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| **colour.jpg** | **Holly Park School**  **Summary Self Evaluation Form**  **2016 - 2017** | | |
| **Updated:** November 2016 | | | |
| **CONTEXT** | * Holly Park is a two form community school with a nursery attached. We are significantly larger than the national average. With 550 pupils we are in the 80th percentile. * The school is a popular choice within the local community, and has waiting lists in several year groups. * We have additional ‘bulge’ classes in the current Year 4 and Year 6. There is a lot of mobility in Y6 due to the lateness that the bulge was announced. The Y4 bulge is a strength as evidenced by KS1 SATs data.   ***Stability***   * Stability is 80.6% just below the national average. In response to the school’s increasing mobility, the composition of the classes is reviewed at the end of Year 2. This ensures the best allocation for pupil needs as they transfer to KS2. Our current Year 6 cohort have had 42.6% mobility since the end of the EYFS and 31.1% since start of KS2. In Y5 alone there has been a change of 15 children - 6 leavers and 9 joiners. In the first term of Y6 there were 5 leavers and 5 joiners.   ***Disadvantaged***   * Our Free School Meal percentage is now just above the national average at 27%.   ***First language not English***   * We are in the top quintile for the percentage of pupils whose first language is not English (46.5%) compared to the National average of 20.1.   ***Minority Ethnic***   * The school has 72.5% of pupils from minority ethnic backgrounds (compared to a national average of 31.6%)   ***School deprivation***   * The majority of our children come from Coppetts Ward, which has above average percentages of adult education and high social class households, but also above average percentages of ethnic minority children and over-crowded households. This diversity is reflected in our school community. Our deprivation is 20%.   ***Awards***   * We have the Eco schools Silver Award. We have the Gold Star Travel Plan award. We have the national AfPE award and the silver Games Award. We have a silver Healthy school award, the foundation Internationalism award and the recognition of commitment award for Rights Respecting schools.   ***Attendance***   * Holly Park Attendance has improved over the last 3 years : 2014 - 95.43% 2015 - 95.95% 2016 - 96.24%   ***General***   * We are a stable, well staffed school with non-class based teachers who provide additional support, and intervention for pupils including those who are eligible for Pupil Premium * Our learning mentor supports identified vulnerable and challenging children. * Senior and middle managers have been developed within the school through good CPD, leading to several internal promotions. A new Leadership Team took up post in September 2013 with a new Head teacher (the previous deputy) and acting deputy (The school’s EYFS & KS1 leader) The acting deputy was made substantive in April 2014 * Our EYFS runs as a team and the leadership of that team is managed by our Early Years and KS1 Key leader supported by our lead practitioner. * Leadership of SEN is in transition. Our current SENCO has formally stepped down to the post of Assistant SENCO. We recruited for September 2015 to the SENCO position. The SENCO will be on maternity leave from January 2017. * Since the last Ofsted inspection the school has retained many key staff. Recruitment for September 2014 & 2015 enhanced the profile of securing good and better teaching across the school and there was no movement of staff in September 2016. There was a restructure of middle leadership in July 2015 to support the new curriculum and to ensure maths and English are well supported. * After consultation with our school community we are now a values led school. * We have formed a partnership with 6 other local schools including one secondary school * Governance is strong. | | |
| **PROGRESS AGAINST PREVIOUS INSPECTION (November 2011)**  **KEY ISSUES** | **Key Issue** | **Progress** | |
| ***To raise pupils’ attainment by the end of Year 6 in English and Maths (November 2011)***  ***Refining marking so that pupils understand how to improve their work (November 2011)*** | 2015 Maths results improved to 92% level 4+  46 % level 5+ 15% level 6  Writing results 2015 improved to 98% level 4+  36 % level 5+  Reading results 2015 improved to 98% level 4+  58 % level 5+  Level 4+ R,W,M improved over time  71% 2013 73% 2014 80% 2015  2016 Results KS2 showed  Reading expected plus 68% National 66%  Writing expected plus 66% National 74%  Maths expected plus 60% National 70%  R,W,M combined 49% National 53%  \*If we remove 5 SEN pupil who were on EHCPs and did not sit the tests the RWM combined would be 53% - the same as National  A new marking policy was introduced and is embedded within the school. Pupils know how to improve their work. | |
