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| **colour.jpg** | **Holly Park School**  **Summary Self Evaluation Form**  **2018 - 2019** | | |
| **Updated:** | | | |
| **CONTEXT** | * Holly Park is a two form community school with a nursery attached. We are significantly larger than the national average. With 541 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 6 and Year 1. * ***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 and Year 4. This ensures the best allocation for pupil needs.   ***Disadvantaged***   * Our Pupil Premium percentage is now just above the national average at 26.7% * FSM is in line with national at 12.4%.   ***First language not English***   * We are in the top quintile for the percentage of pupils whose first language is not English (51.2%) compared to the National average of 21%.   ***Minority Ethnic***   * The school has 46.8% of pupils from minority ethnic backgrounds which is above the national average and puts us in the top quintile   ***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 gold Healthy school award, the Intermediate International Schools award, a bronze Looked After Children Award and the recognition of commitment award for Rights Respecting schools. We also have a Gold All Together award for our work on Anti Bullying.   ***Attendance***   * The school’s absence rate in 2017 was 5.3% compared to a national average of 4.0%. * Persistent absence dropped to 13.4% in 2018, from 17.3% in 2017 compared to the national average of 8.3% (Inspection Summary Data Report 2017) * Successful strategies to tackle absence include: first day calling; regular letters to parents; weekly attendance and punctuality rewards; attendance stickers every half term and attendance certificates at the end of each term * Barriers to attendance include: pupils who have left the school being retained as absent on roll until they have a new school place (or for a longer period if they have moved to another country); cultural expectations, where formal schooling starts later in some families’ home countries (e.g. 6 years old in Poland and Portugal); term time holidays (which are unauthorised except for the most exceptional of circumstances)   ***Mobility***   * The nature of housing in the local area means that mobility is becoming much more of a challenge. * During the 2017-18 academic year, 22 children left the school, and 33 joined. In 2016-17, 31 children left and 36 joined. * Of the pupils in the 2018 Y6 cohort, only 70% had been with the school since they joined in the EYFS, and only 81.6% had been at Holly Park throughout all of Key Stage 2. In total, 33 children had left that year group since the start of the Reception year, and 31 had joined. * Of the pupils in the 2017 cohort, only 55.6% had been with the school since they joined in the EYFS, and only 67% had been at Holly Park throughout all of Key Stage 2. In total, 49 children had left that year group since the start of the Reception year, and 51 had joined.   ***Behaviour***   * Behaviour has improved over the past year with the number of behaviour alert forms significantly reduced. We attribute this to the significant work we have done on resilience and the restorative approach. * There were 3 fixed term exclusions in 2017-18 * There have been no permanent exclusions at Holly Park in the past five years * The school employs positive behaviour management strategies, and has invested in a Learning Mentor * The school works continuously on bullying – obtaining an All Together Gold award in 2018 and attending the Diana Awards for Anti Bullying Ambassadors * 85% of parents agree or strongly agree that the school ensures that the children are well behaved – 9% didn’t know because they have not had experience of it - Making 94% (Parent Questionnaire Autumn 2017) * 68% of parents agree or strongly agree that the school deals well with bullying – 25% didn’t know because their children have not had any experience of bullying - Making 93% (Parent Questionnaire Autumn 2017)   ***Safeguarding***   * 9 children were referred to Children’s Services in 2017-18 * The school currently has 1 child who are subject to Child Protection plans * Currently, the school has 4 children who are Looked After * Currently, the school has 2 children who were previously Looked After * 2 children at Holly Park are currently identified as Children in Need * There are currently 28 other children receiving safeguarding support from the school’s own resources, without input from external agencies   ***General***   * We are a stable, well-staffed school with some non-class based teachers who provide additional support, and intervention for pupils including those who are eligible for Pupil Premium and also specialist music and Spanish teaching * Our learning mentor