

School Context



Our school is a larger than average sized primary school with 264 pupils on roll from aged 3-11, serving the local area of Cleckheaton, a small but vibrant town in West Yorkshire. The large majority of our pupils are White/British (84.85%) with a further 15.15% from other ethnic groups. A minority of our pupils have English as an additional language (4.74%), which is below average. Although pupils come from a wide range of social economic circumstances, many families experience high levels of social and economic disadvantage with a significantly high deprivation indicator with 78.79% in the most deprived 5 bandings, consequently the proportion of pupils known to be eligible for free school meals is 20.81% (a decrease 4 years running). The socio-economic backgrounds of our pupils are predominantly semi-professional. Most pupils are well supported from home which enhances participation in extracurricular clubs and funding for education visits. The stability of our pupils is fairly high (88.8%). The proportion of our pupils SEN support is high but decreasing (9.85%), those with a statement or EHC plan also being above Kirklees and National averages at 3.3%; mainly SEMHD, MLD and SLCN. Currently, there are no pupils classed as 'Looked After'. Attendance is good at around 95%.

Our school offers a broad and balanced curriculum, geared to the individual needs of all children in a secure, very nurturing and increasingly challenging environment. We are proud to provide a fun and enjoyable learning journey which enables all children to reach towards their full potential; these values are reinforced by all staff and Governors, shared by all pupils and evident throughout the school. Our pupils receive a high quality and individually challenging education designed to promote empowerment and independence which creating enjoyment and enthusiasm for learning. In an environment where children feel valued and staff have increasingly high expectations, we encourage every pupil to become self-reliant, responsible, well-motivated and to develop their moral, social and spiritual skills to their full potential. The vast majority of our pupils are very well behaved and enjoy learning from our skilled and dedicated team of staff who provide high levels of care, support and guidance - contributing to the school's excellent pastoral care. The vast majority of parents and carers strongly agree: that their children like school; that the school keeps pupils safe and that teaching is good or better. The excellent personal development of pupils is demonstrated by their enjoyment of school, enthusiasm to adopt responsible roles and an excitement for learning through the effective acquisition of lifelong learning skills.

On starting school in the Early Years Foundation Stage, the majority of pupils' skills and abilities are generally below national expectations, coming from home and often a wide variety of early year's providers, with a range of different experiences and skills and many with additional needs. Despite this start, most pupils make good progress throughout the EYFS, where teaching is good or better and tailored to the pupils' needs, providing exciting and stimulating activities with a good balance of tasks led by adults or chosen by the children themselves. From these starting points, most pupils reach and exceed standards that are expected by the end of the Reception phase. Pupils' achievement then, currently, varies throughout the school. This has begun a fundamental change as strong leaders, staff and governors, with the support of the local community, engage pupils in a solid, high quality education alongside a creative and enriching curriculum that is led by the desire for the highest aspirations for all pupils. Ultimately, and with urgency, the school will ensure that the vast majority of pupils make above expected progress by the end of KS1 and subsequently KS2.

The SEF of Howard Park Community School

The effectiveness of leadership and management is judged to be **GOOD**

“ In relation to leadership HMI (2016 stated) “You have established a strong sense of purpose within your leadership team. You are giving them the chance to prove themselves as leaders, and are empowering them to make a significant contribution to school improvement.”

The implementation of a middle and senior leadership structure in September 2016 has supported further rapid change and improvement across the school. Rigorous self-evaluation and performance management at all levels ensures that any weaknesses are rapidly identified and systems and procedures to ensure excellent outcomes for pupils including SEN and disadvantaged pupils are effective. All leaders are knowledgeable about school standards and areas for development. They are supported by collaboratively produced action plans ensuring sustained and determined improvement.

Leadership and the drive to improve

The Head teacher is good with outstanding features; leading with vision and ambition to constantly improve the school. The quality of leadership and management in the school is improving moving strongly towards good distributive leadership, as key leaders use their secure knowledge of the school's strengths and areas for development to effectively plan and secure improvements. The Leadership are an effective and strong team; sharing the Head's drive to continually improve and raise standards. They demonstrate an absolute commitment to the school vision and set good examples to the whole school community, resulting in motivating all staff to set aspirational targets for all pupils and work extremely hard to achieve them.

Distributive Leadership

Distributive Leadership provides excellent management that results in highly motivated teams, an increased capacity for improvement and the consistent, evidenced raising of standards. Morale is very high, with a very stable and experienced staff sharing a belief in the school's success which runs through all levels. Leaders use data well and clearly demonstrate impact in their areas of responsibility and school priorities; this leads to clearly identified key areas for improvement and provides exemplary practice. Teaching assistants and support staff are making increasingly effective contributions to the vision, success and future of the school and are key partners in ensuring that children make at least good or better progress. The school is committed to nurturing and growing new leadership.

Effective Governance

Governors are now good at evaluating, challenging and supporting the effectiveness of the school and in holding the leadership to account. They are professional, understand their roles and have an increasing strategic rather than operational awareness. They have good relevant experience for their committee and specific responsibilities. Valuable contributions are made to the leadership of the school, offering a wide range of experience ensuring that all their statutory duties are fulfilled; key policies are up to date, safeguarding and safer recruitment practices are followed and monitored rigorously and there is full compliance on the school website. Full, thoughtfully planned and considered governing body agendas allow governors to challenge, to an increasing degree, key data such as ASP, RAISE online, SEF judgements and school improvement evidence. Their relationships with staff are constructive. Committee structures are now productively in place and are active in seeking improvement. The governing body is self-reflective and there is strong evidence that on-going training is taking place. Governors are well informed of the current school context and challenge robustly when needed. They are proactive in arranging visits to the school, indeed there is a strong monitoring group who work with the SLT; indeed, there is now a highly constructive and ambitious dialogue between the school leadership and the governing body. They have high expectations for outcomes and provision for pupils.

Self-Evaluation

Self-evaluation is focused and embedded in the work of the school. School self-evaluation is successfully influencing the direction of the school. It identifies the priorities for improvement which are built in to the school development plans. The school is fully aware of its strengths and weaknesses. Good self-evaluation informed by constructive feedback from all stakeholders, searching analysis and self-challenge, help shape the strategic vision of the school leading to an accurate understanding of areas for development. Senior and middle leaders are active in monitoring all aspects of school life through a disciplined, pre-determined and effective schedule. There is open conversation with all staff about areas for improvement.

