



HOYLAND COMMON PRIMARY SCHOOL

Self-Evaluation Summary 2017-18

Developing confident, happy, self-motivated learners, who enjoy learning,
and see it as a lifelong adventure.

Head of School

Mr B Fallon





Hoyland Common Primary Ofsted Summary Document – Autumn 2017
Self -Evaluation Summary

Context of Hoyland Common: **Autumn 2017**

Number on roll: 401 on roll including a 52 place FS1 provision. Hoyland Common is currently building capacity and is oversubscribed in many year groups.

Ofsted category: Outstanding (2008—current)

Location: 45.9% of children are classed as living in the more deprived areas nationally. (MOSAIC Data 2015). Pupils who attend Hoyland Common Primary school come from a diverse range of backgrounds. Approximately one third of pupils are seen as 'Hard Pressed', and a quarter of children from 'Moderate Means' (Acorn 2012).

Current FSM 14.8%

Majority of children (97%) white British. Other small ethnic groups.

13 classes EYFS2 – Y6 + FS1 provision

1 LAC

22 EHAs

SEN in total 44 pupils in total (11%) including 31 SEN support, 13 EHCP

Attendance 2014-15 96.2%; 2015-2016: 96.8% 2016-17 95.9%

Current attendance: 95.8%

Hoyland Common Primary School aims to '*develop confident, happy, self-motivated learners, who enjoy learning and see it as a lifelong adventure*'. We strive to be an organisation that facilitates the learning of all of its members. Pupils at Hoyland Common Primary School are confident and outgoing individuals who are ambitious in all aspects of learning. Children relish the challenge of learning and are encouraged work in collaboration to support their needs. Pupils take responsibility for their own learning and are aware of their next steps, enabling them to make rapid and sustained progress.

The school aims to produce caring and empathic children who have pride in themselves, the school and the surrounding community. We have an inclusive approach that supports all children whatever their needs may be. The school has a strong moral purpose, encouraging British values of tolerance, understanding and respect. Regular residential opportunities, a wide range of trips and clubs for all pupils and exciting events in school such as shows, fairs and family activities all add to the learning culture at Hoyland Common. Our aspiration to succeed and drive to excel is the *glue* that binds a diverse range of curricular and extra-curricular activities and ensures that achievement is celebrated at all levels.

The school delivers a personalised, pupil-led curriculum that engages and challenges all learners. There is a real emphasis on innovation; teachers are encouraged to develop new themes and topics to ensure that taught skills and teaching pedagogy is regularly reflected upon and refined. The school promotes high levels of achievement across the curriculum. Children attain well across both core and foundation subject areas. Through the delivery of the School's *Skills Based Curriculum*, children are inspired to learn and explore their own interests using meaningful contexts, which equip them with skills for life-long learning.

As an outstanding school, HCPS converted to a single academy in October 2013. A Multi-Academy-Trust (MAT) conversion consultation was completed in Spring 2016, with one school joining the trust, and the MAT is currently in discussion with a number of schools to lead on the implementation and development Hoyland Common Academy Trust (HCAT).

Hoyland Common Primary School is a designated teaching school under Tykes Teaching School Alliance. This is a reflection of the school's sustained positive performance and demonstrates our commitment to improving standards in education across the region. The CEO is an accredited NLE, with four further members of staff accredited and deployed in school-to-school support as SLEs. The teaching school is currently active in: Leading on ITT through a school direct programme in partnership with Leeds Beckett University; the deployment of SLEs, facilitating school to



school support; the NQT accredited body and strategic development programme; a bespoke RQT development programme; a range of research and development projects.

Awards and Recognitions: The School was nominated for, and attained ‘School of the Year’ in the Pride of Barnsley Awards; Healthy Schools Award, *Sports Mark*, and *Active Mark*. The school has been awarded the NAACE *ICT Mark* for recognition of our ongoing development of ICT to enhance learning. In 2014, the school received the *Arts Mark* and was also designated an *arts good practice centre* (accredited by Trinity College, London) in recognition of our commitment to providing opportunities for our learners. The pupils of the school have also shown fantastic success in a range of local and regional competitions including the South Yorkshire Drama Festival winners in: 2010, 2011, 2012 & 2013. The school leads on the annual Shakespeare drama festival for schools in Barnsley and performs at the Lamproom theatre. The school leads on the annual calendar of sporting events for the local pyramid of schools, with 10 local school accessing this service.