| **AREAS FOR WHOLE SCHOOL DEVELOPMENT** | **Leadership and Management**  To effectively monitor pitch and expectation of the curriculum with a focus on progress and attainment  **Teaching**  To ensure effective coverage of the curriculum and appropriate pitch and expectation. There will be particular focus on computing, spelling, maths, grammar and cross curricular learning.  To provide effective training opportunities for teaching assistants  **Personal development, behaviour and welfare**  To support pupils to be reflective and take ownership of their own behaviour through restorative justice and circle time.  To promote healthy eating and living  **Outcomes**  To improve progress and attainment in maths and spelling at KS2  To improve phonics in Y1  To improve reading attainment at KS1  To ensure grammar and punctuation teaching is reflected in written work  To improve the impact of interventions  **Early Years Foundation Stage**  To provide effective adult led learning opportunities in the outdoor environment.  To secure and Embed phase 1 phonics in nursery  **Overall Effectiveness**  To prepare pupils effectively for life in modern democratic Britain with particular regard to online safety, the global dimension, enterprise, values and Rights | | |
| **LEADERSHIP/**  **MANAGEMENT**  **Curriculum**  **Governance**  **Safeguarding**  **Pupil Premium**  ***Grade 2*** | **Strengths:** | | |
| * The curriculum reflects the school’s vision for a creative and integrated curriculum. As a result, the new curriculum inspires a thirst for knowledge and love of learning. Curriculum promotes good behaviour and safety and spiritual, moral, social and cultural development. Curriculum takes account of pupil interests. * Residentials, curriculum days, sport and Spanish add to the interest and engagement of pupils. * Forest schools has allowed pupils to be more confident and engage in different learning styles and methods. * The school engages well with parents e.g parent workshops. * Learning skills and a partnership with Enabling Enterprise empower children to be life long learners * Pupils’ achievement is also rising because the leadership team is not afraid to take considered risks to innovate in all areas in response to need (e.g. introducing Learning Partners, learning journeys, infant classroom practice – integrated day, etc) * Collaboration with other local schools has had an impact on progress across the school * Governors are knowledgeable about the school and have a clear understanding of initiatives that have been put in place to help narrow the gaps in achievement. There is a good understanding of data and this is helping them to be more focused on outcomes and have a good grasp of key performance challenges for the school and a much sharper understanding of the strengths and weaknesses of the school. As a result, they are making a greater contribution to monitoring effectiveness of our SIP and hold the school to account. * Accountability is now embedded in the school’s structures and monitoring systems and leadership is better distributed through middle managers, teachers and support staff * Safeguarding systems are robust. | | |
| **Actions from previous year** | **IMPACT** | |
| * Changed TA focus and interventions across the year groups * More focused TA support and training regularly across the year * SPAG training for staff * Developed the roles of new subject leaders * More focused monitoring * Change in assessment | * Staff discussion about TA work and changes that could be made. Established need for change * Weekly Monday staff meetings for all TAS – better training and subject knowledge * Staff teaching SPAG regularly and have bank of creative ideas for activities   Subject leader learning walks, book looks, training etc – subject leaders have good understanding of curriculum and standards in their subject   * 94% parents believe the school to be well led and managed (Nov 2015) | |
| **Areas for Development:** To effectively monitor pitch and expectation of the curriculum with a focus on progress and attainment | | |
| **NEXT STEPS**   * To effectively monitor pitch and expectation of the curriculum with a focus on progress and attainment | | |
| **TEACHING, LEARNING, ASSESSMENT**  **Literacy, including reading**  **Mathematics**  ***Grade 2*** | **Strengths:** | | |
| * The positive climate impacts on achievement. * Behaviour in class is good allowing pupils to make good progress. * Learning partners enable pupils to challenge and support each other. * Pupil learning journeys (in all subjects) help to focus the children on their own learning and give guidance about how to improve. * Children talk about their learning and next steps. * Use of AFL strategies means that teachers assess pupils learning and progress with mini plenaries to check on understanding, clear up misconceptions and challenge the pupils to up-level their work. The marking policy gives the pupils understanding of how well they had done and next steps. Work is being marked more regularly. Teachers give the pupils time to respond to feedback and make improvements. The school continues to prioritise the effective use of dialogic marking, by ensuring that pupils have the opportunity to respond. * Books are now presented more neatly, and children show more pride in their work. Handwriting is improving. * Progress in Reading, writing & maths across the school is good and in many areas outstanding. * The KS2 reading challenge has shown a very positive impact on reading attainment and progress.   Our new online tracker has enabled the Leadership Team, subject leaders, phase leaders, and teaching assistants to have a better idea about attainment and progress across the school and now individual teachers have greater ownership of that data and focus on the data more regularly. | | |