Value for Money

The leadership's deployment of resources is excellent due to imaginative problem solving, often by the Leadership team, bringing together financial, human and environmental resources to take decisive action in order to maximise provision and outcomes for pupils. The school was audited by the local authority in May 2017 receiving a 'Good' with 'Outstanding' aspects result. The school regularly updates governors on budgetary issues and uses benchmarking data in its decision processes.

Quality of Teaching and Learning

Teaching was variable, but with intensive support, effective monitoring, INSET and CPD this is moving with pace to the categories of good and outstanding. Where it is outstanding, it ensures that pupils are motivated and engaged in learning with good progress being made. The recent strengthening of monitoring processes, including observations, scrutiny of pupils' work, pupil interview, scrutiny of planning and drop-ins, together with analysis of assessment outcomes ensures that judgements are very well validated. Where there are significant weaknesses in the curriculum, i.e. writing, staff have fully embraced new ways of working and have developed innovative and bespoke models of change. Teachers have high expectations for pupil outcomes and insist on well-presented work which demonstrates an ethos of pride and engagement in learning. Teacher planning demonstrates good subject knowledge and is increasingly effective in ensuring that all groups of pupils are sufficiently challenged. The rigorous monitoring systems and procedures inform quality ongoing CPD which in turn is systematically evaluated for impact. As a result, pupil outcomes are improving strongly.

Performance Management

Performance management systems run well and help ensure each member of staff is appropriately trained and developed so that they contribute positively to the success of the school. Everyone is given ambitious objectives to achieve which are geared around ensuring pupils receive a high quality education and experience. The process is underpinned by teachers' own self-evaluation and the evaluation by line managers using national standards. Standards are now integral to key targets.

The leadership team acknowledge and have acted upon the recommendation that targets are more specific and challenging to focus on the use of pupils' attainment and progress. Appraisal and monitoring show that staff are professional, caring and united as a team, resulting in accurate self-evaluation of where improvements are required. Improvements in teaching and learning have been achieved through rigorous performance management of staff and high quality professional development. Senior and middle leaders also deliver well planned support to teachers through coaching and modelling best practice. Teaching assistants attend regular CPD. They are able to provide high quality specialised support for children both in the classroom and in target groups.

Impact on Pupils

Due to good strategic leadership committed to raising the quality of teaching and learning through closely monitored aspirational targets, continuous professional dialogue and a supportive team culture, the

Quality of teaching, learning & assessment is judged to be **GOOD**

“ HMI 2016 said, “You wasted no time when you started as Headteacher. You responded very quickly to the areas which needed to improve and prioritised them correctly. This resulted in detailed action plans which focus on the areas which were identified at the previous inspection. It is very clear that you demonstrate a determination to raise standards quickly at Howard Park”...“It is clear to see from pupils' work that they are endeavouring to improve the presentation of their work, and their handwriting is improving rapidly. Parents are keen to support their children at home in this, and pupils talk about their work with enthusiasm”.

The introduction of a new curriculum in September 2015 has resulted in assessment, planning and teaching which is now responsive to needs and outcomes for significant groups and is reflected in overall good progress from starting points for pupils currently at the school. The early introduction of the new curriculum has also ensured improved outcomes and raised expectations. A rigorous system of monitoring and scrutiny informs evaluation and development. Individualised feedback, mentoring and coaching for all has resulted in rapid improvement in the quality of teaching across the school. The school has a continuing focus on the development of subject knowledge which allows for good challenge and thoughtful feedback to pupils; it maximises pupil progress and addresses the legacy of historical underachievement at the school.

The Quality of Teaching

Teaching overall is inclusive, well planned, and creative, heightens enjoyment and has high aspirations of good pupil progress. Teaching is good or better. Pace of learning and strong relationships ensure that pupils are motivated and engaged in learning, with the majority of teaching securing both rapid and at least good progress. As at Summer 2015 - 42% of teaching was judged consistently good or better and 12% being outstanding. As of May 2017 - 85% of teaching was judged to be consistently good or better with 50% of this outstanding. The judgment of 'The Quality of Teaching' is triangulated with evidence from regular joint and single lesson observations, book and planning scrutiny, drops ins, student voice and progress data, all of which are rapidly securing increasing standards and expectations of planning, learning and teaching. Staff know all pupils well and as individuals. They are able to make good provision for their needs; consequently, pupils approach their work with high levels of confidence and self-esteem.

Planning for Progress

Teaching is well planned, based on thorough and accurate assessment, with very good subject knowledge and awareness of different learning styles. The increasingly effective use of questioning is prevalent and currently a key focus in school.

The Use of Assessment to Support Learning

Assessment is frequent and accurate. As a result of effective summative and formative assessment procedures, teachers and other adults plan well to meet the needs of all pupils. Pupils are provided with quality marking and feedback, consistently shared through effective plenaries, 'next step' marking and verbal feedback, all staff follow the school's Marking and feedback policy. Pupils and teachers take pride in the dialogue that this fosters. Whole school moderation takes place in partnership within the Local and LA Moderation Meetings ensuring secure and accurate assessment. The school has had positive moderation checks via the LA for EYFS, KS1 and KS2. Transition meetings, data exchange, skills and curriculum audits, staff meetings and internal and external CPD are ongoing to ensure effective continuity and progression across the school. Formative assessments in Reading, Writing and Mathematics are used very effectively to inform provision at all levels. These identify concrete next steps for underperforming or coasting pupils as well as an opportunity to discuss the impact of teaching on pupil performance and challenge where needed. Teachers demonstrate a high level of ambition for their pupils. Rigorous systems for assessment and evaluating the effectiveness of provision mean that pupils' needs are quickly identified. Those children with additional needs are assessed and staff resources are deployed to support pupils particularly those with SEN and disadvantaged pupils. A thorough provision map is regularly reviewed and adjusted according to need.

Pedagogy

Professional development of staff is linked to the priorities of the school development plan and performance management targets. The school is fully committed to the professional development of its staff in order to achieve its aims. CPD is effective in that staff maintain and enhance their excellent levels of subject knowledge, skill and level of responsibility. They share good practice freely and coach each other to inspire pupils and build understanding. The school has good levels of expertise in key areas and there is a team approach to ensuring that good teaching standards are maintained and increased. Teachers have a good subject knowledge and experience which is continually being refined through focussed CPD and weekly professional development; this enthuses and challenges most pupils and contributes to their good progress by the end of KS2.