Previous Key Priorities	Progress towards meeting key issues																								
<p>Raise pupils’ attainment and accelerate their progress in Literacy even further by:</p> <ul style="list-style-type: none"> - Developing Literacy curriculum and policy, procedure and practice document aimed at improve standards in Literacy. -Development of a CPD programme to support improvements, particularly in technical aspects of writing. 	<p>The school has committed to a long term programme to improve outcomes in writing across school. Development of a new curriculum, policy, procedure and practice document, combined with a programme of CPD has ensured a creative, robust and shared whole school approach to the learning and progress in writing:</p> <p>Writing Outcomes</p> <table border="1"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>L4+</td> <td>84%</td> <td>86%</td> <td>90%</td> <td>94%</td> <td>94%</td> <td>NS</td> <td>91%</td> </tr> <tr> <td>L5+</td> <td>21%</td> <td>40%</td> <td>39%</td> <td>44%</td> <td>44%</td> <td>GD</td> <td>22%</td> </tr> </tbody> </table>		2011	2012	2013	2014	2015	2016	2017	L4+	84%	86%	90%	94%	94%	NS	91%	L5+	21%	40%	39%	44%	44%	GD	22%
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<p>Improve the rigour and impact of monitoring and evaluation at all levels by ensuring that the analysis of the success of actions to improve pupils’ outcomes is more securely based on precise and measurable criteria.</p>	<p>Clear monitoring and review procedures accurately identify and analyse outcomes. Embedded PDR process with all staff clear about expected progress and attainment. Termly Pupil Progress Meetings and Moderation Challenge meetings enable staff to systematically track and monitor all pupils, including Pupil Premium, SEN and G&T.</p> <p>Triangulation of overall effectiveness of teaching using a range of measures including: Lesson observation, pupil work and outcomes, marking and feedback analysis and learning environment audits.</p> <p>Teaching 100% good or better (autumn 2017).</p> <p>The creation and implementation of an assessment process and practice that ensures all pupils are systematically tracked and are making good progress towards expected outcomes in all subjects.</p> <p>A systematic approach to improve teaching and learning has been implemented through a staff CPD programme to ensure that all staff have the skills to meet the needs of pupils at Hoyland Common.</p> <p>Clear curriculum development and planning structure is in place to ensure that curriculum innovation, coverage and assessment leads to improved outcomes for pupils.</p>																								



Hoyland Common Primary Self-Evaluation Summary



Current Priorities	Progress towards meeting key issues
Areas for Development Effectiveness of leadership and management	<p>To further develop the senior leadership team by supporting with leadership training (NPQH, SLE).</p> <p>To develop the capacity of the middle leadership team to ensure succession planning and sustained improvement.</p> <p>SLT and staff communicate ambitious expectations for all children in line with the Hoyland Common Vision.</p> <p>Distributed Leadership from both staff and pupils impacts on improved outcomes at Hoyland Common.</p> <p>Development curriculum teams to ensure all staff are effectively leading on curriculum development.</p> <p>Performance management impacts positively on pupil progress.</p> <p>Strong and effective governance and leadership at Hoyland Common drives the setting to the next level of performance.</p> <p>A strategic approach to taking each judgement in the SEF and improving standards in all areas.</p> <p>Developing the strategic leadership of the Teaching School and MAT to ensure that that Hoyland Common leads on improving outcomes for young people within the locality and beyond.</p>
Areas for Development Quality of teaching learning and assessment	<p>To increase the number of pupils making accelerated progress and attaining highly in reading.</p> <p>To ensure that disadvantaged pupils are narrowing the gap with the peers in all subjects across school.</p> <p>To ensure a consistent approach to the planning for and teaching of reading and writing for mastery and depth, and to ensure problem solving opportunities are exploited.</p> <p>Teaching staff are supported by the leadership team in developing in their own practice through a bespoke programme of CPD strategically planned throughout the year.</p> <p>Development of collaborative practice and research to maximise outcomes for pupils.</p> <p>Teachers effectively use HCPS assessment materials and skills progression framework in order to engage, inspire and accelerate progress of their classes.</p> <p>Teachers consistently use AfL strategies effectively. Children understand their next steps in learning based on accurate and timely feedback, marking and assessments.</p>
Areas for Development Personal development, behaviour and safety	<p>To develop strategy and resources to support and increase in attendance across school.</p> <p>Development of systems to support attendance of PP children and persistent absence.</p> <p>Development of current school council roles and responsibilities to ensure greater impact of pupil voice throughout school.</p> <p>Children develop as Hoyland Common learners with consistently positive attitudes to learning both in and outside the classroom.</p> <p>Hoyland Common's House system is fully embedded in school and supports improvements in attendance, behaviour and attitude to learning.</p>
Areas for Development Outcomes for pupils	<p>Cohort Action Development Plans to target and track cohort specific priorities for 2016-17 to ensure that a greater number of pupils achieve above age related expectation in reading by the end of KS2.</p> <p>Disadvantaged pupils and boys are narrowing the gap with their peers in all year groups.</p> <p>Staff are confident in using the HCAT assessment system and INCERTS to support learning.</p> <p>All pupils, with a focus on Pupil Premium, SEND and more able, make good progress from their starting points at Hoyland Common.</p> <p>To ensure a rigorous and robust approach to baseline and attainment and progress data throughout EYFS.</p> <p>Develop a whole school approach to target setting using FFT Aspire.</p>



