|  |  |
| --- | --- |
| **colour.jpg** | **Holly Park School**  **Summary Self Evaluation Form**  **2019 - 2020** |
| **Reviewed** | ***1st draft: August 2019***  ***Redraft:***  ***Revise:*** |
| **Summary Evaluation** | |
| **Last Ofsted**  **Date** Nov 2018 **GOOD**  **Issues:**  Increase the effectiveness of middle leaders by developing assessment procedures to measure pupils’ progress and attainment across the wider curriculum.  Strengthen pupils’ achievement by ensuring that:  More opportunities are planned for pupils to develop their writing skills by writing at length in subjects across the curriculum  Pupils’ handwriting is improved so that they write in a fluent, joined, legible style  Pupils’ presentation of their written work reflects their good attitudes to learning | **Progress since previous inspection**   * Lots of middle leader training * Have developed assessment strategy for foundation subjects to measure attainment * Writing attainment at both KS1 and KS2 was improved since the inspection in July 2019 and was above national at expected standard * SIP 2019/20 will target writing across the curriculum * KS2 writing to target certain genres each year * New handwriting scheme bought, staff training and trialled * Focus has been on presentation in books in assemblies * Awards for handwriting and presentation * Presentation policy written |
| **CONTEXT** | * Holly Park is a two-form community school with a nursery attached. We are significantly larger than the national average. With 511 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. The profile of cohorts is changing over time. * We have additional ‘bulge’ classes in the current Year 2.   ***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 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, the Gold Star Travel Plan award, 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***   * Attendance is above the national average * 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 now significantly more challenging. * During the 2018-19 academic year, 28 children left the school, and 33 joined. * Of the pupils in the 2019 Y6 cohort, only 52% had been with the school since they joined in the EYFS, and only 78% had been at Holly Park throughout all of Key Stage 2. In total, 43 children had left that year group since the start of the Reception year, and 37 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 2 fixed term exclusions in 2018-19 * 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 * 89% of parents agree or strongly agree that the school ensures that the children are well behaved – 4% didn’t know because they have not had experience of it (Ofsted Parent View 2018-19) * 73% of parents agree or strongly agree that the school deals well with bullying – 21% didn’t know because their children have not had any experience of bullying - (Ofsted Parent view 2018-19)   ***Safeguarding***   * 10 children were referred to Children’s Services in 2018-19. School has robust systems in place to support pupils and liaise with outside agencies. * The school currently has 2 children who are subject to Child Protection plans * Currently, the school has 5 children who are Looked After * Currently, the school has 2 children who were previously Looked After * 4 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 high quality 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. * There was no movement of staff in September 2019 and only one teacher left in 2018 who left to work abroad. * We are a values led school. * We have formed an informal partnership with 6 other local schools including one secondary school * Governance is strong. |
| **Curriculum intent** | Our staff understand that our children come from a variety of backgrounds. They are aware that many of our pupils have English as an additional language, that we have children from a variety of ethnic minority backgrounds and various religions and that the percentage of children from disadvantaged backgrounds and with SEND is in line with national. We recognise that our mobility is increasing and that our children come from our close locality, which includes children from very varied socio economic backgrounds. With these facts in mind, our curriculum therefore needs to embrace varying viewpoints and beliefs, encourage debate and discussion, be based on the global dimension, give children a good basic skill set and equip them for life and learning beyond Holly Park. With this in mind, we encourage our own Holly Park skills of - Creativity, Team work, Self-Management, Enquiry, Commitment, Reflection, Problem Solving, Leadership, Aiming High, Staying Positive and Listening Carefully. We feel these are important skills, as we want to teach our children ‘HOW’ to learn.    Our children need to be challenged in their schooling; learning from failures and celebrating successes. At Holly Park, we have designed our curriculum with pupils’ learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow and make progress as individuals as well as learners from whatever their starting points may be. We intend to offer our pupils new and exciting experiences through extra-curricular activities and enrichment activities that are designed to build resilience, confidence and self-esteem. We intend for our curriculum to be empowering, enabling pupils to develop their interpersonal skills, creativity and independence. Holly Park provides a rich ambitious learning environment, both inside and outside the classroom, which is conducive to high quality teaching and learning and builds a rich cultural capital for all learners. It is our school’s policy to maximise the potential of all pupils, including identifiable cohorts of pupils such as: disadvantaged, English as an Additional Language, summer born, SEND pupils and academically more able pupils, including those who are gifted and talented. We aim to accelerate the learning progress of the most disadvantaged and vulnerable pupils in order to diminish the difference in progress and attainment between them and their peers. The curriculum also makes provision to enable pupils to work at greater depth within age related expectations. This is supported at all levels in the school.  We want our children to achieve well in the next stage of their life. Our curriculum is designed to prepare children for opportunities, responsibilities and experiences of future life, and we strive to do so by offering a broad and balanced curriculum from the children’s first days in the Nursery through to the end of Year 6. In addition, we actively promote British values to ensure pupils are well prepared for life in modern Britain. Through a combination of learning techniques, we aim to ensure pupils enjoy learning and feel prepared for life after school. We want all children to achieve their very best and to become successful adults.  