supports identified vulnerable and challenging children with behaviour, social emotional and mental health issues. * Over the past few years, 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. * 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 and only one teacher in 2018 who left to work abroad. There was a restructure of middle leadership in 2015 to support the new curriculum and to ensure maths and English were better supported. * After consultation with our school community we are now a values led school. * We have formed an informal 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  2018 Results KS2 showed  Reading expected plus 70% National 75%  Writing expected plus 63% National 78%  Maths expected plus 57% National 76%  R,W,M combined 45% National 64%  A new marking policy was introduced and is embedded within the school. Pupils know how to improve their work. In line with DFE guidance and Ofsted expectation the marking policy is being refined yet again this academic year to focus on maximising pupil progress through feedback and meaningful marking | |
| **AREAS FOR WHOLE SCHOOL DEVELOPMENT** | **Outcomes**  To improve attainment in maths at KS2  To improve progress in writing at KS1  To continue to improve attainment in writing at KS2  To increase even further our attainment in reading across all phases  **Leadership and Management**  To develop a skills based curriculum with particular focus on Art, Geography and History  To develop effective methods of assessment in the foundation subjects  To ensure that feedback to pupils has maximum impact on progress  To develop middle leaders  **Teaching**  To further embed the use the CPA approach in maths (Concrete, pictorial, abstract) and ensure regular opportunities for reasoning and problem solving alongside the fluency.  To embed a rich vocabulary within the curriculum  To ensure that there is regular extended writing practice with planned opportunities for self-editing.  To develop effective handwriting strategies across the school  To ensure that the practice of continuous provision in KS1 is the best it can be and develops from the EYFS  **Personal development, behaviour and welfare**  To continue to develop and embed the restorative approach.  To continue to develop and embed our work on resilience with our whole school community (pupils, staff and parents)  To continue our work with the premise that we are ‘All different but equal.’ and build on our Gold Award for Anti Bullying  **Early Years Foundation Stage**  To increase the Good level of Development for boys and diminish the gap between boys and girls in reception  To improve outcomes in writing in EYFS  To further develop strategies to accelerate progress in communication and language in nursery  To improve outcomes in reading and number in Reception  To ensure that our practice of continuous provision is the best it can be  **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 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 allows 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. Learning Partners, 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. * Trails allow for action to be taken after each data drop – areas of concern or that need improvement are considered and targeted action sought to improve the achievement of groups or individuals. * Effective ways to diminish the difference between PP children and all children are constantly being considered | | |
| **Actions from previous year** | **IMPACT** | |
| * To effectively monitor progress and attainment in maths and writing across the school | * Monitoring cycle ensured regular book scrutiny and measurement of attainment and progress across the school * The book scrutiny part of the monitoring cycle ensured that this fed into Pupil Progress meetings with class teachers and allowed for effective discussions about individual pupils and pupil groups at the meetings * Trails were trialled in the summer term after each data drop to make a positive impact on particular groups to improve their achievement * EYFS Maths attainment was 82% and above national. KS1 maths attainment was 78% and above national. KS2 maths attainment was below national for expected but very close to national for Greater Depth. Maths progress was 0.4. * EYFS writing attainment was 77% which is above national. KS1 writing attainment was up on the past two years and was in line with national at 69.5%. KS2 writing attainment was lower than the national but was a 10% increase on writing the previous year. Attainment at Greater Depth was closer to the national. Progress at KS2 writing was 0.6 – a huge increase on the previous year. | |