Overall Effectiveness	Commentary: Hoyland Common is an outstanding school. The whole school community works together to improve outcomes for all our children.								
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Overall Effectiveness Level Descriptors	Evidence of Strengths
<p>The quality of teaching, learning and assessment is outstanding.</p> <p>All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.</p> <p>The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.</p> <p>Safeguarding is effective.</p>	<p>Overall effectiveness is outstanding because all key areas of school are outstanding.</p> <p>Pupils have a fantastic experience at Hoyland Common Primary School and develop into mature and sophisticated young people with a true sense of spiritual, moral, social and cultural identity that equips them well for the world they will join after schooling. Throughout their time at HCPS they develop into ambitious, sensitive and balanced young people. They reach a level of achievement that places them in a very strong position to have a successful and secure future and make a significant contribution to their community and wider society.</p> <p>Pupils not only feel safe and Hoyland Common, but also know how to identify when they are at risk and are proactive in managing their own and others' well-being.</p>

Effectiveness of leadership and management	Commentary: Having secured strong leadership at all levels, including Governance, Hoyland Common continues to improve rapidly. Rigorous PDR is in place and supported by a detailed triangulation of monitoring and evaluation. We have embedded our pedagogical approaches to teaching and learning. Hoyland Common has a strong, innovative curriculum and has a clear assessment strategy.								
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Effectiveness of leadership and management Level Descriptors	Evidence of Strengths
<p>Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.</p> <p>Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.</p> <p>The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress</p>	<p>Leadership and management is extremely effective because of the school's desire to improve and build upon the highest levels of achievement and personal development for all pupils over a sustained period of time. The school thrives on high expectations for all, and staff are clear in the identification of development needs through a self- evaluative approach. Leaders of the school have a clear vision and the ambition to ensure Hoyland Common Primary School continues to improve and supports the community that it serves.</p> <p>School leaders are proactive in ensuring the curriculum of the pupils that attend the school is inspirational and challenging, ensuring that they achieve their full potential through an exciting skills based curriculum. This is done through:</p> <ul style="list-style-type: none"> • Middle and subject leaders take responsibility for curriculum development; each subject area has a clear development plan based on the outcomes from a range of evaluation and monitoring tasks, such as: skills audits, data analysis, lesson observations, pupil voice and parent questionnaires. • A well-established performance management cycle that has a clear focus on the school's development needs in relation to teaching and learning and which links directly into staff CPD. Staff thrive on a process of shared delegation, with clear action plans in place that secure accountability.



is rising across the curriculum, including in English and mathematics. Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils. Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas. Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school. Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses 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. Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work. Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or

- Analysis of robust assessment systems ensures that individual pupils, groups of pupils and cohorts are tracked, have clear targets, and the vast majority attain highly and achieve their full potential. Good practice is shared and areas for development are identified and supported.
- Senior Leaders drive an improvement in standards through a range of CPD sessions, team teaching, joint planning, paired observations and modelled lessons, all of which promote high expectations staff and pupils.
- A senior leader is responsible for *curriculum innovation and teaching and learning development*, in order to ensure that Hoyland Common primary remains at the 'cutting edge' of teaching, learning and curriculum development.

