

HOLLAND PARK SCHOOL | SCHOOL IMPROVEMENT PLAN 2021-22

Updated: 31/08/2021

SCHOOL CONTEXT					
Number of pupils on roll	1389	Number of pupils eligible for pupil premium	343	Number of pupils with SEN or EHCP	136
Percentage of pupils with English as an additional language (EAL)	63%	Most recent Ofsted grade	Outstanding	Staff turnover over the previous year	31.25%
Pupil achievement for whole cohort	+0.7 (2019)	Pupil achievement (progress) by characteristics (e.g. disadvantaged pupils, EAL, gender)	EAL: +0.88 Male: +0.26 Female: +1.06 SEN: +0.11 EHCP: -1.08	Disadvantaged: +0.55	
Key Ofsted actions from last report	<ol style="list-style-type: none"> 1. Track individual student extra-curricular experiences more formally (2014) 2. Ensure students gain the broadest possible range of experiences beyond the classroom (2014) 3. Refine and adapt styles of communication with parents and carers so that all feel well informed and confident that leaders will resolve any concerns swiftly (2020) 4. Ensure that the support for pupils' mental health and well-being extends more widely to older pupils, including in the sixth form (2020) 				

Objectives identified below are taken from the school's development points as found in the self-evaluation form (SEF).

1.0 Ofsted Development Points (2014 and 2020)							
	OBJECTIVE	ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO/ HOW OFTEN)	SUCCESS CRITERIA
1.1	Track individual student extra-curricular experiences more formally (2014)	Post COVID-19, ensure a record is kept of all students' involvement in extra-curricular activities/ experiences.	1.A renewed complete school log by October 2021. Every child having participated in one activity by January 2022.	Tutors take responsibility for logging tutee activity.		Overseen by NRO. Activity logs reviewed once a half-term.	All students have participated in at least one extra-curricular club by the end of autumn term 2021. At least 50% of students participate in a regular club or activity.
1.2	Ensure students gain the broadest possible range of experiences beyond the classroom (2014)	Secure a programme of speakers for all year groups as part of the careers framework. Increase the range of out of school opportunities for students.	Programme of speakers in place from October 2021. Covid-permitting, to resume from January 2022.	BAR All subject leads/ BAR/FMU		LT; half-termly review	All students are exposed to a wide range of careers and potential next steps following this stage of their education. Identified students (most at risk of NEET, or those indicated by staff) are given a range of experiences outside of the classroom to better prepare them for the world of work or to build self-confidence and resilience.

1.3	Refine and adapt styles of communication with parents and carers so that all feel well informed and confident that leaders will resolve any concerns swiftly (2020)	Refine the communication policy so that there are clear avenues for communication and clear timescales publicized for expected responses from staff, without exerting additional pressure on teachers.	Trial of changes in place for December 2021. Policy updated in response for 2022-23.	NRO		LT; half-termly review	Parents report through parent surveys an improvement in feeling well-informed by the school.
1.4	Ensure that the support for pupils' mental health and well-being extends more widely to older pupils, including in the sixth form (2020)	Increase group and one-to-one access with the school's resilience coordinator and counsellor. Increase the focus on mental health and well-being in PSHCE resources across the school.	Increased provision by October 2021. Schemes rewritten to commence September 2021	RWI BAR		LT; half-termly review	Sixth Form students report strong support for their mental health and well-being in school through the Student Leadership Team and through student surveys.

2.0 Quality of Education							
	OBJECTIVE	ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO/ HOW OFTEN)	SUCCESS CRITERIA
2.1	Refine teachers' responses to reading age data gathered and embed the promotion of reading in lesson across all subject teams and beyond lessons, in order that the gaps created by school disruption are closed.	<p>Ensure the reading ages of all students in all year groups are measured at least once a year.</p> <p>Prioritise reading opportunities in tutor time and ensure all students have age appropriate reading books.</p> <p>Prioritise opportunities for reading independently and out loud in lessons.</p>	<p>January 2022</p> <p>In place for September 2021 and ongoing.</p> <p>Ongoing</p>	<p>JMA</p> <p>JMA/FMU/ JCU</p> <p>JMA/ Leaders of Subject</p>		LT; half-termly review	<p>All students are reading age-appropriate books.</p> <p>All students have opportunities for personal reading and in-lesson reading at school.</p> <p>Student surveys reveal an enjoyment and celebration of reading.</p> <p>Lesson observations reveal periods of time dedicated to reading.</p>
2.2	Further increase the opportunities for focus on the development of subject knowledge in Subject Time, to enhance achievement of the most able students even further.	Dedicate staff development sessions for teachers to focus on developing their subject knowledge in preparation for teaching new topics.	Ongoing	JHO/ Leaders of Subjects		LT; half-termly review	<p>Staff surveys reveal teachers are more confident delivering the course content.</p> <p>Subject Team agendas reveal an increased focus on subject knowledge and pedagogy.</p>