| **Actions from previous year** | **IMPACT** | |
| * Focused marking more specifically to objectives * Made sure success criteria are specific in lessons * Ensured all objectives from new literacy curriculum were covered. * Training from SIP about what progress looks like * Ensured SPAG coverage across the year | * Improved marking in books * SC shared in lessons * Objectives covered but highlighted need to look at SPAG in each year group * SMT have a better understanding about progress * Grammar & punctuation covered across year groups. Need more focus on spelling * 94% of parents believe that teaching is good at the school (Nov 2015) | |
| **Areas for Development:** To ensure effective coverage of the curriculum and appropriate pitch and expectation. There will be particular focus on computing, spelling, maths, grammar and cross curricular learning.  To provide effective training opportunities for teaching assistants | | |
| **NEXT STEPS**   * To provide effective training opportunities for TAs * To ensure coverage of the spelling curriculum across all year groups * To ensure that maths lessons are based on mastery * To ensure that the computing curriculum is covered in each year group * To plan with a cross curricular approach to maintain a broad and balanced curriculum and ensure time for curriculum coverage | |
| **PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**  **Attendance and punctuality**  ***Grade 2*** | **Strengths:** | | |
| * Positive behaviour for learning is evidenced in class. Children's attitudes to learning are highly positive. Children are keen to learn, engage with tasks and collaborate well – evidence: lesson observations & learning walks. Incidents of low level disruption in class are rare. * Pupils have a good understanding of what bullying is and have strategies to cope with it. * Pupils and parents have a very good understanding of the school rules and expectations about behaviour. Lots of reward systems and celebrations to reward positive behaviour and behaviour for learning at all times of the school day. * The councils promote a positive respect for learning e.g the Eco council – litter and recycling and the School Council – anti-bullying. * Everyone is involved in and follows our behaviour policy MTS, Office staff, site manager etc. * As a result of the introduction of Learning Partners and three levels of challenge, pupils are more independent and make choices about their own learning. * The parent code ensures that all parents know what the expectations of parent behaviour are. * More phone calls home so that parents are more readily aware of poor incidents of behaviour * Attendance has improved over the last three years. * All staff promote a positive respect for learning by encouraging children to show respect for themselves, each other, the school environment (and beyond) and also for school equipment. * The school teaches the children how to stay safe (including online safety) and to be healthy. * Planning for individual needs –We work internally and with external staff to address any pockets of poor behaviour (HIST; CAMHS, Social Care, Parent Partnership; Art Therapists; Nurture Group, Learning Mentor). There are Behaviour Management Plans shared with staff and parents for some individuals. * Teaching incorporates SMSC in lessons, special days and weeks & assemblies | | |
| **Actions from Previous Year** | **IMPACT** | |
| * Engaged in lesson study – focus on pupil well being & engagement in class * Introduced values at Holly Park – a new value each month * Continued to improve attendance even further * Introduced Rights Respecting Schools * Monitored and assessed behaviour at lunchtimes. * Undertook a study that highlights areas for improvement in order to reduce incidents of poor behaviour even further | * Staff drew up a list of factors affecting well being and engagement. Staff more aware * Children & staff now talking about values * Attendance improved on previous 2 years * Class charters up in classrooms and various activities relating to rights being done * Better resources out at lunchtime, children happier and busier * Behaviour incidents at lunchtime significantly reduced * 96% of parents believe that the school keeps their child safe (Nov 2015) * 88% of parents believe the school encourages their child to have a healthy lifestyle (Nov 2015) | |
| **Areas For Development:** To support pupils to be reflective and take ownership of their own behaviour To promote healthy eating and living | | |
| **NEXT STEPS**   * To support pupils to be reflective and take ownership of their own behaviour through restorative justice and circle time * To promote healthy eating * To decrease our school obesity measure | | |
| **OUTCOMES**  **Disadvantaged**  **The most able**  **Disabled pupils and those with special needs**  ***Grade 2*** | **Strengths:** | | |