School Leaders have a strategic approach to the ongoing development of the school, having a clear rationale for development needs and how they are to be addressed in order to ensure improved outcomes for all pupils. This is done through:

- The development of a focused and challenging *School Improvement Plan (SIP)* that is shared and regularly reviewed with all staff and Governors, promoting a collective ownership to ensure that the needs of the school are met and improvement is sustained.
- Senior leadership work effectively together planning for the long and short term needs of the school. Policies and procedures are regularly reviewed and amended to support these development needs.
- The development of staff into middle and senior leaders ensures that the school has the capacity to move forward. Staff actively lead curriculum areas, create action plans to meet needs and evaluate the impact of practice.
- Staff are encouraged to become leaders through programmes such as Leadership Pathways, NPQML, NPQH, CIPFA, DSBM and SLE accreditation. These programmes further support the school's succession planning and continued development.
- The CEO/Executive Head Teacher was designated as a NLE in April 2014. Four members of the Senior Leadership Team are designated as Specialist Leaders of Education (SLE) and support leadership teams in a number of other schools. Three middle leaders have completed the NPQML qualification and one further member of staff is currently enrolled on the course, leading on whole school projects. The school leads on effective collaboration between locality schools on projects such as: a collective approach to moderation of writing, inter-school sport, joint opportunities to challenge more able pupils, sharing expertise on new and emerging technologies and a locality wide schools newsletter.
- The School Council takes pride in its role and is pro-active in all aspects of school life, from recruitment of staff to supporting charities and the local community. They have visited our local MP in the Houses of Parliament to discuss the needs of the local area and have also attended the Town Hall as part of PCSHE study.
- As a designated *Teaching School*, Hoyland Common Primary leads on improving standards in wider education. This includes school-to-school support, research and development projects, staff CPD programmes, ITT and leadership networking. The school brokers provision to facilitate school-to-school support for within the borough and is responsible for the deployment of 17 SLEs.
- The *Teaching School* is responsible for developing a programme of support for NQTs and RQTs within the locality, currently accessed by new and recently qualified teachers.
- A cross regional SSIF bid to address sub regional priorities in relation to the leadership and teaching of literacy.

The leaders of the school actively promote the safeguarding of all pupils and staff. This is done through:

- A clear and effective policy that all staff and governors audit regularly.
- A clear procedure for raising and reporting causes for concerns in relation to safeguarding.
- A robust training cycle that ensures all staff, governors and volunteers have the required safeguarding training and a range of appropriate staff have completed EHA lead training. In addition to this, 5 members of staff have completed designated lead training.
- Monthly Vulnerable Pupil and Family (VPF) meetings are held to discuss all current 'live' cause for concerns and review any 'dormant' cases.



indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan. Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

- Governors regularly challenge and audit practice in relation to safeguarding.
 - Attendance is monitored on a daily basis and analysed half termly in line with policy; this helps ensure that absence is low and families with attendance concerns are supported.
- Schools leaders and the governing body work effectively to ensure there is effective challenge and the schools development needs are addressed. This is done through:
- Having a clear structure to the governing body with effective deployment of roles and responsibilities.
 - MAT leaders, trustees and governors' individual strengths are utilised to support specific areas.
 - A governor development schedule provides a framework for improvement and self-reflection for the governing body.
 - A programme of CPD for governors ensures they have up to date knowledge and insight into all aspects of school. Examples of training include 'understanding of Raise online', roles and responsibilities of governors and the governors role in relation to safeguarding
 - Governors engage effectively with parents. An annual parent questionnaire is developed and collated by governors, successes and any development areas are reported back to FGB and SLT to be addressed.
 - Governors and trustees receive detailed termly reports from the head teacher to ensure they have an up to date view of school, which is monitored these are questioned and challenged at FGB meetings.
 - *Governor Challenge* meetings are held in order for staff and governors to discuss and evaluate their areas of responsibility.

Senior leaders ensure the school promotes effective financial management. The school budget is used effectively to meet the needs of learners. This is done through:

- Employment of a School Business Manager who effectively manages and monitors school budget and resources using the 'best value' principles to ensure the budget is utilised efficiently to optimise learning.
- Trustees and MAT leaders challenge school leaders to evidence effective financial management.
- The school generates income by out sourcing financial services to other schools within the local authority. The school also hosts a termly finance forum to support schools in relation to finance and sharing of relevant information.

Quality of teaching, learning and assessment

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Commentary: Pupils make rapid and sustained improvement as a result of consistently good or outstanding innovative and exciting teaching and approaches. Triangulation of evidence shows that teachers are consistently effective. Children make good progress from their starting points and attain highly.

