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| **colour.jpg** | **Holly Park School**  **Summary Self Evaluation Form**  **2017 - 2018** | | |
| **Updated:** | | | |
| **CONTEXT** | * Holly Park is a two form community school with a nursery attached. We are significantly larger than the national average. With 539 pupils we are in the top quintile. * 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 5 and Reception. The Y5 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 last Year 6 cohort had only 56% present since the end of the EYFS and 66% since the start of KS2. In their Y5 year alone there was a change of 15 children - 6 leavers and 9 joiners. In their Y6 year there were a further 9 leavers and 10 joiners.   ***Disadvantaged***   * Our Pupil Premium 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 (47%) compared to the National average of 21%.   ***Minority Ethnic***   * The school has 73% of pupils from minority ethnic backgrounds (compared to a national average of 32%)   ***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. * 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 is on maternity leave until January 2018. * Since the last Ofsted inspection the school has retained many key staff. Recruitment in 2015 enhanced the profile of securing good and better teaching across the school and there was no movement of staff in September 2016 or 2017. There was a restructure of middle leadership in 2015 to support the new curriculum and to ensure maths and English are better 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  2017 Results KS2 showed  Reading expected plus 70% National 71%  Writing expected plus 61% National 76%  Maths expected plus 66% National 75%  R,W,M combined 57% National 61%  \*If we remove 2 SEN pupil who were on EHCPs and did not sit the tests the RWM combined would be 58% - closer to National  A new marking policy was introduced and is embedded within the school. Pupils know how to improve their work. The marking policy was further refined in September 2017 in line with DFE guidance and Ofsted expectation | |
| **AREAS FOR WHOLE SCHOOL DEVELOPMENT** | **Leadership and Management**  To effectively monitor progress and attainment in maths and writing across the school  **Teaching**  To ensure maths teaching continues to use the CPA approach (Concrete, pictorial, abstract) and develops reasoning and problem solving alongside the fluency.  To ensure a broad and balanced curriculum ensuring that all subject content is covered in each year group  To ensure that the mechanics of writing (Grammar & punctuation) are embedded in regular writing practice.  **Personal development, behaviour and welfare**  To support pupils to take ownership of their own behaviour through a restorative justice approach.  To revaluate our approach to anti bullying and ensure all systems are strong. To work with the premise that we are ‘All different but equal.’  To ensure that our whole school community (pupils, staff and parents) develop greater resilience  **Outcomes**  To improve progress and attainment for all pupils in writing at all key stages  **Early Years Foundation Stage**  To embed phase 1 phonics  To ensure that the percentages achieving Learning Goals at expected or above in Reception remain in line with national for Managing Feelings and Making Relationships  To ensure that the percentages achieving Learning Goals at expected or above in Reception remain in line or above national for writing  To develop the EYFS provision even further in the outdoor area  To embed ‘memorable new teach’ in phonics in reception  **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 school 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 lifelong 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** | |
| * To effectively monitor pitch and expectation of the curriculum | * 97% parents believe the school to be well led and managed (Nov 2016) * Lesson observations, book scrutiny, planning and pupil voice show that lessons were pitched at the correct year group expectation | |
| **Areas for Development:** To effectively monitor attainment and progress in maths and writing across the school | | |
| **NEXT STEPS**   * To effectively monitor attainment and progress in maths and writing across the school | | |
| **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 articulately about their learning and next steps. * Governors frequently come into school and talk to children about their learning * Use of AFL strategies means that teachers assess pupils learning and progress 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. Feedback is given regularly. Teachers give the pupils time to respond to feedback and make improvements. * 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. * 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. * Termly book scrutiny with a focus on progress and attainment is giving a clearer picture of learning | | |
| **Actions from previous year** | **IMPACT** | |
