadvantaged students and all students nationally to 0 or + (2019 school gap = -1.42%; national gap = -2.1%).</p> <p>2.5 To improve outcomes for SEND students so that they make positive progress (2019 Reading +0.2; Writing -0.2; Maths -0.2) and so the gap between SEND and Non-SEND students reduces.</p> <p>2.6 Balanced budget and carry forward; Policies and Practices all up-to-date and compliant</p> <p>2.7 Use of national proforma for Student Premium and Sports Premium; effective evaluation of impact of student premium funding on attainment and regular review of practice/provision</p> <p>2.8 Students can describe their learning</p> <p>2.9 100% Good or outstanding teaching; shared practice</p> <p>2.10 All staff engaged in class-based research and good practice sharing sessions</p> <p>2.11 More active engagement in the appraisal process by staff</p> <p>2.2 Gaps identified and effective catch-up provision plan in place (inc. spend of catch-up premium)</p>

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School Improvement Area 3: for our hearts to be filled with kindness and care and to be able to find peace when we are angry (Peaceful Problem Solvers)	Success criteria 2020-2021
<p>3.1 To continue to have Christian values education as the cornerstone of our school community</p> <p>3.2 To further develop restorative practices and the use of protective behaviours to facilitate conflict resolution (embed peaceful problem-solvers)</p> <p>3.3 To embed the changes made to the Behaviour for Learning systems, so that low-level misbehaviour is further reduced and so that students become peaceful problem solvers who are more self-regulating</p>	<p>3.1 Christian values education continues to be a strength of the school</p> <p>3.2 Reduced number of incidents of conflict; students and staff use restorative practices to become peaceful problem-solvers</p> <p>3.3 Low-level misbehaviour is further reduced; students become peaceful problem solvers who are more self-regulating</p>
School Improvement Area 4: to develop the courage to try again (Resilience and Growth Mindset)	Success criteria 2020-2021
<p>4.1 To develop student resilience</p>	<p>4.1 More resilient students; improved levels of student confidence to overcome problems that they often face in their learning; mindsets that encourage a positive response to setback, challenge and fear of failure</p>

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School Improvement Area 5: 5: to provide support in our darkest moments (we can talk with someone about anything even if it is awful or small)	Success criteria 2020-2021
5.1 To further develop safeguarding practices	5.1 Safeguarding Quality Mark / External validation of safeguarding practices; All staff to complete update of safeguarding training; Further development of use of CPOMS; Site safety plan established; Lockdown procedure established, communicated and practised
5.2 To ensure the safety and wellbeing of students and staff	5.2 Risk Assessment regularly updated and reviewed in line with DfE and PHE guidelines – completed with staff consultation; Union checklist completed and actioned.
5.3 To further develop student wellbeing and support students affected by the Covid-19 pandemic	5.3 Training of members of staff as Mental Health First Aiders and action plan to further develop student wellbeing inc. activities which promote social cohesion and wellness
5.4 To further develop staff wellbeing and support staff affected by the Covid-19 pandemic	5.4 Review of directed time and use of staff workload reduction kit to create wellbeing action plan; Wellbeing survey and follow-up work from wellbeing committee.
5.5 To further develop communication systems	5.5 Improved communications