2.3	Embed subject specific 'principles of pedagogy' as part of staff CPD, to refine expertise and make staff development increasingly subject-specific.	Principles of Pedagogy to feature in the staff Twenty Twenty One/ Twenty Two staff development document weekly. Principles of pedagogy to feature in all subject team meetings.	Ongoing Ongoing	NRO Leaders of subjects.		LT;termly review Staff surveys	Staff surveys indicate that staff development focuses on pedagogy and how to teach. Lesson visits and learning walks reveal more consistently outstanding teaching and clear examples if identifying and addressing misconceptions.
2.4	Strengthen the effectiveness of 'revisiting learning' so that it consistently promotes fluency and support students' recall of past content to respond to gaps in long term learning as a result of the pandemic.	Hold CPD sessions that focus on identifying revisiting learning questions that will support building fluency.	Autumn 2021	FMU		LT;termly review and review of lesson visits	Lesson observations record improved recall of information by students and greater fluency. Revisiting learning links clearly to the day's learning objectives.

2.5	In response to COVID-19, reinforce the quality and challenge of Independent Study, particularly in the Sixth Form, to promote greater independence and personal organisation	Weekly review of independent study set on Show My Homework. Review of independent study of individuals in the Sixth Form to ensure it is fit for purpose.	Ongoing Ongoing	Leaders of subjects BAR		LT; half- termly review	Show My Homework analysis demonstrates that all students are set the recommended amount of independent study each week. Student surveys and lesson observations reveal a greater levels of personal organization of students and the embedding of independent study into lessons. Progress of Sixth Form students improves to +0.1.
2.6	In response to COVID-19, evaluate the effectiveness of adaptations made to the curriculum in Subject Teams in response to the pandemic and respond as necessary to ensure the curriculum remains accessible to all and is considerate of students' different starting points.	LT to meet with Subject leaders at least once a half-term to evaluate the effectiveness of the adapted curriculum in light of students' return to school and to respond as necessary.	Ongoing	FMU/ Leaders of subjects		LT; half- termly review	All students can access the curriculum and assessment data reveals that students are making good progress from their various starting points.

3.0 Behaviour and Attitudes							
	OBJECTIVE	ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO/ HOW OFTEN)	SUCCESS CRITERIA
3.1	Further improve attendance and punctuality rates of all year groups. Deploy the Student Support team, the Resilience Coordinator and the Registrar's Team to work intensively with targeted students.	<p>Increase the frequency of school and family conferences to discuss poor attendance (the implementation of attendance contracts).</p> <p>To engage the Early Help team to support a wider range of students who are considered to be persistently absent from school.</p> <p>To promote rewards for students with positive attendance and where attendance has improved.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>RWI</p> <p>Student Support Team</p> <p>Registrar's Team</p>		LT half-termly review.	Attendance figures at 96.5%

3.2	Extend further the provision for students in developing resilience and mental wellbeing.	<p>Launch of Student Wellbeing Ambassadors</p> <p>Resilience Coordinator to produce impact report.</p> <p>Ensure the Place2Be provision offers an escalation for students whose mental health requires specialist support.</p>	<p>October 2021</p> <p>December 2021</p> <p>September 2021</p>	<p>RWI/ FMU</p> <p>SWI</p> <p>RWI</p>		<p>LT half-termly review.</p>	<p>Monitoring reveals increased engagement and participation.</p> <p>Student surveys reveal high satisfaction with provision for physical, mental and social wellbeing in school.</p>
3.3	Refine students' self-regulation in relation to punctuality.	Ensure all teachers report tardiness through the 'C' point system and that lates are followed up on the same day.	Ongoing	RWI		LT half-termly review.	<p>Lesson registration reveals fewer than 50 recorded 'lates' to lessons a day.</p> <p>Observations on corridors reveal that students move swiftly and independently to lessons.</p>