| **Areas for Development:** To develop a skills based curriculum with particular focus on Art, Geography and History  To develop effective methods of assessment in the foundation subjects  To ensure that feedback to pupils has maximum impact on progress  To develop middle leaders | | |
| **NEXT STEPS**   * To create a year on year skills based curriculum which progresses from EYFS to Y6 and makes very clear what skills need to be taught * To create a whole school simple and effective assessment system that allows subject leaders and class teachers to gain information about pupils meeting expectations * To make marking more effective for pupil progress * To make sure that middle leaders are able to have the tools necessary to take control during a review or Ofsted inspection | | |
| **TEACHING, LEARNING, ASSESSMENT**  **Literacy, including reading**  **Mathematics**  ***Grade 2*** | **Strengths:** | | |
| * The positive climate impacts on achievement. * Behaviour for learning in class is good allowing pupils to make good progress. * Learning partners enable pupils to challenge and support each other. * 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 assessment tracking systems has enabled the Leadership Team, subject leaders, phase leaders and teachers 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 * Termly parent workshops are proving popular and enable parents to be more actively involved in learning | | |
| **Actions from previous year** | **IMPACT** | |
| * To ensure that grammar strategies and rules are taught in each year group * To ensure that maths lessons are based on mastery – fluency, reasoning and problem solving * To make learning projects cross curricular and inclusive of other subjects | * Grammar teaching was more evident and was also seen more in written work * This is beginning to embed and lessons observed saw good examples of this. Book looks also showed much more mastery and use of manipulatives and drawing to support maths thinking. * The curriculum is broad and engaging and is cross curricular. Links between subjects that are sensible and not tenuous are made | |
| **Areas for Development:**  To further embed the use the CPA approach in maths (Concrete, pictorial, abstract) and ensure regular opportunities for reasoning and problem solving alongside the fluency.  To embed a rich vocabulary within the curriculum  To ensure that there is regular extended writing practice with planned opportunities for self-editing.  To develop effective handwriting strategies across the school  To ensure that the practice of continuous provision in KS1 is the best it can be and develops from the EYFS | | |
| **NEXT STEPS**   * Maths lessons include elements of fluency, reasoning and problem solving supported by use of manipulatives and drawing * Ensure vocabulary plays a significant part in lessons and that vocabulary development is planned for * To improve writing outcomes at all phases * To ensure there is progression of handwriting skills throughout the school * To ensure progression in continuous provision from EYFS through KS1. To ensure challenge in these areas | |
| **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; Learning Mentor). There are Behaviour Management Plans shared with staff and parents for some individuals. * Teaching incorporates SMSC in lessons, special days, special weeks & assemblies * 85% of parents agree or strongly agree that the school ensures that the children are well behaved – 9% didn’t know because they have not had experience of it - Making 94% (Parent Questionnaire Autumn 2017) * 68% of parents agree or strongly agree that the school deals well with bullying – 25% didn’t know because their children have not had any experience of bullying - Making 93% (Parent Questionnaire Autumn 2017) * 95% of parents feel their children are looked after well. 3% don’t know (Parent Questionnaire Autumn 2017) * 99% of parents agree that their children are happy at school (Parent Questionnaire Autumn 2017) | | |
| **Actions from Previous Year** | **IMPACT** | |
| * To hold weekly circle times in class to discuss behaviour issues and concerns * To introduce the Restorative approach * To raise pupil and parent awareness of bullying * To do a bullying audit * To improve practice in regard to dealing with bullying * To become an ‘A Together School’ and be recognised for our work on anti bullying * To create anti bullying ambassadors * To offer and signpost support for children and families * To participate in the Barnet resilience project * To develop staff well being | * The restorative approach seems to be resulting in fewer behaviour incidents being recorded * Circle times have given pupils and staff a dedicated time to bring up problems and share ideas on how to resolve issues * We completed an audit, pupil questionnaires, an action plan altered our policy, trained anti bullying ambassadors at the Diana Awards training, completed case studies and were awarded a GOLD level for ‘All Together Schools’ on bullying. * There was a lot of awareness raising on resilience for pupils, staff and parents with staff training, and pupil and parent workshops * Several initiatives were introduced to support staff well being | |