The end point of the pupil journey at Holly Park needs to ensure that children can see links and make connections in learning and have real life reasons for learning. We hope that pupils will be motivated by achievement both at the end of their time at the school and in the future so that they will have a positive attitude towards themselves, others and their environment. We aim to develop resilience in our pupils, so they are willing to take risks in their future learning, accepting that making mistakes is an important part of the learning process. By the end of their time at Holly Park we want pupils to have gained good basic skills, have a strong moral, cultural, emotional, spiritual and social purpose, develop healthy minds and healthy bodies and be rounded individuals who believe in their own potential. We want our Holly Parkers to have high standards of behaviour and tolerance by developing respect and responsibility for themselves and others, take an active part in their community and have a desire to go on learning throughout life. We hope they will have self-esteem, self-confidence, self-discipline and will be responsible.  Our curriculum promotes enjoyment of learning through debate, creativity, purpose and relevance. Discussion, communication skills and vocabulary are very important and are planned for within our curriculum so that children can achieve well. Through our school’s curriculum, we seek to promote the spiritual, moral, cultural, mental and physical development of pupils at the school. The Creative Curriculum at Holly Park has been developed to engage children fully in their own learning by adopting an imaginative, practical and cross-curricular approach, as we believe this results in the optimum learning outcomes. We aim to have a curriculum, which is broad and balanced and provides a wide range of opportunities for pupils to learn. The range of subjects helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning. The curriculum provides continuity and progression and creates a culture of high expectations, with challenge. We supplement the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities. The curriculum Promotes all forms of equality and fosters greater understanding of and respect for people of all faiths and those of no faith, races, genders, ages, disability and sexual orientations, It keeps pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism. It contributes to pupils’ behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. The curriculum recognises the crucial role that parents play in their child’s education. The curriculum works in tandem with the Holly Park values. It provides skills-based as well as knowledge-based learning and ensures continuity and progression within the school and between phases of education. We want our pupils to learn more than mere facts and content, we want them to acquire the skills to be good learners (our Holly Park learning Skills and our Enabling Enterprise Skills) Our curriculum encourages a respect for the school and its environment so that learning is a positive and pleasurable experience for all.  Our curriculum is structured so that skills and knowledge build from phase to phase and is carefully planned for. We consider carefully the transition from one phase to another. There is a good breadth and coverage to our curriculum, which is supported by enrichment days and weeks and extra-curricular activities. We want to make learning fun, practical and exciting to ensure that it is embedded in the long-term memory. There is a spiral curriculum so that topics and concepts are repeated but find out first about prior knowledge and moves on from this point to extend learning. This also helps to commit learning to memory. |
| The quality of education  Intent  OUTSTANDING | **Particular strengths**  **‘**Leaders have successfully designed a broad and balanced curriculum. It now has an effective focus on developing pupils’ reading, literacy and numeracy skills. Leaders also adapt the curriculum in order to give pupils meaningful experiences, such as the music provision, which has enabled pupils to sing at the House of Lords. The curriculum supports well the promotion of British values and builds on pupils’ enthusiasm for learning.’ (Ofsted 2018)  We are particularly pleased with the way we have developed our art, history and geography curriculum so that skills build on each other phase by phase whilst allowing for flexibility of content. There is consistency of delivery in these subjects.  Our curriculum plan has been well designed and is well constructed with clear schemes of work for each year group. The plan allows for spiral learning, avoiding unnecessary repetition, but recapping what has gone before and moving learning on.  Our geography curriculum is ambitious because it incorporates fieldwork in all year groups in KS2  Our Art Curriculum has been well supported through staff CPD at all levels and across all strands of the art curriculum.  Our curriculum meets the needs of our disadvantaged pupils by being practical, creative and includes lots of discussion and visual stimulus. There are lots of trips and curriculum days to bring the curriculum to life and enrich learning. The curriculum is supported by high quality engaging texts. All of these things improve the cultural capital of all pupils.    Our SEND pupils are served well by our curriculum because of the targeted support they receive. The school has a commitment to equal opportunities for all pupils to access all it has to offer. (Ofsted 2018)  More able pupils are challenged further through research, debate and enquiry. They are given opportunity to reason and problem solve across the curriculum.  We have a breadth of curriculum which includes keeping healthy, wellbeing, anti-bullying, global learning, British Values, Enabling Enterprise etc |
| **To remain outstanding we need:**   * To ensure that we continue to offer opportunities to develop the all-round child through creative opportunities and extra-curricular experiences – trips, special days and weeks etc * To ensure that the whole school curriculum map is well thought out and is developed across year groups. Teachers collaborating with each other to ensure progression but not too much repetition of content or skills ( a spiral curriculum) |