4.0 Personal Development							
	OBJECTIVE	ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO/ HOW OFTEN)	SUCCESS CRITERIA
4.1	Extend collaboration with different stakeholders in working towards strengthening our offering in relation to the Gatsby Benchmarks.	Organise external careers guidance for students identified as being at risk of becoming NEET.	Programme of guidance to begin in autumn 2021 with full programme embedded by June 2022.	BAR		LT; half-termly review	No NEETs recorded. All Gatsby benchmarks met.
4.2	Post Covid-19, reinvigorate the school's extra-curricular provision.	See 1.1					
4.3	Post Covid-19, use CPD to support teachers in addressing key strands of students' personal development through the curriculum (resilience, confidence, personal organisation, oracy and literacy, independent thought).	Hold staff development to cohere subject level approaches to develop the identified character traits in students. LT to guide teachers on this aspect of their practice following lesson visits.	Staff training September 2021 On-going	JHO/ FMU		All LT	LT report that lesson visits reveal evidence of the cultivation of the identified character traits in students.

4.4	<p>Post Covid-19, further prioritise mental health and self-confidence in PSHCE and further promote the work of our Resilience Coordinator.</p>	<p>RWI/ BAR to liaise with the Resilience Coordinator to embed and refine the programme of support for Sixth Form students.</p> <p>FMU/ BAR to prioritise mental health and wellbeing in the writing of PSHCE resources in 2021-22.</p> <p>FMU/ RWI to appoint student wellbeing ambassadors (see 3.2).</p>	<p>Full programme of support in place by October 2021</p> <p>Ongoing 2021-22</p> <p>Autumn 2021</p>	<p>RWI/ FMU/ BAR</p>		<p>LT; half-termly review.</p> <p>Student surveys; termly.</p>	<p>Student surveys reveal that students are happy with the support offered by the school in terms of their mental wellbeing.</p> <p>PSHCE curriculum covered content recommended by the PSHCE Association in relation to mental health and wellbeing.</p> <p>Peer-to-peer networks of support are enhanced and some students receive training in mental health first aid to support the student body.</p>
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4.5	Increase the scope of the Student Leadership Team's responsibility and impact, particularly in relation to promoting student voice.	<p>FMU to train the student leadership team to report its actions and impact to the student body.</p> <p>FMU to restructure the student leadership team so that it is entirely student-led.</p>	<p>Autumn 2021</p> <p>Autumn 2021</p>	FMU		<p>LT; half-termly review.</p> <p>Student surveys; termly.</p>	<p>Student surveys reveal that they feel their voice is represented by the student leadership team.</p> <p>Student surveys reveal that the student leadership team has impact on the quality of provision to students in school.</p>
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5.0 Leadership and Management							
	OBJECTIVE	ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO/ HOW OFTEN)	SUCCESS CRITERIA
5.1	Monitor the impact of strategies implemented in relation to staff welfare and wellbeing, through surveys and response to such.	<p>Cohere a strategic response to welfare and wellbeing by re-evaluating current practice.</p> <p>Conduct regular staff surveys to measure the impact of such strategies.</p>	<p>In place for September 2021</p> <p>Each term 2021-22.</p>	All LT		LT; termly review.	Staff surveys reveal that all staff feel able to maintain a work-life balance and that school offers a flexible approach to working patterns.
5.2	Monitor the effective implementation and impact of the ECT programme in school.	<p>ECT coordinator to promote the ECT programme throughout the school and secure the full engagement of all ECTs and mentors through Ambition Institute.</p> <p>All ECTs receive additional CPD opportunities including opportunities offered through the PTI.</p>	<p>Launch September 2021. Ongoing.</p> <p>Ongoing.</p>	FMU		<p>London Schools Teaching Hub (acting as the Appropriate Body) – termly.</p> <p>LT; half-termly progress review of all ECTs.</p>	<p>All successful ECTs are retained between years 1 and 2 and receive good quality training.</p> <p>All ECTs pass their induction periods at the end of year 2.</p>