| * Attainment at KS1 has improved * The achievement of the Y4 bulge year is good. * KS1 Pupils Working at Greater Depth in Maths * KS1 Pupils Working at Greater Depth in Writing * KS2 Overall Progress Score * KS1 Pupils Working at Greater Depth in Reading * KS1 Pupils Achieving Expected Standard in Maths * EYFS Good level of Development * KS2 R,W & M attainment compared to National when 5 pupils are removed from the data because of high level SEN = 53% (same as National figure) * 96% of parents can see the progress their child is making (Nov 2015) | | |
| **Actions from Previous Year** | **Impact** | |
| **EYFS** | | |
| * Parent meeting about the EYFS curriculum * Targeted intervention groups * Focus on writing * Topic work to really focus and engage boys | * Pupils make very good progress from their starting points at the start of reception to the end of reception * GLD at the end of EYFS was the highest it has been for the last 3 years and most (82%) achieved a GLD which is significantly above National * Writing scores have improved over the last 3 years. Most children (82%) achieved expected or above. * Most children achieved expected or above in the PSED areas * In writing 72% were at 30-50 mid on entry and 83% were expected by the end of the year. 0% were above expected at the start of the year and 3% were above at the end. * In reading 65% were at 30-50 mid on entry and 85% were expected by the end of the year. 0% were above expected at the start of the year and 13% were above at the end. * In Feelings & behaviour 77% were at 30-50 mid on entry and 87% were expected by the end of the year. 0% were above expected at the start of the year and 4% were above at the end. * In listening & attention 79% were at 30-50 mid on entry and 87% were expected by the end of the year. 0% were above expected at the start of the year and 12% were above at the end. * In moving & handling 86% were at 30-50 mid on entry and 92% were expected by the end of the year. 0% were above expected at the start of the year and 8% were above at the end. * In speaking 74% were at 30-50 mid on entry and 87% were expected by the end of the year. 0% were above expected at the start of the year and 12% were above at the end. | |
| **KS1** | | |
| * The KS1 integrated day model was embedded * Y2 staff received maths training particularly on problem solving * All staff received grammar training * Y2 staff did maths and writing moderation internally, with our local partnership and in Barnet * Parent meeting about end of year expectations and also the assessments * Parent and child maths workshops | * In KS1,writing attainment was in line with National for Expected * In KS1maths attainment was just above national at Expected * Attainment at Greater Depth in all areas was above national at the end of KS 1 * Good progress was made from the end of EYFS to the end of KS1 for most groups * Reading progress was good for those children who were exceeding at EYFS * Writing progress was good for those who were expected or exceeding at EYFS * Maths progress was good for those who were exceeding at EYFS * Internal data shows outstanding in year progress progress in Years 1 & 2 in 2015/16   **Areas for Development:**  KS1 Pupils Achieving Expected Standard in Reading  KS1 Pupils Achieving Expected Standard in Y1 Phonics | |
| **KS2** | | |
| * SPAG training for all staff * Y6 staff moderated writing internally, with our local partnership and in Barnet * 23 Booster groups for Y6 * Clear teaching of the curriculum with correct pitch and expectation * Constant AFL activity * Challenge for more able in maths and English | * Progress from the end of KS1 to the end of KS2 in 2016 was more or less in line with national for writing, slightly lower for maths and above the national for reading * KS2 Reading is in line with National for expected + * The % of pupils scoring GDS in all 3 areas is close to the national * The % of high attainers at KS1 still being high attainers at KS2 is above National * The progress of high attainers in writing at expected + and at greater depth was above National * The progress of high attainers in maths at expected + and at greater depth was above National * Internal data shows good in year progress in Years 3,4,5 & 6 in 2015/16 with outstanding progress in some areas   **Areas for Development**   * KS2 Pupils Achieving Higher Standard in Maths   KS2 Pupils Achieving Greater Depth in Writing | |
| **GENDER** | | |
| * Curriculum topics were reviewed to increase boys’ interest and engagement * Some KS2 staff took part in a project to develop boys’ writing | * There was still a gender gap at end of Rec, KS1 and KS2 in terms of attainment. However, in terms of progress in writing at end of KS2, both boys and girls made roughly expected progress from KS1. At KS1, boys made better progress than girls with more than expected progress from EYFS. * At the end of KS1 both boys and girls were above national at greater depth in maths * Girls were above national at KS1 writing * KS2 progress was good for girls in reading and writing * The gap between boys and girls for KS2 writing progress was small * Internal data shows outstanding in year progress for boys in Years 1 & 2 and good progress in 2015/16. In years 1 and 3 boys made better progress than girls in writing. | |
| **DISADVANTAGED PUPILS / PUPILS ELIGIBLE FOR THE PUPIL PREMIUM** | | |