Quality of teaching, learning and assessment level descriptors

Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected. Teachers plan lessons very effectively, making maximum

Evidence of Strengths

All teaching is good or better, with much of this being outstanding (autumn 2017). This has a significant impact on pupils' learning, enjoyment and levels of achievement and progress.

Teaching is exceptionally strong because:

- Teachers engage, enthuse and motivate, are passionate, flexible, adaptive, committed and reflective.
- Teachers have in depth subject knowledge which is applied across curriculum areas.
- Innovative and creative strategies, including the sophisticated use of ICT ensure that pupils enjoy and relish the challenge learning. Pupils, staff and parents have the highest expectations of themselves and others and pupils take an independent approach to learning.
- Creative planning challenges and reflects the needs of learners. Hoyland Common's approach



use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced. Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up. Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come. Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words. Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning. Pupils love the challenge of learning and are resilient to failure. They are curious,

to *Accelerated Learning* ensures that there is planned time to demonstrate and reflect upon learning outcomes.

- High quality, well trained support staff are used flexibly across key stages to support at Wave 1, 2 and 3 to support the needs of all learners over a range of abilities.
- Staff form positive relationships with pupils and parents resulting in pupils demonstrating high levels of independence, confidence and resilience towards their learning.
- Expectations of all pupils are high and staff continually promote this resulting in pupils thriving to succeed and achieving their full potential.
- Pupils are motivated by the school's philosophy of *head hurt learning* and relish the challenge of solving problems. Pupils and staff discuss how resilience can lead to improved outcomes and understanding.
- A bespoke cycle of CPD ensures that staff have the opportunity to reflect upon and experiment with the latest innovations in teaching and learning. This includes staff *research and development* projects and regular *staff learning challenges*. An ethos of coaching and sharing best practice ensures that pupils have access to personalised and innovative approaches to teaching and learning.

Teaching makes excellent use of *Assessment for Learning* in promoting Hoyland Common's approach to *accelerated learning*. Questioning is used effectively to challenge and extend learning, to gauge understanding and to unpick misunderstandings. Staff ensure that pupils receive quality written and oral feedback in line with the school's *Marking and Feedback* policy. Staff are very skilled in using the processes of target setting to build upon pupils' prior learning, and use these skills to plan next steps in learning. As a result pupils are constantly aware of how to improve and are enthusiastic about moving their learning forward and achieving aspirational targets. Teachers support progress towards next steps through the effective implementation of the marking and feedback that pupils receive. Pupils are encouraged to self and peer assess work and are able to identify successes and common mistakes. They regularly discuss with staff and each other about how their learning can be improved. Pupils regularly work one to one with teachers, support staff and volunteers to discuss in detail their learning and identify how to improve it and from this individual targets are set.

Hoyland Common Primary school has developed and refined a personalised curriculum that challenges all of our learners. Policy and practice documents provide a clear outline of expectations for the teaching, learning and assessment of core subjects. Tracking is used effectively and systematically to ensure that pupils and staff can track progress and identify next steps in learning. Writing portfolios have been embedded throughout school, which demonstrate progress, particularly in technical aspects of language. After a Cross Authority KS2 writing moderation programme in 2016, the schools assessment and moderation of writing was deemed to be exemplary and was used as a model of best practice. In addition, KS1 and FS moderation by the LA was commended for accuracy of assessment and the quality of evidence to support judgments.

The school regards the effective teaching of reading as central to pupils being confident, articulate, high achievers ready to move successfully into the next stage of their education. It recognises that reading underpins all children's learning and sets out with the ambition that all pupils will be able readers, who can use these skills to develop all other skills and learning. This is embedded through:

- Phonics is taught systematically in FS and KS1 underpinned by the principles of 'Read, Write Inc.' and also for identified children across KS2.
- A structured approach to reading using a wide range of interesting, age appropriate texts that are clearly leveled to match pupils reading abilities. The school fosters the deepening of reading skills by encouraging pupils to read a broad range of books that are enjoyable and challenging.



interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.

Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school.

Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.

- Parental engagement - Reading Workshops for parents to support understanding of how to help their child to learn to read. Our school library promotes the importance of books and encourages pupils and parents to swap and share books. The school also organises visits to the local library.
- Classes' use of the HCPS reading rewards scheme, which allows pupils and staff to log reading time, share books and blog about what they enjoy reading.
- Able readers are challenged through focused questioning around the higher order skills of inference, deduction, author intent and reader response.
- High quality resources, including the use of technology, are used to promote a wide range of high quality reading materials promoting a love of reading.
- The school actively promotes reading themed days, including World Book Day, Roald Dahl Day and Literacy Celebration Week.