Teaching Strategies

In order to accelerate progress, teachers carefully select a range of effective styles to enhance learning such as: VAK, talking strategies, peer learning partners, effective questioning and impact plenaries. They constantly reward, recap and reassure pupils ensuring lessons are interesting with well-planned activities that capture pupil interest and provide opportunities for collaborative learning. Support staff are involved in delivering high quality interventions in order to provide support for pupils' learning. They have regular CPD which increases their confidence and success. Homework is set regularly, at appropriate levels and across all subjects, resulting in learners demonstrating increasing personal responsibility and organisation. Homework is used as a preparatory tool as well as for reinforcement. Quality homework, set out in our Homework Charter is set weekly in all year groups; it is differentiated and marked according to school policies, the school will be looking toward developing more challenging homework which prepares pupils more for learning to come rather than consolidating learning as is currently mostly the case. A variety of activities are utilised including subscriptions to online learning, games and creative research based holiday tasks intended to minimise learning loss and build effective links between home and school. A school homework diary and a robust system of organising reading books according to ability ranges has resulted in reading being a consistent feature of pupil experience at home and at school. Teachers give feedback using incisive questioning and high quality marking to provide good opportunities for pupils to make next step improvement. The school has a very clear approach to marking pupils' work. This is well embedded at the school. Feedback is used very well in both written and spoken form in lessons. Pupils respond well and use it to make further improvements to their work.

The Teaching Environment

It is important for the children to enjoy learning, challenge and success, within an environment where they feel safe, confident and happy; as a result our school is a calm and safe place to be. The teaching environment is enhanced due to the strong learning culture and our values led commitment. The school uses encouragement, praise and rewards for all pupils in order to create success; it nurtures the gifts and talents in every child and reinforces its pupils' individual identities through the use of positive language and supportive culture. There are clear boundaries and high expectations both academically and behaviourally. Our pupils have a keen interest in ethical issues, act in a principled manner and understand the importance of reassessing values in the light of experience.

Personal development, behaviour & welfare of pupils is judged to be **GOOD**

“ HMI Stated (2016) “During my visit, the school was a calm & purposeful place where pupils can learn and develop in a stimulating environment. This is because you have raised teachers' expectations of what is acceptable behaviour around the school and in classrooms. You have also improved and clarified the systems that underpin and encourage good behaviour and acted quickly to ensure that pupils who are struggling either socially or academically receive prompt and effective support. Pupils display enthusiasm for learning & thrive on positive reinforcement, such as precious stone 'postcards' being sent home.”

Pupils' Attitude to Learning and Behaviour

Overall, behaviour is very good in school, evidenced through consistently thoughtful behaviour towards one another, staff and visitors, both in and out of the classroom; intrinsically linked to the positive school ethos. The good attitude and behaviour of pupils is due to the school's consistent approach to behaviour management, its rewards and sanctions and the firm commitment of all staff. The good behaviour in class and around the school leads to a calm, purposeful ethos with pupils displaying positive attitudes towards learning and making progress. As a result, most pupils are polite and courteous, supportive of one another and their level of engagement in both independent and collaborative learning is good. Most pupils encourage one another to conduct themselves well, supported by the school's caring community ethos, extensive rewards system and secure procedures for administering sanctions due to a clear behaviour policy and working closely with parents. Consequently, there is very good management of behaviour, ensuring all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity resulting in greater pupil self-confidence. Pupils' SMSC development is excellent, evidenced through their supportive behaviour towards their peers, the environment, charitable initiatives and community projects. The pupils' sense of community, where respect for each other is paramount. Well-mannered, courteous behaviour is typical. Pupils all understand and rise to the high expectations outlined in the 'Golden Rules' for the school, playground and lunch. Bullying is rare and systems to record and tackle issues are meticulous. Pupils have undertaken study in themes of bullying and personal safety. Pupils understand what most forms of bullying look like and speak highly of the effective way in which adults help to prevent it. The school recently ran workshops, as part of The Summer's Hub, so that parents could support their children's understanding of e-safety, drugs and alcohol and the emotional impacts of transition. Pupils demonstrate thoughtful behaviour and excellent attitudes to learning which create a positive school ethos as well as being a significant factor in their successful learning. Parents are very supportive of the school. In the last annual questionnaire 96% agreed with the statement 'Behaviour is good in school' and 98% agreed with the statement 'My child feels safe in school'. The use of derogatory language is rare and quickly challenged. Pupils demonstrate a confidence in learning as a result of high quality pastoral care and a sense of ownership and belonging in the school.

Pupils' Attendance

Overall attendance for most pupil groups is consistently good over time when compared to other schools, this is due to effective actions, close monitoring and early intervention. Attendance is good as a result of robust systems to ensure pupils attend school regularly and absence is challenged. The % of sessions missed and persistent absentees has been generally decreasing over the last 5 years. The overall attendance for 2016-17 academic year was 94.7%. In 2016-17 disadvantaged pupils had better attendance than non-disadvantaged pupils, contrary to 2015-16 when the attendance of disadvantaged pupils was highest. Through a number of consistent messages and promotions classes achieved 100% attendance in some weeks. Up to July 2017 attendance was better in 5 out of the 7 cohorts for those eligible for Pupil Premium.

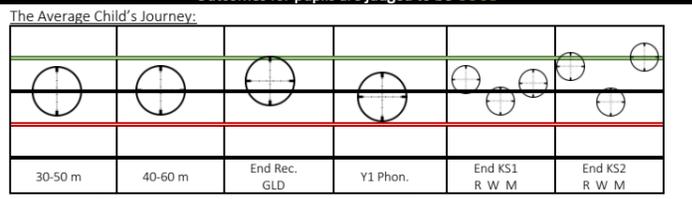
Promoting Equality and Tackling Discrimination