| The quality of education  Implementation  GOOD | **Particular strengths**  ‘Teachers are very effective in establishing a positive climate for learning and have high expectations for pupils’ behaviour. The pupils respond well and there is very little disruptive behaviour in lessons. Pupils, including the most able pupils, respond to these expectations and typically try their hardest to rise to the challenges set for them.’ (Ofsted 2018)  ‘Teachers’ questioning is open-ended and deepens pupils’ understanding.’ (Ofsted 2018) ‘Lessons are carefully planned and teachers are adept at making explanations clear.’ (Ofsted 2018)  Staff teaching shows that they have a common understanding of the curriculum because lessons observed across the curriculum show progression and lessons in each year group are well pitched. When observing a series of lessons across the school, progression can be easily seen. . Work that students carry out is in line with our curriculum intent.  Staff have a strong subject knowledge    ‘Pupils with SEND receive excellent teaching. Often they work with the rest of the class, but this is balanced with very well planned individual support that enables them to make good progress. Teaching assistants are deployed very effectively and carefully guide pupils’ learning. They know the pupils well and have a very clear picture of the needs of individuals.’ (Ofsted 2018)  We deliver the curriculum through a variety of methods that are both classroom-based and extra-curricular. We promote equal opportunities to all of our pupils in line with the Equality Act 2010 throughout our practices.  ‘The teaching of reading and mathematics is very carefully structured so that pupils make good progress.’ (Ofsted 2018)  Lessons are taught so that pupils remember their learning. Our staff value the different ways in which pupils learn and plan lessons to account for these differences. We encourage teachers to make cross-curricular links where possible within their lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Teachers use different learning resources to teach core content, e.g. educational videos, guest speakers and ICT lessons. By using different techniques, we intend on keeping pupils engaged with learning and accommodate pupils who learn differently to their peers.  We provide a variety of extra-curricular activities for pupils that enhance their learning experience. The activities range from after-school clubs, to educational trips and visits and curriculum days. Extra-curricular activities are designed to enhance pupils’ learning experience.  We engage with the wider community by ensuring there are opportunities for pupils to participate in community projects, e.g. litter picking. We embed each project within the curriculum into the relevant subjects, e.g. creating art out of litter and investigating the effects litter has on the environment. This shows pupils the value of protecting and being involved in their community and establishes a link between the theories they learn in the classroom to practical examples in real life.  Our school values the input of its pupils and parents with regards to the delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it. This is why we send pupils and parents questionnaires annually. We hold termly workshops form parents and children so that they can work together on the curriculum. We hold regular parent meetings to inform parents about aspects of the curriculum e.g sex and relationship education, KS1 &2 national assessments, reading, restorative approach, the EYFS curriculum etc.  Our curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, pupils will benefit in the following ways:   * Learning how to lead safe, healthy and fulfilling lives * Understanding that failure is part of the road to success * Being rewarded for academic successes * Being supported with their next stages in education and feeling prepared for life after school * Becoming responsible individuals who contribute to community living and the environment * Achieving to the best of their ability * Acquiring a wealth of knowledge and experience * Becoming critical thinkers * Finding a sense of belonging to the school and its community * Learning how to cooperate with their peers and respect one another inside and outside the classroom.   **The Nursery**  The Nursery provides a happy and stimulating introduction to school life. It is a fully integrated part of the school, giving children the opportunity to benefit from the extensive range of facilities and specialist teaching available. The Nursery is very well resourced and our teachers and support staff make sure that each child receives access to a full and varied range of learning opportunities. The Nursery Curriculum encourages the development of the whole child. Emphasis is placed on enhancing basic pre-school skills at this formative age.  **Reception**  The Reception classes provide a stimulating, challenging environment in which children are excited to begin to develop the skills they will need for school and future life. Children have access to both the indoor and outdoor classrooms, learning through imaginative hands-on activities, relevant to their interests and in readiness for their ‘next steps’. They are encouraged to take risks as well as to develop creativity and critical thinking, following their own investigations. Phonics is introduced using a synthetic scheme (Jolly Phonics.) which continues throughout Key Stage 1, and beyond if required. Emphasis is placed on ensuring the children are ready for Year One, whilst continuing to develop the whole child and to foster a love of learning.  **KS1 and KS2**  From Reception through to Year 6 opportunities are taken to enrich the curriculum through:  • visitors to the school, including artists, authors, craftspeople, actors, musicians  • the use of the school grounds e.g. the allotment  • use of the locality e.g. Coppetts Wood, Friary Park  • educational visits and workshops  • special whole school days or weeks  • Enabling Enterprise projects  • Forest School learning  • The Holly Park Learning Skills   * Rights respecting schools and global learning * British Values and SMSC   Many of these activities embrace the cultural diversity of the community in which we live and enhance the aesthetic environment of the school.  In their planning, teachers in each year group are mindful of end of year or end of key stage expectations. Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils` needs and abilities.  Outcomes from assessment of learning enable teachers to set targets which reflect individual pupils` skills, abilities and potential. It is particularly important to assess children’s current and prior knowledge before embarking upon what is set out for the year group. Assessment for learning can take place at any time in the learning sequence – e.g at the start of learning, in the middle or at the end of a project. The results of assessment for learning activities can alter the direction of the teaching and learning.  Vocabulary development is a very important part of our curriculum. Every week we introduce new vocabulary in the whole school assembly. These words are shared with parents in the newsletter. Teachers plan for the vocabulary that they will teach in relation to the curriculum. Vocabulary in all subjects is made high profile through specific teaching and in displays.  