5.3	Reengage the wider community and draw on external speakers and resources as we build back a programme of extracurricular towards pre-pandemic levels.	Schedule a list of diverse speakers for the academic year 2021-22. Monitor attendance at events to support the tracking of extra-curricular involvement.	October 2021 Ongoing	NRO/ BAR		LT; termly review.	All students in all year groups have opportunities to listen to a diverse range of speakers as part of the school's push to develop cultural capital. All students attend at least one external speak event in the academic year 2021-22.
5.4	Embed opportunities and strategies to facilitate collaborative planning and the prioritisation of subject knowledge as part of CPD.	Protect a dedicated hour of subject meeting time each week. Share strategies and methods of planning collaboratively with subject leaders. Optimise the shared drive to enable easier sharing of resources. Increase work with PTI to support teachers in improving their subject knowledge.	From September 2021 From September 2021 Autumn term 2021 Autumn term 2021	JHO FMU ABI ADU		LT; half-termly review. Staff Surveys.	Staff surveys report high levels of collaboration across subject teams. Teachers report more time spent on subject knowledge improvement in CPD. At least 50% of staff opt to engage with PTI subject knowledge improvement days. Learning walks and lesson visits record teachers' strong subject knowledge.

5.5	Students with SEN make improved progress as a result of teachers better understanding of learning needs.	<p>Develop collaboration between LSAs and teachers to ensure regular planning for and review of SEND students' progress</p> <p>Conduct targeted CPD to support teachers in meeting specific learning needs.</p> <p>Support teachers in monitoring the progress of students with SEN with greater consistency and intervene earlier.</p>	<p>From September 2021</p> <p>By December 2021</p> <p>By December 2021</p>	JHO		LT; half-termly review.	<p>Progress of SEND students rises so that 2022's results profile reveals an improvement of +0.25 on 2019's profile.</p> <p>Parent and student survey responses show improved provision for SEN students.</p>
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6.o Sixth Form							
	OBJECTIVE	ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO/ HOW OFTEN)	SUCCESS CRITERIA
6.1	Develop the careers guidance and experience programme available to Sixth Form students so that all students select appropriate yet ambitious pathways.	Review progress against the Gatsby benchmarks and write a strategy to secure best practice. Create individualised plans for students in Sixth Form so that careers guidance is specific, relevant and meets individual needs and ambitions.	October 2021 October 2021	BAR		LT; half-termly review.	The school meets all 8 Gatsby benchmarks for the careers programme offered to students. All students have individualized support in relation to their post-16 pathways and receive unbiased, realistic guidance.
6.2	Work alongside teachers of A Level to refine their subject knowledge to achieve greater consistency of A Level teaching.	Secure CPD time for A Level teachers to focus on developing their subject knowledge, including participation in PTI courses/ Exam board courses. LT to conduct A level learning walks with a focus on subject knowledge and quality of questioning to assess staff development needs.	One CPD session each half-term to focus on subject knowledge enhancement. Ongoing.	BAR/ JHO		LT; half-termly review.	Learning walks reveal more consistently outstanding teaching of A Level. Staff surveys reveal that teachers have more confidence with subject knowledge at A Level.

6.3	<p>Improve the programme of independent study, enhancing the activities on offer and resources available, so that students can take ownership of their own study and boost their performance.</p>	<p>Ensure all independent study is demanding, appropriate and regular for all A Level subjects through monitoring of Show My Homework and through workbook reviews.</p> <p>Hold targeted early intervention with students identified as making poor progress regularly.</p> <p>Support new teachers to A Level by providing them with more CPD time to focus on planning, subject knowledge and pedagogy.</p>	<p>Weekly review</p> <p>From January 2022</p> <p>December 2021</p>	<p>BAR/ FMU/ All leaders of subjects</p> <p>BAR/ All leaders of subjects</p> <p>BAR/JHO/ All leaders of subjects</p>		<p>LT review following data collection points.</p>	<p>Reviews of Show My Homework reveal that at least 5 hours of independent study is set per subject per week at A Level.</p> <p>Lesson visits reveal that lessons build on independent study and that independent study is integral to learning.</p> <p>Progress data improves upon 2019 so that value added is at least +0.1.</p>
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