The school has developed a number of non-negotiables. These are: Safeguarding, Care, Empowerment, Standards, Futures and Discrimination. We do not compromise on these. Monitoring and evaluation are excellent and highly influential in maintaining and improving the school's effectiveness. We ensure our effectiveness through regular questionnaires for all stakeholders that provide opportunity for pupils (and others) to provide feedback in relation to pupil wellbeing and are analysed. The school's ability to promote equality and tackle discrimination is good, placing these issues at the heart of all of its work. These aspirations are understood and acted upon consistently at all levels. There is little evidence of discrimination and where there has been any evidence of inequality, this has been tackled exceptionally well. There is a robust anti-bullying policy and rigorous procedure for reporting and dealing with any incidents; parents agree this matter is dealt with well by the school. Most pupils resolve conflicts intelligently and seek consensus while accepting the right of others to hold different opinions and beliefs. Despite the cultural character of the school, positive celebration of different cultures helps pupils develop a good appreciation of faiths, cultures and traditions that might be different from their own and how these are constantly changing. The vast majority of pupils are open to new ideas, appreciate cultural diversity and challenge racism. The effective school council provides the mechanism for pupils from a wide range of groups to voice the opinions of their class, the council highlight issues important to the children and bring them to the forefront of discussion in school expressing their rights, taking responsibility and making a significant contribution to the running of the school, empowering the children to initiate change. The school works very effectively with outside agencies which offer additional support for the high number of pupils with need, and this alongside the dedicated school staff ensure a high quality of pastoral care. There are highly effective systems in development for integrating pupils at risk of exclusion throughout the school's community hub. The school has a robust anti bullying and behaviour policy and children have a good understanding of what bullying is and how to deal with it as a result of high profile anti bullying strategies including anti bullying week and SEAL awards. The teaching of the risks of cyber bullying and safety is also high profile.

Pupils' Safety

The safeguarding of pupils is excellent. The school has secure safeguarding procedures, risk assessment systems, health and safety procedures and pupil routines which are regularly monitored and evaluated. Children have a good level of concern for the safety and wellbeing of others demonstrated by their responsible behaviour and attitudes. There is a comprehensive and in areas exemplary awareness of safeguarding issues among the governors and staff at all levels, all of whom receive regular training on safeguarding, in particular child protection. The school uses CPOMs with vigour and skill ensuring that communication is paramount and it's records clear, unambiguous and supportive. As a result, a realistic and proportionate approach to safety and safeguarding permeates all aspects of the school's life. The vast majority of pupils have a good perspective of how to keep them self and their peers safe. There have been many opportunities to develop these skills: Fire Safety, Road Safety Weeks, Non-Smoking awareness, Drug Awareness, 'Safety in Action' and E-Safety. Pupils are well prepared for secondary school due to regular positive events and visits to our link KS3 schools, transitions arrangements are excellent - the school fosters more intensive links where it anticipates an anxious transition. Safeguarding processes meet statutory requirements and policies are diligently applied. The school uses the CPOMs system and all staff use this to its fullest extent. Staff are invited

Outcomes for pupils are judged to be **GOOD**



Attainment of Groups – Comp. to National 2016 NB: 2017 will be updated post Raise Online release

Group	Reading	Writing	Maths	GPS	RWM
SEN Support	1.0	1.0	1.0	1.0	1.0
SEN Statement	1.0	1.0	1.0	1.0	1.0
Disadvantaged	1.0	1.0	1.0	1.0	1.0
Other	1.0	1.0	1.0	1.0	1.0
Overall	1.0	1.0	1.0	1.0	1.0

Key Stage Two

Progress – Comparator to National 2016 – NB: 2017 will be updated post Raise Online release:

All	School Progress – All Pupils - 34			
KS1 to KS2	2014	2015	2016	2017
Reading	99.9	100.4	1.14	+
Writing	98.3	98.8	-5.07	+
Maths	100.4	100.1	0.38	+

Progress – Comparator to National 2016 – NB: 2017 will be updated post Raise Online release:

Disadvantaged	School Progress – Disadvantaged Pupils - 13			
KS1 to KS2	2014	2015	2016	2017
Reading	99.8	100.5	0.82	+
Writing	98.5	98.0	-6.77	+
Maths	99.7	100.6	-1.24	+

Key Stage Two

EXPECTED	EXCEEDING
Reading (Expected): 79% (71% Nat) – 3% increase on 2016	Reading (Exceeding): 19% – 10% decrease on 2016
Writing (Expected): 64% (76% Nat) – 9% increase on 2016	Writing (Exceeding): TBC
Maths (Expected): 86% (75% Nat) – 1% decrease on 2016	Maths (Exceeding): 38% – 20% increase on 2016
GPS (Expected): 88% (77% Nat) – 12% increase on 2016	GPS (Exceeding): 38% – 17% increase on 2016
RWM (Expected): 67% (61% Nat) – 14% increase on 2016	

SEN (Statement or EHC) (2), Writing High Attainers (6), Overall High Attainers (10), Maths High Attainers (6)

Top 4 Positive KS2 READING Progress

Top 4 Positive KS2 WRITING Progress

Top 4 Positive KS2 MATHS Progress

Maths High Attainers (6), Overall High Attainers (10), Other (25), EAL (2)

Notes: Indicates top 10%

Negative KS2 READING Progress

Negative KS2 WRITING Progress

Negative KS2 MATHS Progress

Disadvantaged (12), FSM (12), SEN Support (7), Overall Low Attainers (3), Reading Low Attainers (4), Reading High Attainers (11), Writing Low Attainers (5), Maths Low Attainers (3), White & Asian (4)

Notes: Indicates bottom 10%

Achievement overall by the end of KS2 (RWM) is good due to the fact that:

- Attainment is good as it is 6% above national attainment.
- Progress overall is variable, above the national mean for middle and high attainers in reading and maths although not in writing. Progress of low prior attainers and those classed as disadvantaged is at times inadequate, specifically in writing.
- Achievement in Maths by the end of KS2 is outstanding due to the fact that:
- Attainment is outstanding indicated by: higher than national two years running (+17% in 2016 & +11% in 2017) attaining expected and higher and higher than national two years running (+2% in 2016 & +15% in 2017) attaining exceeding;
- Progress is good due to a score of 0.38;
- Progress of vulnerable pupils requires improvement due to a score of 1.25;
- Progress of middle and high prior attaining pupils is good due to a score of 0.28 to 1.61;
- Progress of low prior attaining pupils requires improvement due to a score of -3.58 to -3.76.

Achievement in Reading by the end of KS2 is good due to the fact that:

pupil outcomes have been positively impacted resulting in a trend of increasing achievement throughout school.

Engaging with parents

Our partnership with parents is excellent. When engaging with parents, the school leadership is committed to open communication, proactive relationships and the continuous refinement of procedures. The majority of parents and carers are involved in decision-making on key matters through established procedures. The school's systems for keeping parents informed are good ensuring parents and carers have coordinated, up-to-date, accurate information (weekly e-newsletters, half termly curriculum information via the website and extensive 'beyond expected' web content). The school uses a text service to good effect. Children's progress is supported through regular consultations, at beginning of the academic year, two midterm and end of year reports as well as an 'open door' policy where parents are invited to talk to the staff at the start and end of each day (bookings for longer conversations are encouraged). Pupil targets and attainment are shared with parents each term and key learning objectives for the year are shared at the start of each academic year. Regular celebration assemblies, learning workshops and PTA events are very well attended by a diverse group of parents who give unanimously positive feedback.