Teachers role model excellent speaking, listening and literacy. Discussion and debate is encouraged. We buy in to ‘Picture News’ which has weekly discussion topics that have been in the news. This is introduced in whole school assembly, shared with parents each week and is used in circle time discussions in class and shared with parents.  ‘The teaching of phonics is strong. Teachers and teaching assistants have excellent subject knowledge in this area. Children in early years get off to a confident start in being able to blend and segment sounds. Pupils have a love of reading and can use their phonics skills when encountering new, unfamiliar words.’ (Ofsted 2018)  We prioritise reading*.* The Holly Park reading challenge is for KS2. provides challenge and progression in KS2 and to avoid a dip in reading particularly in the lower KS2 years. The challenge has various levels from Bronze through to Diamond. There is a booklist for each stage which has a whole range of books from traditional, classic, modern, a variety of cultures, poems etc.  Our various school councils and groups help to support our curriculum and provide pupil voice.  The School Council – looks at safety, bullying, school meals etc  The Eco Council – looks at litter, waste, growing things, pollution etc  The Learning Council – looks at our learning skills, what makes a good learner etc  The Healthy Living Council – looks at snacks, fizzy drinks, effects of exercise etc  The Junior Travel Ambassadors – look at parking, safe travel, pollution, walking to school etc  Holly Park is committed to offering a broad and balanced curriculum which  is both challenging and enjoyable. A focus on cross-curricular links means  that children apply a wider context to their learning.Single-subject lessons  are only taught where there is no meaningful link between subjects, and are  the exception rather than the rule. Lessons are delivered in a variety of  ways, using a wide range of successful strategies, which enable learners to  stay fresh and enthusiastic throughout each lesson, and throughout every  day. Pupils develop fluency in the application of their knowledge.  Every year group from Y1 -6 has the same core offer across each academic  year of: 2 trips (related to what is being taught in class) 2 curriculum days  (related to what is being taught in class) and a visit to a place of worship.  Children in receipt of Pupil Premium funding will do extra trips via Enabling  Enterprise visits to places of work e.g UBS bank, law firms, universities etc.  Every child from Y1-5 will perform an assembly at some point during the year and parents will be invited in to watch. These are related to topics being taught in class. Every child from Rec – Y6 will perform in a show during the school year. In addition to this there will be choir concerts and instrumental concerts throughout the school  year too.  Pupils are given the opportunity to participate in local and National events with sport, dance and Music e.g The Barnet music festivals, Barnet dance festival, singing at the BBC Children in Need Event, Copthall athletics competitions, football tournaments etc  We aim to get our pupils involved in other local or national events to support the curriculum whenever possible – Bikeability, Barnet Peace One Day, Primary Maths Challenge etc  We support International charities such as Water Aid, The shoe box appeal, Save the children. Our curriculum incorporates studies in the local area – e.g in RE we visit many local places of worship. In Geography we undertake field studies of local streams, shopping areas, traffic and housing. In history we visit a local museum and local war memorials. We visit a variety of local places of worship. |
| **To become outstanding we need:**   * To ensure that skills progression continues in art, history and Geography * To ensure skill progression in DT, PE and Science in 2019-120 * To continue with vocabulary development across the school and throughout the curriculum * To ensure there is effective whole class reading across the school * To re-focus on spelling and grammar in each year group * To embed a new handwriting scheme across the school * To ensure there is opportunity for writing across all subject areas of the curriculum * To ensure that there is opportunity to embed grammar within writing * To ensure that there are well planned for writing experiences that result in extended pieces fortnightly (this will include looking at good examples, drawing out key features, modelling, planning and editing) |
| The quality of education  Impact  The extent to which pupils have learned what you intended them to learn, and how you know this  GOOD | **Particular strengths**  Across the curriculum, and over time pupils’ work is of a good standard and is improving.  Pupils achieve well. Our National results were:  **Attainment**  **Reception Profile**  **Good Level of Development**   |  |  |  | | --- | --- | --- | | **2019** | **Holly Park** | **National** | |  | 75% | 72% |   **Y1 Phonics Results**   |  |  |  | | --- | --- | --- | | **2019** | **Holly Park** | **National** | |  | 87% | 82% |   **Key Stage 1 Results 2019**  **Reading**: 81% working at the **Expected standard** National was 75%  22% were working at **Greater Depth**. National was 25%    **Writing**: 74% were working at the **Expected Standard**. National was 69%  7% were working at **Greater Depth**. National was 15%    **Maths:** 81% were working at the **Expected Standard**. National was 76%.  12% were working at **Greater Depth**. National was 27%  **Combined:** 64% were working at the **Expected Standard**. National was 65%.  7% were working at **Greater Depth**. National was 11%    **Science:** 90% were working at the **Expected Standard**. National was 82%.    **Key Stage 2 Results 2019**  **Reading**: 73% working at the **Expected standard** National was 73%  25% were working at **Greater Depth**. National was 27%.    **Writing**: 81% were working at the **Expected Standard**. National was 78%  11% were working at **Greater Depth**. National was 20%.    **Grammar, punctuation and Spelling**: 84% were working at the **Expected Standard**. National was 78%  25% were working at **Greater Depth**. National was 36%.    **Maths:** 77% were working at the **Expected Standard**. National was 79%.  15% were working at **Greater Depth**. National was 27%.    **Combined Reading, Writing & Maths attainment** at **Expected level** was 64% . National was 65%  Combined W,R,M at **Greater Depth** was 6%. National was 11%.  **End Points**  These results are good end points for each phase of the school  Pupils achieve well from their starting points on entry to the school, which are generally in line with those expected for their age. (Ofsted 2018)  **Progress**  Pupils make good progress at Holly Park.  