| **Areas For Development:**  To continue to develop and embed the restorative approach.  To continue to develop and embed our work on resilience with our whole school community (pupils, staff and parents)  To continue our work with the premise that we are ‘All different but equal.’ and build on our Gold Award for Anti Bullying | | |
| **NEXT STEPS**   * To ensure the whole school community knows about the Restorative Approach * To improve behaviour in the school * To build parent , staff and pupil resilience * To develop staff well being * Raise pupil and parent awareness of bullying * children know about the different types of bullying and to feel empowered to deal with it if it is happening to them or others around them | | |
| **OUTCOMES**  **Disadvantaged**  **The most able**  **Disabled pupils and those with special needs**  ***Grade 2*** | **Strengths:** | | |
| * Attainment at KS1 has improved at the expected standard * KS2 Progress * EYFS Good level of Development * Y1 phonics results are good * 91% of parents can see the progress their child is making (Nov 2017) * 95% of parents believe that their child is taught well (Nov 2017) | | |
| **Actions from Previous Year** | **Impact** | |
| **EYFS** | | |
| * 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 | 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 4 years (77% achieved GLD)  Cohort (77%) Attainment in writing for HPS cohort has dropped by 7% but is still above national by 3% | |
| **KS1** | | |
| * To ensure that grammar teaching is reflected in written work * To further improve maths attainment at the end of KS1 * To maintain high phonics results at KS1 | Year 1 phonics results were the best for the past 3 years. Results were significantly above national (95% passed)  **Writing**  EXS higher than 2016 and 2017, in line with National (Sch 70%, Nat 70%)  Expected - 13% rise from 2017, 5.1% rise from 2016  GDS lower than 2016 and 2017, lower than National (Sch 12%, Nat 16%)  Greater Depth – 5% drop from 2017 and 2016  Writing progress in Y1 was 93% good or better progress 30% rapid progress  **Maths**  EXS higher than 2016 and 2017, higher than National (Sch 78%, Nat 76%)  GDS lower than 2016 and 2017, lower than National (Sch 17%, Nat 22%)  Maths progress in Y1 was 82% good or better progress 25% rapid progress | |
| **KS2** | | |
| * To improve attainment in maths at KS2 * To improve progress in writing * To ensure that grammar teaching is reflected in written work | **Writing**  63% working at the Expected level, (10% up on 2017) National was 78%  17% working at Greater Depth, National was 20%  Progress  In 2018, average progress in writing was 0.6 demonstrating children make significantly more progress than similar children nationally. Between 2017 and 2018, average writing progress increased.  Writing progress in Y3 was 85% good or better progress 10% rapid progress  Writing progress in Y4 was 85% good or better progress 34% rapid progress  Writing progress in Y5 was 92% good or better progress 11% rapid progress  **Maths**  59% working at the Expected level, National was 76%  17% working at Greater Depth, National was 20%  Progress  In 2018, average progress in maths was 0.4 demonstrating children make significantly more progress than similar children nationally.  Maths progress in Y3 was 93% good or better progress 13% rapid progress  Maths progress in Y4 was 88% good or better progress 32% rapid progress  Maths progress in Y5 was 90% good or better progress 14% rapid progress | |
| **GENDER** | | |
| * To improve the progress of boys writing | **EYFS**  Girls still have higher GLD than boys and the gap has widened to 22% difference.  It must be noted that most children with additional needs in this cohort are boys and this has had an impact on the GLD data for boys. point difference; Girls 88% Boys 66%,  **KS1**  Phonics boys and girls did equally well  **Writing**  Girls did better than boys at the expected level and boys did better than girls at Greater Depth  Boys - EXS higher than 2017 by 10% (Sch 59%, National 63% )  Boys - GDS higher than 2017 (Sch 15%, National 12% )  **KS2**  Girls did better than boys at Expected level and at Greater Depth  Boys - EXS lower than 2017 and below National (Sch 42%, National 72%)  Boys – GDS higher than 2017 and below National (Sch 13%, National 15%)  Progress of girls in writing was 3.4 National girls progress was 0.8  Progress of boys was -2.2 National boys progress was -0.8  **Internal data Years 1 –Y 6**  83% of both girls and boys make good or better progress in writing  88% of both boys and girls make good or better progress in maths | |