Parents gave us the following scores in March 2017:

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
My Child is happy at school	76%	22%		2%	
My child feels safe in school	88%	10%		2%	
The school responds appropriately to my concerns	74%	22%		4%	
My child is rewarded for their hard work & behaviour	78%	16%	4%	2%	
My child makes good progress in school	67%	31%	2%		
Behaviour is good in school	69%	27%	4%		
My child is taught well in school	78%	20%	2%		
The school is well led and managed	80%	20%			
I am informed of my child's progress	61%	37%		2%	

Pupil Premium/PE (Sports Premium)

In order to accelerate pupils' progress in learning, through activities and interventions by Pupil Premium, funding has included: teaching support to deliver small group and individual lessons in order to address children's gaps in learning and accelerate progress: one to one and group support in Maths and English throughout the school, provision of nurture groups/counseling/social stories groups for vulnerable pupils, subsidise school trips and clubs, sustain the role of the SENCO to develop the school's provision, monitoring and mentoring infrastructure. As a result of these, the gaps have been successfully narrowed by the end of KS2 to the point where these groups are out performing the non 'pupil premium' students. Please refer to the Pupil Premium and Sport's Premium evaluations on the website.

The PE and Sports Grant received has enabled us to enhance the way PE is taught at our school, teaching children the importance of healthy living and how to adopt healthy attitudes to eating and exercise. At our school, we have chosen to spend our allocation of these funds on providing sports coaching for each class, providing resources and training courses in PE, purchasing sports equipment, training and support in order to develop collaborative skills, resulting in our pupils experiencing an extended range of sports and games and a variety of sports clubs.

Committed to the Community

Providing the best for our children and being at the heart of the community is essential to our school where mutually positive relationships between the school and the wider community are fostered. As a caring community school and a partner of the local community, the leadership team has developed a good role in the community by ensuring our pupils: engage with a range of community groups, encourage local residents and explore their role and responsibilities within their local, national and international communities. The school is involved in local industry, namely Tangerine Confectionery (Lion's) who support us throughout the year and offer a 'world of work' perspective. The company support the school in its governance.

We have very strong links with the following: Nine Primaries Partnership 'Family of Schools', The North West Kirklees HUB – 'The Summer's Hub' HUB, SHARE MAT (Kirklees), WYTA MAT (Kirklees), GLA (Teaching Schools), SCITT (Teaching Schools), Kirklees LA (as seconded HT to SEMHD development and PRS 2016-2017).

There are engaged, proactive and supportive partnerships with the vast majority of parents who give guided support to their child's learning.

The school is the lead school in 'The Summer's hub', a Kirklees Local Authority priority project which aims to utilise school as community hubs. We have been frontrunners in this project and have developed a strong community of schools, health and social care providers and voluntary community groups who work together in the delivery of our three core aims. The aims being to improve outcomes for children and their families and reduce inequalities between families in greatest need and their peers in: child development and school readiness, parenting aspiration and skill and child and family health and life chances. The school is commended for its prompt action in developing these strong systems, it supports partners very well and also supports hubs throughout the authority.

Our LEADERSHIP & MANAGEMENT Development Priorities:

Action Plan	Focus	Resp.
Leading Leaders - Action Plan	Developing leadership skills	MN

Action Plan	Leading Leaders - Action Plan – Mr M Newby
	<ul style="list-style-type: none"> To further develop the role of the SLT so that the school's 'capacity to improve' is maximized, there is a 'whole' rigorous system of monitoring checks within the school's structure resulting in teaching and achievement being consistently good. J To develop the role of subject leaders/ middle leaders in effectively driving improvements in teaching and learning with strength including the thorough evaluation of impacts. K To maximise leaders and governors understanding of the school's performance data, encouraging deeper, detailed understanding. L To ensure that leaders are making full use of the different checks they make on teaching and learning to ascertain if their actions are having the impact needed. [HM – 2016]. To make sure governors are involved formally in monitoring and evaluating actions to improve [HM – 2016]. To provide professional development opportunities for middle leaders to sharpen and develop their leadership skills [HM – 2016].

The school has a good capacity for further improvement as a result of:

- The relatively new head teacher has a clear vision and is ambitious in his drive for whole school improvement.
- The Leadership Team have identified the correct priorities for improvement and is accurate in its evaluation of the school's effectiveness.
- Proactive governors who provide consistent support and are rapidly developing their skills of challenge in relation to school improvement.
- Experienced Leadership Team who are now beginning to strongly and rigorously review and evaluate achievement.
- Focused teaching staff that are thorough and determined in achieving the best outcomes for all pupils with a determined focus on high quality teaching and learning.
- Engaged, supportive and enthusiastic parents who provide guided support to partner in their child's learning.
- Empowered pupils who increasingly take ownership for their own success and support peers.

The Use of Resources

Good and imaginative use is made of resources which effectively enhance learning and often incorporate new technology. Highly effective use of both the internal and external learning environments have enhanced a calm approach to learning. Teaching Assistants are used effectively, supporting, motivating and teaching pupils, and making a significant contribution to the quality of learning. Interventions are carefully timed, utilise staff strengths and work not only on developing knowledge and skills but also in developing a child's ownership and responsibility for their own learning. Provision for SEN & disadvantaged pupils highly effective with a range of academic and pastoral interventions which are reflective of need are now in place.

The Quality of Teaching in the Wider Curriculum

Pupils experience success through engaging with the wider curriculum, success raises pupils' self-esteem, self-motivation and self-confidence, impacting positively on performance in the core subjects. Teaching is enriched by many visits and/or visitors, the use of our community and local environment to develop high levels of independence both socially and academically in pupils. These visits/ visitors include: Peripatetic teachers, themed days, visits from the local clergy (various denominations). Pupil independence is effectively developed by empowering pupils' personal responsibility and organisation skills through a consistent, structured approach to homework. Y6 pupils are active throughout school, applying for roles, undergoing interviews and then carrying out various roles effectively. The school has a strong student council and participates in the wider 'Pupils' Parliament' across the Nine Primaries Partnership. The teaching of pupils' rights and responsibilities involves local services (West Yorkshire Police and Fire services, Road Safety Team, Cycling Proficiency, School Nurse, Dentist, Anti-Drugs, Religious Visitors, Theatre groups, etc.). Provision for SMSC is good with pupils demonstrating a growing willingness to explore new ideas and experiences including the use of philosophy in classrooms. Innovative curriculum design that allows for pupils to share and reflect on their own experiences, a strong understanding of the difference between right and wrong supported by a variety of ongoing activities including class councils and a comprehensive PSHE curriculum to ensure that children are engaged in the values of the school and wider British society. Assemblies and collective worship focusses on a range of current topics. Most recently pupils have considered democracy, British values, respect, micro nations and power.