From KS1 to KS2 :  At Holly Park the Overall Progress Score in Reading was just higher than the national average.  At Holly Park the Overall Progress Score in Writing was in line with the national average  At Holly Park the Overall Progress Score in Maths was just below the national average,  Pupils make good progress in most subjects and their attainment is improving across the school, particularly in reading. (Ofsted 2018)  92% of parents believe that their children make good progress at the school. (Ofsted parent view 2018)  89% of parents believe that their child is taught well at the school (Ofsted parent view 2018)  **Disadvantaged**  Our results for disadvantaged pupil at all phases compares very favourably with national disadvantaged pupils:  **Reception GLD**  At Holly Park 61.5% of disadvantaged children reached a good level of development  This was above the national disadvantaged figure of 56.7%  **Year 1 Phonics**  At Holly Park 81.8% of disadvantaged children passed the phonics check  This was above the national disadvantaged figure of 71%  **End of KS1 (Year 2 )**  At Holly Park 63.6% of disadvantaged children reached the expected standard or above in reading  This was above the national disadvantaged of 62%  At Holly Park 55% of disadvantaged children reached the expected standard or above in writing  This was in line with the national disadvantaged of 55%  At Holly Park 81.8% of disadvantaged children reached the expected standard or above in maths  This was above the national disadvantaged of 62.5%  At Holly Park 72.7% of disadvantaged children reached the expected standard or above in science  This was above the national disadvantaged of 70.6%  At Holly Park 45.5% of disadvantaged children reached the expected standard or above in combined subjects (R,W,M)  This was below the national disadvantaged of 50.1%  **End of KS2 (Year 6)**  At Holly Park 81.5% of disadvantaged children reached the expected standard or above in reading  This was above the national disadvantaged of 62%  The progress of disadvantaged pupils at Holly Park in reading from KS1 to KS2 was significantly above National  At Holly Park 81.5% of disadvantaged children reached the expected standard or above in GPS  This was above the national disadvantaged of 67.4%  At Holly Park 81.5% of disadvantaged children reached the expected standard or above in writing  This was above the national disadvantaged of 67.9%  The progress of disadvantaged pupils at Holly Park in writing from KS1 to KS2 was above National  At Holly Park 74,1% of disadvantaged children reached the expected standard or above in maths  This was above the national disadvantaged of 67.4%  The progress of disadvantaged pupils at Holly Park in maths from KS1 to KS2 was in line with National  At Holly Park 70.4% of disadvantaged children reached the expected standard or above in combined subjects (R,W,M)  This was above the national disadvantaged of 51.4%  ‘Disadvantaged pupils are making stronger progress than in the past because pupil premium funding is spent wisely on providing a range of additional support for pupils’ learning, as well as giving them access to extra-curricular activities.’ (Ofsted 2018)  ‘Pupils with SEND make good progress as a result of the targeted support they receive. This shows the school’s commitment to provide equal opportunities for all pupils to access all it has to offer.’ (Ofsted 2018)  **Foundation Stage**  In foundation subjects, lesson observations and work produced in books shows that children are making good progress. Attainment in these areas (teacher assessed each term) is good. In pupils’ books, The Holly Park Highlights and in assemblies and end of year reviews it is clear to see that the school provides a very broad and balanced curriculum.  ‘Pupils’ work in books, work seen in lessons and the school’s own detailed assessment information confirm that they make good progress overall.’ (Ofsted 2018)  **Reading**  ‘Pupils make good progress overall in developing reading skills. Most pupils read widely at home and at school. Younger pupils in key stage 1 are eager to read, and use their knowledge of phonics to read unfamiliar words. Older pupils have a developed fluency and understanding of what they are reading. This was particularly evident in a Year 6 lesson, where pupils were skilled in inferring meaning from a book that was new to them.’ (Ofsted 2018)  **The Next Stage**  Pupils are ready for their next stage in learning because they attain well in core subjects and attain good basic skills. Also there is much evidence that the school prepares pupils well in many other areas for the next stage - ‘Through the curriculum, pupils develop a good understanding of different faiths and cultures and show respect and consideration for others…… Pupils are confident learners who are happy to work well together. There are good opportunities for older pupils to take responsibility in school…….. The school encourages pupils to be involved in making decisions and contributing to school policy……. Pupils demonstrate courtesy and respect for one another and try to ensure that every member of the school community is considered. Older pupils act as positive role models for their younger peers and mutual respect is highly evident.’ (Ofsted 2018)  **Vocabulary**  Pupils’ acquisition of vocabulary is developing well and pupils are being exposed to a much wider and higher standard of vocabulary. Teachers are planning well for vocabulary teaching across all subjects. |
| **To become outstanding we need:**   * To ensure that teachers use assessment in foundation subjects to inform their future teaching * To ensure that assessment in foundation subjects is appropriate and effective * To aim to increase the number of children attaining GD at all levels in reading, maths and writing * Introduce new marking policy to focus on pupils making effective progress * Develop the use of floor books in all classrooms to provide evidence of practical work and also evidence of GD through the use of post it notes in the floor book |