| **DISADVANTAGED PUPILS / PUPILS ELIGIBLE FOR THE PUPIL PREMIUM** | | |
| * To diminish the attainment Gap. | **EYFS**  Disadvantaged/ Non Disadvantaged PP (Pupil Premium) GLD PP 85.7% Non PP 76.65 . PP above Non PP by 9%  **Phonics**  100% passed. Above non disadvantaged by 6%, above LA by 21% 22% increase from last year  **KS1**  Reading  Expected 70% up by 36.7% on last year above National of 62.5% below school other by 18% - but gap significantly diminished on last year  Greater Depth 20% up by 10 % on last year National 14% below school other by 21% - but gap diminished by 13% on last year  Writing  Expected 60% up by 27% on last year and above National of 55.4% below school other by 24% - gap is slightly diminished on last year  Greater Depth 10% up by 1 % on last year National 8%  below school other by 7% - but gap diminished on last year by 6%  Maths  Expected 80% up by 53% on last year - above National of 63% below school other by 4% - gap is diminished on last year enormously by almost 50%  Greater Depth 10% up by 1 % on last year National 12%  below school other by 9% - but gap diminished on last year by 18%  **KS2**  Reading  Expected 53% up by 10% from last year. Below National at 64.3%  GDS 11% up by 8% from last year Below National at 18%  Both EXP+ and GDS diminished the difference with school other from last year by 10% for Exp and 15% at GDS  PP reading progress was 0.9 National PP progress was -0.6  Writing  Expected 26% down by 11% on last year National PP 68%  GDS 0% National is 11%  EXP+ gap to school other widened by 22% from last year  GDS gap to school other widened by 10% from last year  Maths  Expected 53% up by 6% on last year National PP 64%  GDS 6% down 2% from last year National is 14%  EXP+ diminished the gap with school other by 21% from last year  GDS diminished the gap by 2% from last year  **Internal Data Y1-Y6**  78% of PP children make good or better progress in writing  84% of PP children make good or better progress in maths | |
| **SEND** | | |
| * To make IEPs more effective for individual pupils | **EYFS**  No identified children with SEN achieved GLD  **KS1**  Reading  Expected for all SEN children was 20% (same as last year) this is 10% below national GDS is 20% National is 30%  Have made good progress this year – EHCP child made 3 points SEN support made 2.2 points progress The majority are making good progress from their starting point in reading  Writing  Expected for all SEN children was 20% (same as last year) this is in line with national of 22% GDS is 0% National is 2%  Have made good progress this year – All SEN children made 2 points progress The majority are making good progress from their starting point in writing  Maths  Expected for all SEN children was 40% (up 20% on last year) this is above national of 33% GDS is 0% National is 5%  Have made good progress this year –SEN children made an average of 3 points progress this year The vast majority are making good progress from their starting point in writing  **KS2**  Reading  Expected for all SEN children was 20% this is below national of 40% GDS is 0% National is 9%  Progress was -3.4 National was -1.3  Writing  Expected for all SEN children was 20% this is below national of 34% GDS is 0% National is 3%  Progress was -8.4 National was -2.2  Maths  Expected for all SEN children was 20% this is below national of 38% GDS is 0% National is 6%  Progress was -6.9 National was -1.3  **Internal data Y1-6**  43% of EHCP children make good or better progress in writing  61% of SEN support children make good or better progress in writing  88% of EHCP children make good or better progress in maths  100% of SEN support children make good or better progress in maths | |
| **EAL** | | |
| * To improve grammar and punctuation of EAL children identified by class teachers | **KS1**  Writing  Expected – EAL increased 18% from 2017 to 68 in line with National of 69%  Greater Depth- EAL children 7% National 14%  **KS2**  Expected – EAL was 53%. below National of 77%  EAL GDS – 9% National 19%  Progress was 0.3 which is up by 4.6 points from 2017.  **Internal data**  EAL children in Y1 made good progress in reading, writing and maths  EAL children in Y3 made good progress particularly in writing and maths  EAL children in Y4 made good progress in reading, writing and maths  EAL children in Y5 made good progress particularly in maths | |
| **Areas For development:**  To improve attainment in maths at KS2  To improve progress in writing at KS1  To continue to improve attainment in writing at KS2  To increase even further our attainment in reading across all phases | | |