| * Provision map of intervention in place * PP barriers to learning for individuals established * Closer monitoring of progress across the year | * 70% of disadvantaged pupils made a Good level of development at end of Reception * At the end of KS1, PPG pupils have made good progress in reading: * At the end of KS1 PPG children were in line with National for writing at the expected level and at greater depth * There was no internal gap between KS1 disadvantaged high achievers and all children in writing * KS1 disadvantaged high achievers (Exceeding at EYFS) attained higher than national in writing & maths * When compared to disadvantaged nationally at KS2, disadvantaged at Holly Park are more in line with the attainment of disadvantaged nationally rather than compared with other national attainment * KS2 disadvantaged high achievers (based on prior attainment at KS1) attained higher than national in Maths, Writing, SPAG, Science at the expected level. * KS2 disadvantaged high achievers (based on prior attainment at KS1) attained higher than national in Maths, and SPAG, at Greater Depth. * At KS2 High prior attainers (based on KS1 data) made the best progress * Internal data shows outstanding in year progress for disadvantaged children in Years 1, 2 & 3 and good progress in Y4,5 & 6 in 2015/16   **Areas for development**   * KS2 Average Scaled Score: Maths (Disadvantaged) * To close the gap between the progress of HPS PP and national other in maths * KS2 Average Scaled Score: Reading (Disadvantaged) * To close the gap between the progress of HPS PP and national other in reading * KS2 progress of disadvantaged low prior attaining children in Reading, writing & Maths. * Improve the attainment of high prior achieving disadvantage pupils at KS1 in Reading * Improve the attainment gap between low prior attaining disadvantaged pupils and national in reading and maths | |
| **SEND** | | |
| * New SENCO * Stronger SEN team * Tracking SEN pupils more carefully and robustly * A more targeted approach to interventions | * When compared to SEND nationally at KS2, SEND at Holly Park are more in line with attainment * KS2 reading progress for SEN suppport children is above national in Reading * Internal data shows outstanding in year progress s in Years 1 & 2 in 2015/16 and good progress in KS2 year groups. | |
| **EAL** | | |
|  | * 68% of EAL pupils made a Good level of development at end of Reception * KS2 reading progress for EAL children is above national in Reading * Internal data shows outstanding in year progress in Years 1 & 2 in 2015/16 and good progress in years 3,4,5 & 6   **Areas for Development**  KS2 Average Scaled Score: Maths (EAL) | |
| **Areas For development: To improve attainment** | | |
| **NEXT STEPS**   * To improve attainment in maths at KS2 * To improve spelling at KS2 * To improve phonics attainment at Y1 * To improve reading attainment at KS1 * To ensure that grammar teaching is reflected in written work * To improve the interventions on offer | | |
| **EYFS**  ***Grade 2*** | **Strengths:** | | |
| * The increased capacity of leadership and management (Key leader & Lead practitioner) * Outcomes for children at end of EYFS * Quality of provision * Teaching that nurtures, engages and motivates * Activities that meet the needs of the children * The quality of phonics teaching * Intervention based on the needs of the children * The participation and willingness of the children to engage | | |
| **Actions from Previous Year** | **IMPACT** | |
| * Work to improve writing scores at end of EYFS * Work to improve scores for managing feelings and behaviour at the end of EYFS * Improved outdoor provision for the EYFS * Introduced baseline at the start of nursery and start of reception to ensure assessments are more streamlined * Improved adult child interactions even further to engage and motivate even more | * Writing scores were improved on 2015 * Scores for managing feeling improved on 2015 * Outdoor provision improved * Baseline implemented * Improvements in interactions observed but need to continue to develop | |
| **Areas for development:** To provide effective adult led learning opportunities in the outdoor environment. | | |
| **NEXT STEPS**   * To provide effective adult led learning opportunities in the outdoor environment * To ensure that phase 1 phonics in nursery is secure and robust | | |
| **OVERALL EFFECTIVENESS**  **Including Spiritual, moral, social and cultural**  ***Grade 2***  ***(Grade 1 for SMSC)*** | **Strengths:** | | |
| **Spiritual**   * Through annually planned events, weekly assemblies, the RE curriculum, PHSE and music, pupils have opportunities to explore values and beliefs. They learn to respect their own feelings and beliefs and those of others. * Our creative curriculum allows children to reflect on the values and beliefs of others today, in different countries and in different periods of history. * Guest speakers and visits to places of worship enhance spiritual understanding * We celebrate significant experiences such as birthdays and festivals and ensure that children have the opportunity to feel special and valued.   **Moral**   * Pupils have a strong sense of right and wrong which is promoted in assemblies, through our rewards systems, our behaviour policy, the Holly Park way and the High 5. Pupils apply these principles to their own lives and have high expectations of each other. * School Council * Safer Internet Day and Anti Bullying Week promote ensure that pupils have awareness of the risks and dangers of inappropriate use of technology and social networking. * Friday lunch ‘Top table’ promotes the importance and reward of good manners and politeness * Promoting attendance and punctuality ensures pupils recognise the importance of being at school. * Eco Council and Healthy Living Council provide awareness of ourselves and the world around us * Supporting 3 charities each year—local, national & international gives the children a chance to help and understand the circumstances of those less fortunate than themselves   **Social and Cultural**   * Our school Motto ‘Once a Holly Parker, always a Holly Parker’ and our school song gives the pupils a sense of identity and belonging * A ‘House’ system with termly cross year group challenges allows the children to feel connected and to support each other. There is a healthy sense of competition * Inter school competitions and festivals help the children get involved in local activities with other schools * Our Creative curriculum looks at other communities in our world & societies from the past * We promote internationalism and encourage children to be global citizens * Trips, visits and curriculum days allow the children to experience the wider world of London * Residential visits mean that children can experience contrasting localities to the one they live in * British Values are embedded in assemblies and special event days and displays * Concerts & shows celebrate a variety of cultures * We participate in traditions such as Nursery rhyme week * Spanish is taught throughout the school from Reception to Y6 * Every year we celebrate Black History Month * Different languages are on display in classrooms * Displays around the school reflect different languages and cultural backgrounds | | |
| **Actions from Previous Year** | **IMPACT** | |
| * Introduced our Holly park Values * Became a Rights Respecting School | * Values introduced and children and adults talking about them * Children now talking in the language of rights and class charters displayed. * 99% of parents say their child enjoys school (Nov 2015) * 93% of parents believe that the school is improving (Nov 2015) * 97% of parents are happy with the school (Nov 2015) | |
| **Areas for development:** To prepare pupils effectively for life in modern democratic Britain with particular regard to online safety, the global dimension, enterprise, values and Rights | | |
| **NEXT STEPS**   * To provide effective online safety guidance for parents and children * To promote the Global Dimension throughout the curriculum * To embed Enabling Enterprise initiative even further into the school ethos * To develop our Rights respecting schools work even further building on the work of 2015/16 * To continue to embed our Holly park Values | | |

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| **Evidence to support Summary Evaluation** | |
| **Generic** | Website  Policies  minutes of meetings  questionnaires  SIP reports  Raiseonline  newsletters |
| **PREVIOUS INSPECTION** | Ofsted Report November 2011 |
| **LEADERSHIP/**  **MANAGEMENT** | SEF  SIP  Governors minutes of meetings  Policies  Website  Heads report to governors  Sip report of visit  LA review  Parent & Pupil questionnaires  Pupil premium reports  School Awards - website |
| **TEACHING, LEARNING, ASSESSMENT** | Monitoring of teaching & learning (Typicality)  Summary of other monitoring (books etc)  Lesson Study  Peer Enquiry  CPD  Case studies |
| **PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE** | H&S Audit  Safeguarding Audit  Behaviour file  Accident books & analysis  Pupil questionnaires  Minutes of Council meetings – school/eco/learning/Eco  Attendance data |
| **OUTCOMES** | Raise On Line  LA School Profile  Year Group transition matrices  Summary of year group attainment & progress  EYFS attainment & progress of groups  Target setting for Y2 & Y6  Moderation reports – internal & external and between other schools  Interventions & impact |
| **EYFS** | Tracking data  Action plan |
| **OVERALL EFFECTIVENESS** | SMSC info on website  Behaviour chart  Code of conduct  High 5  The Holly Park Way |

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| **Definition of terms** | |
|  | At Holly Park School we deem ***good*** progress to be:   * + For pupils in Reception: 4 points or more progress from Entry to Reception to End of Reception (based on Barnet’s *Integris* pupil tracking system) in the 5 areas of PSE, CLL, PD, Literacy and Mathematics.   + For pupils in Years 1 to 6: 3 tracker points across the year   We deem the ***majority*** of pupils to be:   * + For non-SEN pupils: 80%   + For pupils with identified SEN: 70%   We deem the ***more able*** to be   * At the end of KS1: Pupils attaining - **Working at greater depth within the expected standard** * At the end of KS2: Pupils attaining - **Working at greater depth within the expected standard**   We deem the ***most able*** to be   * At the end of Reception : Pupils attaining a score of 3 * At the end of KS1: Pupils attaining a **raw score (the actual number of marks they get) and scaled above the national average.** * At the end of KS2: Pupils attaining a **raw score (the actual number of marks they get) and scaled above the national average.** |