| Behaviour and attitudes  GOOD/OUTSTANDING | **Particular strengths**  The behaviour of pupils is good.  The behaviour of pupils and their attitudes towards work are good. Pupils treat each other with courtesy and respect. High expectations of behaviour are maintained by the school consistently and fairly. (Ofsted 2018)  This is done by having a very clear behaviour policy with clear rewards and sanctions. We also have out Holly Park ‘Helping Hands.’ Which set out our expectations. We have our High 5, which gives pupils strategies to deal with any negative behaviour. Behaviour is discussed regularly in assembly. Pupils adhere to positive routines. If pupils find it difficult to behave well, the school supports them effectively to improve their behaviour by the use of our restorative approach. 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. The school’s strategies to maintain positive behaviour are fair and transparent. Leaders support staff to manage behaviour well. There are Several effective policies in place which support a Safe and calm environment.  This school is very welcoming and friendly. The environment is positive because of pupils’ contributions to it in terms of display work, care for it in terms of lack of graffiti and litter and a sense of general happiness and pride at being a Holly Parker. This atmosphere is created by staff who are long standing members of the school and who are loyal and dedicated to the school. Children contribute to the school in many ways through clubs, performances, sporting activity, apprentice stalls at PTA events, pupil voice councils, assemblies etc. They feel very much a part of the school community. Pupils are extremely proud of the school and its achievements. They have good attitudes to learning and the presentation of their work is improving. Positive behaviours are encouraged and expected beyond the classroom in breakfast club, after school club and other clubs and on trips, residential trips and music and sports events.  Pupils demonstrate courtesy and respect for one another and try to ensure that every member of the school community is considered. Older pupils act as positive role models for their younger peers and mutual respect is highly evident. Pupils are extremely respectful, they hold doors open for adults and greet visitors warmly. Where diversity is celebrated, children are curious to find out about how others live and what they believe in or celebrate. Relationships are positive because there is an atmosphere of mutual respect and tolerance, which is demonstrated and upheld by staff. Pupils support and encourage each other in house challenges, when children share their written work with the class, when they bring in outside school achievements and in musical and sporting activity. Pupils come from a range of different backgrounds – we have a diversity of religions, languages, ethnic backgrounds and socio-economic backgrounds. The school works hard to encourage harmony, tolerance and respect through RE, PHSE, Circle times, anti-bullying strategies, International Day, values and British Values.  Pupils respond well to staff and generally behave well in lessons, try hard and join in with discussions and activities. Pupils do not participate in low level disruption because there are clear expectations of behaviour which staff adhere to. Lessons are also active and engaging which keeps pupils interested an minimises disruption. Children do not disrupt the learning of their peers because there is an expectation that pupils work together well in learning partners. Pupils also value support from their peers.  In the playground, pupils play well with each other and appreciate the very wide range of play equipment provided for them. The play leaders make sure that the equipment is used well and make sure that everyone has someone to play with.  Pupils, parents, visitors, supply teachers, members of the public and leaders think that behaviour is good. In the school’s surveys, there are a number of positive comments from parents celebrating how their children’s behaviour has improved. For example, one parent said, ‘Behaviour is great and pupils have a sense of mutual respect for each other even if they may not be in the same class.’ Our analysis of pupil behaviour over time tells us that behaviour is improving and incidents of poor behaviour are declining. We have run several workshops for pupils and parents to explain the restorative approach. 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.  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.  Attendance is above average and the school is prompt in checking on the reasons for any absences. Pupils are encouraged to attend regularly and on time. There are lots of reward systems to encourage this and parents are kept well informed throughout the year of their child’s attendance figure. |
| **To become a solid outstanding we need:**   * To continue with the restorative approach * To continue the anti-bullying action plan which includes putting the policy into child speak * To recruit new permanent MTS who can be trained to deal with behaviour issues at lunchtime * To maintain high standards of presentation in exercise books across the school |
| Personal development  OUTSTANDING  What do you want pupils to develop, considering your curriculum intent, and if you carry out the curriculum intent ‘To become..’ Š | **Particular strengths**  The school’s work to promote pupils’ personal development and welfare is outstanding. (Ofsted 2018) 95% of parents say their child is happy at school. We work hard to provide a good all round education and to promote talents and interests of individual children.  The school is an exceptionally caring, safe and nurturing environment where every pupil is known very well. (Ofsted 2018)  Through the curriculum, pupils develop a good understanding of different faiths and cultures and show respect and consideration for others.  There are many opportunities for pupils to think about and express their feelings and to reflect on their learning and behaviour. This does much to promote their spiritual, moral, social and cultural development, which is a real strength of the school.  Pupils are confident learners who are happy to work well together. There are good opportunities for older pupils to take responsibility in school.  If they have any concerns or worries, pupils have ‘mini mentors’ who help them to mediate when there are friendship issues.  The school encourages pupils to be involved in making decisions and contributing to school policy. For example, pupils have a learning council, a healthy eating council and a school council, who are also trained as anti-bullying ambassadors. This is part of the underlying respect for children that underpins the school philosophy.  Pupils enjoy a wide range of experiences through curriculum days, residential trips, visits, speakers, special days and weeks, Enabling Enterprise, clubs, sports and music. Our extra-curricular offer is good and take up for opportunities is high. We develop our pupils’ character by providing experiences which are challenging and thought provoking and look to develop talents and interests. The work we do developing pupils’ character which we consider to be exemplary is our residential trips in Y5 and 6 and also our curriculum days.    Pupils say that they feel very safe in school, and their parents (95%) agree with them. Most parents (94%)who responded to Parent View would recommend the school to others. Pupils are aware of the different forms that bullying can take but do not view it as a problem in school.  