| * 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 | * Much more specific and focussed interventions have resulted in more measurable outcomes of interventions and very positive improvement in terms of progress * The spelling curriculum is more embedded across the school and being taught in all year groups * Maths lesson observations and book looks show maths lessons are based on mastery * The computing curriculum is being covered in each year group as confirmed by subject learning walk and lesson observations. All lessons observed were at least good. * Curriculum days, learning projects, enabling enterprise and subject leader learning walks show that the curriculum is broad. | |
| **Areas for Development:** To ensure maths teaching continues to use the CPA approach (Concrete, pictorial, abstract) and develops reasoning and problem solving alongside the fluency.  To ensure a broad and balanced curriculum ensuring that all subject content is covered in each year group  To ensure that the mechanics of writing (Grammar & punctuation) are embedded in regular writing practice. | | |
| **NEXT STEPS** | |
| **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** | |
| * 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 | * We have begun the journey to being a restorative school with visits from practitioners in the police force and schools who use it successfully. Staff are aware of what the restorative approach is. * Water introduced at lunchtime for all. Salad promoted by healthy living council. Achieved Healthy Schools Silver Award. * School obesity measure was decreased in Y5 where the special project was implemented. | |
| **Areas For Development:** To support pupils in taking ownership of their own behaviour through a restorative approach.  To re-evaluate our approach to anti bulling and ensure that all systems are strong. To work with the premise that we are all different but all equal.  To ensure that our whole school community develops greater resilience. | | |
| **NEXT STEPS**   * Develop further the restorative approach through staff CPD and through emotional literacy with the children in circle time * To provide all staff and pupils with the restorative language needed to solve problems * To register with the anti-bullying alliance and become an ‘All Together School’ by undertaking an audit – an action plan –and staff training * Participate in the THRIVE project in Barnet * Consider strategies to develop staff wellbeing even further | | |
| **OUTCOMES**  **Disadvantaged**  **The most able**  **Disabled pupils and those with special needs**  ***Grade 2*** | **Strengths:** | | |
| * Attainment at KS1 has improved * The achievement of the Y5 bulge year is good. * KS1 Pupils Working at Greater Depth in Maths * KS1 Pupils Working at Greater Depth in Writing * KS1 Pupils Working at Greater Depth in Reading * KS2 Progress * EYFS Good level of Development * Y1 and Y2 phonics results * KS2 R,W & M attainment compared to National is close to National Average – which is good considering the mobility, SEN and emotional and social needs of the cohort. * 91% of parents can see the progress their child is making (Nov 2016) * 96% of parents believe that their child is taught well (Nov 2016) | | |
| **Actions from Previous Year** | **Impact** | |
| **EYFS** | | |
| * To raise standards in writing through the use of effective and appropriate pencil grip. * To raise standards in communication, speaking and listening skills and using talk for a range of purposes * To provide effective adult led learning opportunities in the outdoor environment | * Pupils make very good progress from their starting points at the start of reception to end of reception * GLD at the end of Reception has been consistently high and above national for the last 3 years (80% achieved GLD) * Writing scores have improved again (rise every year for last 3 years) 84% GLD * Scores for PSED were in line with national | |
| **KS1** | | |
| * 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 | * Year 1 phonics results were the best for the past 3 years. Results were significantly above national (90% passed) * Year 2 phonics results were significantly improved on the past 2 years and was above national (68% passed) * Attainment at greater depth in writing was in line with national * Children who in writing in reception achieved exceeding made good progress to achieve Expected + in Y2. This was above national for those achieving Greater depth * Attainment at greater depth in reading was above national * Children who in reading reception achieved expected or exceeding made good progress to achieve Expected + in Y2. This was above national for those achieving Greater depth * Attainment at greater depth in maths was above national * Children who in maths in reception achieved expected or exceeding made good progress to achieve Expected + in Y2. This was above national for those achieving Greater depth * Internal data shows outstanding in year progress in Y1 and very good progress in Y2 in 2016/17   **Areas for development**  KS1 pupils achieving expected standard in writing  Those who were emerging and expected in reception in writing did not make as much progress as national towards being expected in Y2.  KS1 pupils achieving expected standard in reading  Those who were emerging in reception in reading did not make as much progress as national towards being expected in Y2.  KS1 pupils achieving expected standard in maths  Those who were emerging in reception in maths did not make as much progress as national towards being expected in Y2. | |