Our TEACHING, LEARNING & ASSESSMENT Development Priorities:

Action Plan	Focus	Resp.
Interventions in Action - Action Plan	Evaluating impact of interventions	SM
What's Raise Online Saying? - Action Plan	Raise Online	MN
What's Science Saying? - Audit	Science and its assessment	LL
Spelling - Action Plan	Spelling	MN
Leading Edge - Action Plan	Higher ability pupils	CL

Action Plan	Focus	Resp.
Safeguarding - Action Plan	Follow up to 2016-17 LA S/g Audit	MN
Health & Safety - Action Plan	Follow up to 2016-17 LA H&S Audit	JP

Action Plan	Interventions in Action - Action Plan – Mrs S McPherson
	<ul style="list-style-type: none"> As part of your work in SEN with children with SEMH/ behavioural difficulties identify pupils in KS1 to develop work around SEAL; use sessions to work on SEAL units with these groups of children and liaise with senior SEMH ETA to coordinate work. Liaise with KS1 and KS2 leads to coordinate intervention (boost and express) at Y2 and Y6; Coordinate the work of ETAs, AR and self in delivery of intervention (boost and express); Liaise with DHT on delivery of SATs awareness meeting for parents; Liaise with DHT on SATs delivery arrangements, access arrangements, applications and logistics for Y6 SATs, Y2 SATs, Y1 Phonics and Y2 Phonics (catchup).

Action Plan	What's Raise Online Saying? - Action Plan – Mr M Newby
	<ul style="list-style-type: none"> Improve KS2 READING Progress for: SEN Support (7), Overall Low Attainers (3), Reading Low Attainers (4), Overall High Attainers (10) Improve KS2 WRITING Progress for: All groups except SEN (EHC / Statement) (2), Indian (2), Pakistani (3) Improve KS2 MATHS Progress for: Disadvantaged (13), FSM (12), SEN Support (7), Overall Low Attainers (3), Reading Low Attainers (4), Reading High Attainers (11), Writing Low Attainers (5), Maths Low Attainers (3), White & Asian (1) Improve KS1 READING Attainment: SEN Support (1), LAC (1), Disadvantaged (1), Asian British (1) Improve KS1 WRITING Attainment: SEN Support (1), LAC (1), Disadvantaged (1), Asian British (1), Female (1), SEN (with Statement or EHC) (1) Improve KS1 MATHS Attainment: SEN (with Statement or EHC) (1), Female (1), Disadvantaged (1), LAC (1), SEN Support (1), Asian British (1)

Action Plan	What's Science Saying? - Audit (2016-17), SDP (2017-18) – Mrs L Lancaster
	<ul style="list-style-type: none"> Can you investigate whole school science assessment and look at options for using non-published assessment tools to improve assessment and ongoing teacher knowledge, next steps, top level attainment? New Scheme of work to be introduced, monitored and evaluated. Introduce the use APP consistently throughout the school. To introduce an assessment grid to show progress of Science throughout the school for each child. To make a Science folder with examples of work, planning and assessment. To ensure GT pupils are extended and questioned. Extended writing tasks in Science to show and explain understanding. Organise a Science 'Drop Down' per term, this is to include recorded written evidence.

Action Plan	Spelling - Action Plan – Mr M Newby
	<ul style="list-style-type: none"> Staff to investigate effective spelling methods in use in other schools and in popular use; H Staff to collate evidence based on findings and consideration to be made into the most suitable, fitting method; Purchase and implement strategy; Monitor and evaluate.

Action Plan	Leading Edge - Action Plan – Mrs C Lavender
	<ul style="list-style-type: none"> To ensure that the most able pupils are challenged in all lessons and that all groups, including the most able are monitored constantly to evaluate the impact of actions. To embed the principles of Investors in Pupils in the development of a Howard Park model and IDP. P To investigate current thinking in 'Gifted and Talented' Policy; To facilitate the School Council members in their meetings and activity [Wednesday afternoons]; To organise and facilitate the Carnegie shadowing group with KS1 in association with WMHS; To organise and facilitate the Kirklees Libraries 'Book Competition' with UKS2; To liaise with Cleckheaton Library in regard to future 'writing' projects; To further develop 'Online Safety' guidance/advice for pupils and parents.

Other Action Plans

Action Plan	Safeguarding - Action Plan – Mr M Newby
	<ul style="list-style-type: none"> It is recorded that staff have read the Safeguarding Policy. Staff have read the Whistle Blowing Policy and this is recorded. Staff are aware that there is a mandatory reporting duty upon teaching staff to report to the Police where they discover that Female Genital Mutilation (FGM) appears to have been carried out on a girl under 18 years and this is recorded. Staff have read Part 1 of Keeping Children Safe in Education and this is recorded. Safeguarding needs to be reported at each GB meeting. Safeguarding training is recorded on the school's Central Record There is a question in the (Nursery) admissions form requesting any safeguarding information from previous educational establishments.

Action Plan	Health & Safety - Action Plan – Mr J Pickles
	<ul style="list-style-type: none"> Review policy and One Hub documentation; Ensure Risk Assessments are compliant; Review 'Emergency Procedure Documentation'; Use of the LACIS system for reporting accidents and incidents; H & S is a standing item at staff and governors meetings; Completion of Fire RA book; Housekeeping awareness; PAT testing; Lone working policy; Boiler/ Plant Room; Access and Egress issues; Roof water tank issues; Driving documentation; Traffic management; Display Screen Assessments (DSE); COSHH documentation.