The spiritual, moral, social and cultural development of our pupils is exceptional through a whole host of ongoing planned activities across the year.  **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   Children are prepared for life in modern Britain and to be active citizens of the future through our online safety education, our global curriculum, our SMSC curriculum, Enabling Enterprise days and our Rights Respecting Curriculum. This all prepares our pupils for their future life as adults. We want our children to be involved in public life, flourish in society have social skills and have imagination and creativity. We want them to learn eagerly with a sense of enjoyment and have integrity and a positive moral framework. Pupils leave Holly Park equipped with the social and emotional skills in readiness for secondary school.  Our pastoral support involves the effective use of a school Learning Mentor and a pastoral team*.* 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 recognise risks to their wellbeing (stranger danger, drugs and alcohol, relationship education, social media; use of technology)  The school teaches children to be healthy through our allotment (gardening club), PHSE curriculum, sport, the daily mile and take 10 exercise to increase the amount of daily exercise children do. |
| **To maintain outstanding we need:**     * To ensure that circle times happen weekly * To introduce zones of regulation to support children manage their own feelings and emotions |
| Leadership and management  GOOD | **Particular strengths**  Our vision, policies and practice are coherent and aspirational and  this means practice is consistent across the school.  Governors understand our vision for the school and work strategically with school leaders. ‘Governors help manage resources effectively by having a good working knowledge of the school through regular learning walks and asking challenging questions. Governors bring a range of skills, which they use to good effect in carrying out their roles. Governors are aware of the school’s strengths and the areas to develop further. Governors scrutinise the information about pupils’ progress and question senior staff carefully. Governors ensure that the school’s finances are managed efficiently. Governor committees focus on pupils’ progress and curriculum provision. Governors visit the school regularly and complete reports on their areas of focus.’ (Ofsted 2018) In addition to providing challenge, they also support the school through regular attendance at key events, including special assemblies, performances and other school events.  The school has made significant improvements in all areas of the school in recent years. (Ofsted 2018) There have been improvements in the achievement of pupils in recent years as a result of concerted action of all the staff. We have high expectations and aspirations for pupils and staff.  ‘Monitoring of all aspects of the school’s work, including teaching and learning, is rigorous. School development planning is strong and is used to move the school forward. There are reliable systems to monitor pupils’ progress. This information is used to identify any underachievement on the part of individuals or groups of pupils.’ (Ofsted 2018)  ‘Teachers value opportunities to work with their colleagues from external partnerships to review standards and improve teaching. Teachers and teaching assistants are actively encouraged to develop their expertise and share good practice.’ (Ofsted 2018) Our CPD supports staff to build on their subject and pedagogical knowledge and links well with staff appraisal and the school improvement plan.  We have designed a broad and balanced curriculum. We adapt the curriculum in order to give pupils meaningful experiences, such as the music provision, which has enabled pupils to sing at the House of Lords. The curriculum supports the promotion of British values and builds on pupils’ enthusiasm for learning.  The provision for pupils’ spiritual, moral, social and cultural development is strong. There is a good range of extra-curricular experiences, including a wide variety of afterschool clubs, trips and residential opportunities, enhances pupils’ experiences and self-confidence.  We focus closely on the progress of pupils eligible for pupil premium funding. With the support of governors, we evaluate the impact of additional funding on teaching, interventions and pupils’ progress. Provision includes employing extra staff who provide support for eligible pupils and help them to achieve as well as all pupils nationally.  The school uses the primary physical education and sport premium funding effectively and provides a wider range of activities for pupils. This has contributed to a raised profile of sport and has seen an increase in pupil participation in after- school sport clubs    Pupils with special educational needs and/or disabilities (SEND) are well supported. We work closely with external agencies to meet pupils’ needs, in particular for pupils who have social and emotional needs.  Leaders engage effectively with staff by holding regular meetings, listening to staff opinions and ideas and also teaching regularly in class so that leaders have a realistic perspective of the school and are willing to make change in order to make effective progress in all areas. We respond to workload issues by listening to staff views, being flexible in our approach and scrutinising our systems to monitor impact so that we do not keep unnecessary procedures for the sake of it.  We focus our engagement with stakeholders, so that it impacts on improving learning for our students.  ‘Safeguarding is effective and there is a strong culture of safeguarding.’ (Ofsted 2018) Our processes to identify need and support children are robust and our pastoral team supports this work. We help pupils to deal with issues that affect their social, emotional and physical wellbeing. Our Learning Mentor is highly effective. ‘The school has a strong culture of safeguarding. Safeguarding of pupils is given the highest priority. Arrangements fully meet statutory requirements. There are rigorous checks, systems, records and routines to keep pupils safe. All staff undertake a full programme of regular training, from e-safety to safeguarding practices. Staff understand their responsibilities and recognise that safeguarding is everyone’s responsibility. Documentation on vulnerable pupils is thorough and well maintained. Leaders engage with a variety of agencies to ensure that adequate support is provided for these pupils and their families. As a result of a curriculum matched to their wider needs, pupils talk confidently about how to stay safe online and how to react and report in situations where their safety may be threatened.  We manage any allegations against staff professionally and swiftly with due regard for the correct procedure and always make staff appointments with regard to safer recruitment. |