| **KS2** | | |
| * To improve attainment in maths at KS2 * To improve spelling at KS2 * To ensure that grammar teaching is reflected in written work * To improve the interventions on offer | * Progress from the end of KS1 to the end of KS2 in 2017 was in line with national for maths, slightly above for reading and below national for writing. * Attainment at greater depth in reading was above national * Attainment at expected in reading was in line national * Attainment at greater depth in maths was in line with National * The gap between HPS and National has closed on the previous year * Progress from KS1 to end of KS2 in reading is in line with National and above for prior middle achievers * Progress in maths for prior high achievers is good and for prior middle achievers attaining greater depth * Internal data shows good in year progress in years3,4,5&6in 2016/17 and outstanding progress in some areas   **Areas for Development**  KS2 pupils achieving expected standard in writing  KS2 pupils achieving Greater Depth in writing  KS2 pupils achieving Expected in maths  Progress from KS1 to end of KS2 in writing is not as good as National  Progress of prior low achievers in maths is not as good as national | |
| **GENDER** | | |
| * No specific targets set 2016 | * The gender gap in Reception has closed slightly for GLD on the previous year however girls still outperform boys in all areas. This is however the same as the national picture. * There is a 3 year trend of boys GLD improving over the past 3 years * Boys outperformed girls in Y1 phonics. The boys attainment was significantly improved on 2016. * At KS1 girls reading attainment at expected was in line with national * At KS1in reading at GD both boys and girls attained better than national * Although both boys and girls attained lower than national in writing the gap was identical. * At KS1in writing at GD both boys and girls attained better than national * Prior higher attaining boys attained well in KS1 writing * At KS1 girls maths attainment at expected was in line with national * At KS1in maths at GD both boys and girls attained better than national * Prior higher attaining boys attained well in KS1 maths * At KS2 boys made better progress than girls * High prior attaining boys and girls made most progress in reading at KS2 * At KS2 high prior attaining boys made the best progress in writing * At KS2 high prior attaining boys made excellent progress in maths * Progress in maths for both boys and girls was better than in 2016 * At KS2 attainment for boys in reading was in line with national at expected+ * At KS2 attainment for boys and girls in reading was above national at GD * High prior attaining pupils attained better than national in reading at KS2 * High prior attaining boys attained better than national in writing at KS2 * Boys attained higher than national at GD in maths * High and middle prior attaining boys attained higher than national in maths at KS2 * Internal data shows good and outstanding in year progress for both boys and girls in 2016/17 and no particular pattern of one gender making consistently better progress than the other   **Areas for Development**  At KS1 boys reading attainment at expected was below national.  Prior lower reading attainers at reception did not make as much progress towards expected as national  Prior lower writing attainers at reception did not make as much progress towards expected as national  At KS1 boys maths attainment at expected was below national  Prior lower boys maths attainers at reception did not make as much progress towards expected as national  At KS2 low prior attaining boys and girls made least progress in writing | |
| **DISADVANTAGED PUPILS / PUPILS ELIGIBLE FOR THE PUPIL PREMIUM** | | |
|  | **EYFS**  GLD – 3% above national – 3 year trend of improvement  Reading – above national by 8%, improvement on 2016.  Writing – above national by 13%, improvement on 2016  Maths – above national by 8%, improvement on 2016  **Phonics**  Y1 - 5% below national, vastly improved on last year  Y2 - Above national by 6%,  **KS1**  Below national disadvantaged in all areas. However of our 15 PP children, 2 have EHCPs for autism, 1 is on a child protection plan and has social and emotional issues, 1 is post adopted, 3 are Young carers.  **KS2**  The score in maths for PP children increased by 10%  Reading and Maths percentages at Greater depth increased on 2016  High prior attainers in reading and writing and maths achieved well | |