Action Plan	Great Expectations - Action Plan – Mr M Newby
	<ul style="list-style-type: none"> Ideal: Families aspirations are raised, pupils have ideas for their futures and can articulate their short, medium and longer term goals. Gifted and Talented Students Register of Opportunities Provided. Partnership with High Schools and HGSS. Promotion of STEM and Maths Mastery. Careers Education through 'Drop Down' days. Greater promotion of transition opportunities and increased parental education for 'next steps'. Student Leadership. Achievement Assemblies revamp. Student achievement awards.

to reflect on safeguarding issues and develop case studies to help colleagues understanding and CPD. The designated safeguarding lead attends courses, networks and briefings; the staff have close links with social services, family support workers, school nurses and community groups who use space in the adjoining Children's Centre, 'The Hub'. The school has key links with many outside agencies, these include: LOCALA, physiotherapists, speech therapists, Language and Learning Support Service, the school psychologist, CAHMS, the Sensory Needs Department, etc. The school's collaborative working with other key agencies is good, resulting in issues being dealt with efficiently, documented thoroughly and communicated professionally. In response to the Ofsted survey parents were overwhelmingly positive about the way the school ensures children's safety (98% believe that their child is safe in school. Pupils are well aware of the need to be careful when using modern communication technology and social media. They are alert to cyber bullying, for example, and understand the need to keep personal information secure. The school works to a Safeguarding Action Plan which is the result of an annual audit from the LA. The school uses its responses to formulate a plan founded on current best practice. All staff are safeguarding and Prevent trained.

The effectiveness of the Early Years provision: The quality & standards is judged to be GOOD

Overall Effectiveness
The early year's provision, progress and attainment have been moderated by the LA/SIP as outstanding. Leadership and management are effective in promoting progress, attainment, self-esteem, confidence and enjoyment. Assessment, innovation, parent partnerships and a sense of enjoyment are very good aspects of leadership. There are excellent links/transition procedures with feeder pre-schools and nurseries. Pupil progress meetings are very well led and demonstrate impact on learning and improvements in most areas.

Effectiveness of Leadership and Management

Outstanding EYFS leadership focuses on helping the large majority of pupils to make excellent progress and achieve a Good Level of Development in their learning, development and welfare. Self-evaluation takes into account the views of children, parents/carers, and other interested partners. It is effective in identifying strengths and weaknesses of the provision and makes good use of findings from any other quality checks.

The Quality of Teaching, Learning and Assessment

All teaching is good or better. Adults' excellent knowledge of learning, development and welfare requirements relating to EYFS effectively promotes children's learning, social, physical and economic well-being. An interesting, well equipped and welcoming environment including the outdoor learning facility, successfully promotes children's learning, social, physical and emotional wellbeing. High quality planning and organisation ensure that every child is suitably challenged; activities are well planned, based upon thorough and accurate observations and assessment and matched to the full range of children's needs. Pupils make excellent progress in all areas as a result of excellent teaching, where there are pupils at risk of underachievement, implementation of successful actions are actioned to counter possible underachievement. Robust and rigorous assessments inform planning with the forthcoming use of Tapestry. Transition arrangements between Reception and Key Stage 1 ensure progress is consistent. Effective liaison between feeder Pre-schools, nurseries and home visits enables starting points for children in Reception to be assessed securely, ensuring starting points for measuring value added and progress is accurate.

Provision in the Early Years

This was judged as Good during the recent Ofsted inspection. Planning and assessment systems are robust and ensure that activities are well matched to children's learning needs and offer appropriate levels of challenge. Pupils enter the Foundation Stage at levels below those expected nationally, particularly in communication and language and make good progress by the time they leave. Despite entering the school well below expected starting points, pupils catch up quickly with significantly more pupils than nationally leaving Reception class at a Good Level of Development. 71% of reception pupils achieved a GLD which is similar to the previous 2 years and continues to be above national averages. Because of ongoing responsive CPD and sharing of best practice, the quality of teaching and provision from both teachers and support staff is now graded as Good to Outstanding. The curriculum is highly responsive to pupil need and results in a wide variety of activities which stimulate interest and curiosity in all 7 areas of learning. The percentage of pupils attaining or exceeding a Good Level of Development have been in line or above the national percentages for the last 3 years with pupils making excellent progress from low baselines. Pupils currently at the school continue to make good or better progress. Accurate assessment informs both group and individual need. Moderation is robust (including external LA moderation) and results in a high level of consistency of judgments. The leadership of Foundation Stage is highly effective in ensuring a consistently high level of provision and meaningful engagement with parents and carers. Children demonstrate independent and safe learning behaviours as a result of the clear structures and adult guidance embedded in daily practice. Parents are actively engaged in both pupil profiling and supporting children in learning through a variety of well attended visits, activities and workshops as well as written termly reports & meetings. Nursery & Reception responses to a November 2017 questionnaire were highly positive. Safeguarding procedures are robust and implemented consistently with effective action taken where needed to ensure all pupils are safe.

Personal Development, Behaviour and Welfare

The safeguarding of children in EYFS is outstanding due to the robust steps taken including vetting of all adults working with the pupils, child protection explained at induction and first aid procedures for all the adults who work with the children. An interesting, well equipped and welcoming environment including the outdoor learning facility, successfully promotes children's learning, social, physical and emotional wellbeing. High quality planning and organisation ensure that every child is suitably challenged; activities are well planned, based upon thorough and accurate observations and assessment and matched to the full range of children's needs. The results from the National Child measurement Programme 2015/16 have recently been published and place Howard Park in an unfortunate position. This school is now considering its action in this.

Outcomes for Pupils

71.0% of pupils achieved a GLD compared to 70.7% nationally. 80.6% of pupils achieved Prime Areas compared to 66.7% LA. 74.2% of pupils achieved Specific Goals compared to 55.0% LA. Boys were mostly level with girls.

Achievement in EYFS (2017) is good due to the fact that:

- 71% attained GLD (+0.3% Na).
- There is a positive trend of improvement in GLD scores since 2015.

Our PERSONAL DEVELOPMENT, WELFARE & BEHAVIOUR & EARLY YEARS Development Priorities:

Action Plan	Focus	Resp.
Behaviour for Learning - Action Plan	Learning strategies and behaviours	JN
Early Intervention/SEN - Action Plan(s)	Early years & SEN early intervention	SM

Action Plan	Behaviour for Learning - Action Plan – Mrs J Newby
	<ul style="list-style-type: none"> To develop a whole school behaviour strategy to include clarity of reward and sanction. Q To develop a collegiate approach to pupil's responsibility for themselves and their peers' teachers. R All pupils will wear the school's uniform and comply by the standards set out therein. S

Action Plan	Early Intervention/SEN - Action Plan(s) – Mrs S McPherson
	<ul style="list-style-type: none"> Review and refresh the school's 'Local Offer'. Review and update the SEN Policy and associated policies; Consider the training needs of the Interventions Team following restructure and act accordingly; Consider the training needs of the three qualified SENCO's and team and act accordingly; Report, on a termly basis, to governors on SEN issues in school; Continues to be proactive in local and Kirklees led groups and network groups; Consider and act accordingly on the school's paper trails and the efficiency of these.