| **To become outstanding we need:**   * To ensure that middle leaders monitor their subject areas effectively across the academic year and use non-contact time efficiently to make themselves aware of the areas of strength and areas for development within their subject area and that they use this for action planning * To ensure that middle leaders are aware of progress and attainment in their subject area and use this information to develop accurate information about their subject and the assessment of it * For governors to really develop their new roles within the new governance structure that was developed last year in order to be as effective as possible * For senior leaders to keep in regular contact with subject leaders across the year about how the monitoring of their subject is developing * For senior leaders to oversee the progression of skills planning in foundation subjects |
| EYFS  GOOD/OUTSTANDING | **Particular strengths**  It is most enjoyable being a child in the Holly Park EYFS provision because it is a safe, secure and happy place to be.  Some children enter our school with knowledge and skills below those typically found for their age, but from their starting points, all children make good progress across all areas of learning. As a result of teachers’ high expectations, an above-average proportion of children reach a good level of development, with all groups achieving well. This has been the case for the last three years. Children’s knowledge and skills across the seven areas of learning is detailed. Most children achieve the early learning goals  Staff work well as a team to monitor children’s progress and identify and plan suitable next steps. Teachers assess for learning continually so that next steps across the curriculum can be planned for. Staff work hard to involve parents in their children’s learning and assessment. This engagement of parents through meetings and discussions enables them to contribute to their children’s progress logs known as ‘special books’.’ (Ofsted 2018)  Staff ensure that accessible and engaging activities are made available to promote child-initiated learning. Learning engages children by being varied and very practical. Children have high levels of concentration because activities are engaging.    Children move confidently between classrooms and outdoor areas, enabling them to learn through a variety of well-planned activities. Our EYFS curriculum is ambitious because it comes directly from the children’s interests. It is flexible and adaptable and makes great use of our environment. We make sure there are no limits to our children’s achievement by ensuring that individual children are challenged and engaged. The curriculum is planned and sequenced so that next steps in learning are clear at all activities whether adult or pupil led. The progression leads well into the KS1 curriculum and is based around key skills that children need to acquire whilst the content is based around what interests the children. They are motivated and eager learners. They respect each other. The children are curious and enjoy learning having fun playing and exploring. They engage in active learning and have many opportunities to think creatively.  Our resources match our curriculum intention and each area of learning has a wide variety of resources that can be changed as needed. Many natural resources both inside and outside. Our curriculum gives children the skills they need to do well in future learning and prepares them for KS1    The needs of disadvantaged children are carefully considered and catered for so that they make good progress. Disadvantaged children access cultural capital by  the huge variety of books that are available, songs and rhymes that are shared, British Values that are shared, activities that come from different cultural backgrounds and a wide range of exploratory experiences inside and outside.  Staff adapt learning well for children with SEND and regularly liaise with outside agencies to better meet the children’s needs. This personalised focus ensures that these children make strong progress from their starting points.  We teach reading well. Books are shared with children every day. Book corners are attractive and well resourced. Children have free access to books. Children can read books on the Interactive Whiteboard. We use a reading scheme that links very well with our phonics scheme. We read to children regularly so that children have a love of learning. Children listen and comprehend well. Children acquire a wide vocabulary in a planned for way through the interactions with staff and other children so that they can communicate well. Children love reading because it is fun, engaging and made to be exciting.  ‘The teaching of phonics is consistently well planned, with a high level of challenge. As a result, children are able to sound out words and are beginning to write them as well.’ (Ofsted 2018) Children are taught phonics well through memorable first teach experiences and a very multi-sensory approach that commits the phonics sounds to memory with actions and rhymes and pictures. Reading books match children’s phonic knowledge.  We develop communication well through effective interaction of staff with children and by teachers explaining things effectively. We also develop good communication through opportunities for singing, playing and exploring. There are also exciting experiences that create opportunities for communication e.g chicks hatching. Butterflies being released etc.  Children are emotionally secure. They are resilient because the staff work well to provide activities that include some challenge and risk and children are encouraged not to give up. Children develop well physically, socially and personally. The outdoor environment provides opportunities to develop physical skill including upper body strength. Children take part in planned for circle times and learn about tolerance, respect and care for others. Empathy is a skill that is developed. Children develop self-belief through the positive adult role models around them. Children understand how to be healthy through circle times, books and adult led activities.  Children are taught to manage their own behaviour. They are supported to share and cooperate well. Children are helped to develop a sense of right and wrong through stories, role play and discussion. |
| **To become solidly outstanding we need:**   * To ensure that all children are focused on an activity either adult led or independent at all times and engaged in effective learning * To make full use of the new outdoor equipment for developing upper body strength * To improve the number of pupils attaining the expected standard at end of reception profile in writing |