| **SEND** | | |
| * To provide effective training opportunities for TAs * To review the school provision map and reallocate TA support | **EYFS**  No identified children with SEN achieved GLD (4)  **Phonics**  50% of identified children passed the phonics check (4) This was an improvement on2016  **KS1**  SEN support in reading achieved more or less in line with national. SEN support achieved higher than national at GDS  SEN support in writing achieved above national. SEN support achieved higher than national at GDS  SEN support in maths achieved below national. SEN support achieved higher than national at GDS  **KS2**  Progress in reading for both SEN support and SEN EHCP children was better than national  The attainment of SEN support pupils is above national and an improvement on 2016 in reading  Progress in writing for SEN support children was better than national  The attainment of SEN support pupils is above national and an improvement on 2016 in writing  Progress in maths for both SEN support and SEN EHCP children was much better than national  The attainment of SEN support pupils is in line with national and an improvement on 2016 in maths | |
| **EAL** | | |
| * To improve grammar and punctuation of EAL children identified by class teachers | **EYFS**  The attainment of EAL pupils is above LA and is improved on 2016  **Phonics**  The attainment of EAL pupils is above LA and is improved on 2016 for both Y1 and Y2  **KS1**  The attainment of EAL pupils is in line with National at EXS and significantly above for GDS in reading  The attainment of EAL pupils is below National at EXS and above for GDS in writing. GDS is improved on 2016.  The attainment of EAL pupils is in line with National at EXS and above for GDS in maths.  **KS2**  Progress in reading is in line with National  Attainment in reading at EXS is in line with national and above national at GDS  Progress in writing is below national  Attainment in writing is below national but significantly better than 2016 for GDS  Progress in maths is below national but improved on 2016  Attainment in maths is below national at EXS but above at GDS  \*this data was before 5 children will be removed due to significant EAL and time spent in the country | |
| **Areas For development:** To improve attainment and progress in writing for all pupils in all phases | | |
| **NEXT STEPS** | | |
| **EYFS**  ***Grade 2*** | **Strengths:** | | |
| * The strong 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 * Intervention based on the needs of the children * The participation and willingness of the children to engage | | |
| **Actions from Previous Year** | **IMPACT** | |
| * To provide effective adult led learning opportunities in the outdoor environment * To ensure that phase 1 phonics in nursery is secure and robust | * Staff are engaging more effectively with children in the outdoor area and planning more engaging adult led activities * Staff training on phase 1 phonics means that staff are more confident to use across the setting and in the general provision rather than just discrete phonics sessions and more resources created to use across the setting | |
| **Areas for development:** To embed phase 1 phonics  Improve outdoor provision even further  Ensure writing and PSED scores remain high | | |
| **NEXT STEPS**   * To ensure that phase 1 phonics in nursery is secure and robust and fully implemented * To ensure that the percentages achieving Learning Goals at expected or above in Reception remain in line with national for Managing Feelings and Making Relationships * To ensure that the percentages achieving Learning Goals at expected or above in Reception remain in line or above national for writing * To develop the EYFS provision even further in the outdoor area * To embed ‘memorable new teach’ in phonics in reception | | |
| **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** | |
| * 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 | * 99% of parents say their child is happy school (Nov 2016) * 97% of parents say their child feels safe at school (Nov 2016) * Very well attended parent workshops on online safety. 3 dedicated whole school days to online safety * Enabling enterprise days, trips and challenges * Holly Park values cycle complete – children can talk about the values as evidenced in a governor learning walk | |
| **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** | | |

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| **Evidence to support Summary Evaluation** | |
| **Generic** | Website  Policies  minutes of meetings  questionnaires  SIP reports  ASP  School profile (Barnet)  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  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** | LA School Profile  ASP  Year Group transition matrices  Summary of year group attainment & progress  EYFS attainment & progress of groups  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.** |