- Attainment is good indicated by: higher than national two years running (+11% in 2016 & +7% in 2017) attaining expected and higher than national and higher than national two years running (+10% in 2016 and +5% in 2017) attaining exceeding;
- Progress is good due to a score of 1.13;
- Progress of vulnerable pupils is good due to a score of 0.78;
- Progress of middle and high prior attaining pupils is good due to a score of 0.35 to 2.34;
- Progress of low prior attaining pupils requires improvement due to a score of 1.22 to 3.80.

Achievement in Writing by the end of KS2 is inadequate but rapidly improving due to the fact that:

- Attainment is rapidly improving indicated by: lower than national (-12%) attaining expected and at national attaining exceeding. This is an improving picture – in 2016 the school was 20% below national at expected and 9% below at exceeding. The school is 10% below at exceeding.
- Progress is inadequate due to a score of 5.05;
- Progress of vulnerable pupils is inadequate due to a score of 6.75;
- Progress of middle and high prior attaining pupils is inadequate due to a score of 4.09 to 5.54;
- Progress of low prior attaining pupils is inadequate due to a score of 9.07 to 3.80.

Achievement in GPS by the end of KS2 is good due to the fact that:

- Attainment is good indicated by: higher than national two years running (+4% in 2016 and +11% in 2017) attaining expected and higher than national and 7% higher than national attaining exceeding indicating good attainment;
- Attainment of vulnerable pupils requires improvement indicated by: lower than national (-1%) attaining expected and lower than national (-11%) attaining exceeding;

Key Issues for Improvement in KS2 for 2016 (2017 will be produced post Raise Online release):

- To ensure 90%+ pupils make 'two levels' above average progress in reading.
- To ensure progress of SEN pupils is above average by the end of KS2 in all subjects.
- To ensure L4 attainment in Maths is 85% average or above, all L2 pupils at KS1 attaining L4.
- To ensure girls attainment and progress in reading & maths improves to above average.
- To ensure boys attainment at L4 maths increases to 90%, well above average.

Key Stage One

EXPECTED
Reading (Expected): 82% (76% Nat) – 10% increase on 2016
Writing (Expected): 64% (68% Nat) – 9% increase on 2016
Maths (Expected): 79% (75% Nat) – 10% increase on 2016

Top Positive KS1 READING Attainment: (brackets show variance to national) (populations of 1 are excluded from this analysis)

SEN (26%), Male (12%), Not disadvantaged (1.6%), EAL (1.1%)

Top Positive KS1 WRITING Attainment:

None – The school is insistent and determined that this will improve in 2016-2017 and be reflected in our 2017 results.

Top Positive KS1 MATHS Attainment:

Male (-4%), SEN (-4.7%), Non disadvantaged (-2%)

Negative KS1 READING Attainment:

SEN Support (-7.4%), Disadvantaged/FSM (-28%), Girls (-5%)

Negative KS1 WRITING Attainment:

Female (-18%), Disadvantaged/FSM (-40%), most areas

Negative KS1 MATHS Attainment:

SEN (-48%), Female (-19%), Disadvantaged (-27%), EAL (-2%)

The below GREEN text is updated for 2017 – The deleted text will be updated post RAISE Online release

Achievement in Reading by the end of KS1 is good due to the fact that:

- Attainment is good indicated by: higher than national (+6%) attaining expected and higher;
- Attainment of disadvantaged pupils is inadequate indicated by: lower than national (-28%) attaining expected and lower than national (-27%) attaining exceeding;

Achievement in Writing by the end of KS1 requires improvement but is improving rapidly due to the fact that:

- Attainment requires improvement indicated by: lower than national (-4%) attaining expected but this is less than the 10% difference in 2016 indicating rapid improvement;
- Attainment of disadvantaged pupils is inadequate indicated by: lower than national (-40%) attaining expected and lower than national (-16%) attaining exceeding;

Achievement in Maths by the end of KS1 is good to the fact that:

- Attainment is good indicated by: higher than national (+4%) attaining expected and higher;
- Attainment of disadvantaged pupils is inadequate indicated by: lower than national (-27%) attaining expected and lower than national (-20%) attaining exceeding;

Achievement in Phonics (Y1 and Y2) requires improvement due to the fact that:

- In the Y1 phonics screening check the number of pupils achieving the expected standard was 71% (below national's 81.2%) with boys (110%) and disadvantaged pupils (116%) exceeding the national standard. Girls attained 8 points below their peer's national standard. This shows a positive trend.
- In the Y2 phonics screening check the number of pupils achieving the expected standard was 75%.

Key Issues for Improvement in KS1 2016 (2017 will be produced post Raise Online release):

- To ensure that attainment at L3 in reading is above the national average at 30% by boosting the attainment of summer born pupils across KS1.
- To ensure the attainment of white British pupils in all subjects increases to above average.
- To ensure attainment at L3 in maths is above the national average at 25% by boosting the attainment of summer born pupils across KS1.
- To ensure that the number of pupils achieving the expected standard in the Y1 phonics screening is 60% national average particularly for girls, white British & summer born pupils.

Our OUTCOMES Development Priorities:

Action Plan	Focus	Resp.
Diminishing the Difference - Action Plan	Attainment of groups	JP
Level Up - Action Plan	Raising middle achievers	JP

Action Plan	Diminishing the Difference - Action Plan – Mr J Pickles
	<ul style="list-style-type: none"> Improve KS2 READING Progress for: Overall Low Attainers (3), Reading Low Attainers (4). Improve KS2 WRITING Progress for: All groups Improve KS2 MATHS Progress for: Disadvantaged (13), FSM (12), Overall Low Attainers (3), Reading Low Attainers (4), Writing Low Attainers (5), Maths Low Attainers (3), White Asian (1) Improve KS1 READING Attainment: LAC (1), Disadvantaged (1), Asian British (1) Improve KS1 WRITING Attainment: LAC (1), Disadvantaged (1), Asian British (1), Female (1) Improve KS1 MATHS Attainment: Female (1), Disadvantaged (1), LAC (1), Asian British (1)

Action Plan	Level Up - Action Plan – Mr J
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