| **NEXT STEPS**   * To improve maths results at KS1 (GDS) & KS2 to be more in line with National * To increase the number of pupils making expected progress from EYFS to KS1 writing * To improve KS2 writing attainment to be closer to national * To improve the writing progress of boys in Y4 and Y6 * To diminish further the gap between PP children in writing * To improve KS2 reading attainment even further to be closer to national * To increase the number of children in reception meeting expected in reading * To improve the progress of PP children across KS1 in reading | | |
| **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** | |
| * All EYFS staff are confident with phase 1 phonics and provide it through the continuous provision * To increase outdoor provision * To embed memorable first teach in phonics in Reception | * Learning walks showed a much better range of provision with phase 1 phonics across many nursery areas. Staff training gave a good base and improved subject knowledge. * The outdoor provision is being considered by a team across the school and plans are emerging to spend £15,000 on this area in August 2019 * All practitioners are confident to teach memorable first teach. This is now planned for and resourced. | |
| **Areas for development:**  To increase the Good level of Development for boys and diminish the gap between boys and girls in reception  To improve outcomes in writing in EYFS  To further develop strategies to accelerate progress in communication and language in nursery  To improve outcomes in reading and number in Reception  To ensure that our practice of continuous provision is the best it can be | | |
| **NEXT STEPS**   * To Identify, support and track boys who need interventions from Baseline evidence * To consider the progression of skills in nursery to support writing development and mark making. To create additional writing experiences * To develop the skills needed to become a confident capable writer and achieve the early learning goal. * In nursery to narrow the gap between identified children and their peers. To accelerate children’s progress in language and communication by an average of 6 months, after a nine week intervention. * In Reception to consider how best to develop mathematical thinking during EYFS using CPA approach and language variation * To create an engaging reading environment and approaches that develop children’s vocabulary. Introduce decoding strategies, shared reading and phonics * To make sure the quality of provision in EYFS is as good as it can be. What does challenge look like? How do practitioners support children to make progress? * In nursery to allow for maths learning across as many areas of provision | | |
| **OVERALL EFFECTIVENESS**  **Including Spiritual, moral, social and cultural**  ***Grade 2*** | **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 impacts on behaviour in school and fund raising * 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. * Mealtime Supervisors and their golden tickets promote 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 and global 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 * 99% of parents say their child is happy school (Nov 2017) * 97% of parents say their child feels safe at school (Nov 2017) | | |
| **Actions from Previous Year** | **IMPACT** | |
| * Focus on online safety * To gain the Intermediate Award for global learning * Continuing our work on being a rights respecting school * To ensure that values are a priority across the school | * 3 online safety days across the year for all year groups. . Excellent feedback from parent workshop. * We gained the Intermediate Global learning Award * Staff training on Rights and school council looked at rights. All classes have a charter. Assemblies focused on rights. * Focus of one right a month – in assemblies. Children are aware of the rights. Now in our second time through the rights. | |
| **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**   * Online Safety - To focus our Digital Literacy curriculum on Content, Contact and Conduct and develop digital resilience * To full gain accreditation for global dimensions with the International Schools Award * For pupils to be more aware of being a global citizen through our SMSC curriculum * To achieve the Rights Respecting Award * To continue to build Enterprise even further into the school ethos | | |

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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: 3 points or more progress from Entry to Reception to End of Reception   + 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 **scaled score of around 108 (above the national average of 100.)** * At the end of KS2: Pupils attaining a **scaled score of 110 (above the national average of 100).** |