Leadership is instrumental in developing and driving the quality of teaching forwards, constantly striving to support teachers to reflect upon and improve their own and other's practice. One of the leadership's key strategies is the recruitment and retention of excellent practitioners with an appetite for creative approaches to teaching and learning and a desire to improve and learn from the sharing of good practice.

- Teachers are encouraged to model effective teaching and learning strategies and share it with colleagues. The school has a proud affiliation with locality teaching and learning networks through the locality pyramid, teaching school and MAT links. Staff have organised, attended, contributed meetings and CPD events which aim to share best practice and innovations in teaching and learning.
- Personalised CPD ensures that the staff 'teaching toolkit' is continually expanded and tailored to meet the needs of the school. Recent training sessions include: The theory of teaching reading skills, children's literature, the use of AFL to support learning, workshops on creativity in literacy and numeracy, and supporting pupils with SEN. Staff are continually encouraged to seek out cutting edge practice in order to move the school forward.
- All staff are supported through lesson observations linked with quality feedback, good practice is evaluated and shared and areas for development identified and actioned. In addition regular focused learning walks are fed back so that strengths can be shared and development needs addressed in a supportive approach. Staff have access to coaching and mentoring systems within school to evaluate and improve their own practice.
- The school has a successful history of implementing Initial teacher training, through the School Direct School Direct student training programme. The school has links with local university teacher training departments, the mentoring and coaching of NQTs, student placements and the apprenticeship scheme. School staff are actively involved in the recruitment and training of School Direct students for the 2017-18 academic year. As a teaching school, Tykes works in partnership with Leeds Beckett University to lead its own School Direct programme for 2017-18.
- Staff are involved in team teaching and joint planning through a coaching model to support and develop ideas and skills, which has had a positive impact on learning across the school.

Personal Development, behaviour and welfare

4			3			2			1		
										X	

Commentary: Pupils' attitudes to learning and behaviour are unwaveringly positive and have a significant impact on our learning community. Attendance has been above or in line with national averages for the past three years and continues to be a whole school focus. Children are



safe at school and know how to keep themselves safe in a wide range of contexts.	
Personal Development, behaviour and welfare	Evidence of Strengths
<p>Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.</p> <p>Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.</p> <p>High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.</p> <p>Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.</p>	<p>Pupils' attitudes to learning are outstanding.</p> <p>Attitudes to learning are outstanding because pupils are enthused and engaged in their learning. Pupils' attitudes towards their own learning are extremely positive and they continuously challenge themselves to progress and attain well. They support their themselves and others through:</p> <ul style="list-style-type: none"> • A pro- active school council • Effectively collaborating with their peers • Showing respect to each other, adults and the school and local community • A considered approach to the needs of others • Positively challenging each other within a safe and supportive environment • Pupils take responsibility for their own behaviour, and that of others, both in the classroom and outside school <p>Staff have high expectations of pupils' behaviour. Pupils are attentive and engaged because lessons are challenging and interesting. Lesson observations show that pupils' behaviour towards learning is outstanding in the vast majority of lessons.</p> <p>There have been very few exclusions. In the last three years there has been 1 fixed term exclusion. This pupil and (and others potentially at risk) have had access to personalised behavior support plans.</p> <p>Pupils are aware of different forms of bullying and know what to do if bullying did occur. They are comfortable with discussing any concerns and feel confident in approaching staff and the school's Learning Mentor holds drop in sessions for pupils to discuss any issues. The curriculum supports their understanding of different forms of bullying and harassment; these are regularly addressed through anti-bullying week, e-safety day, assemblies and PHSCE. There have been very few incidents of bullying, all of which have been effectively resolved for all parties. Senior Leadership monitor behaviour at monthly 'VPF' (Vulnerable pupil and family) meetings and support staff and pupils when necessary in line with school policy and procedures.</p> <p>Pupils tell us that they feel safe in school and feedback from parents' questionnaires reinforces this. The school supports pupils to stay safe and manage risk through:</p> <ul style="list-style-type: none"> • 'Bike ability' sessions for all year 5 pupils, fire safety talks, travel awareness sessions • Swimming sessions for Y4 pupils • The promotion of e-safety for pupils and parents, at home and at school, through annual e-safety day and through links on the school website • Residential; visits where pupils participate in adventurous activities in an environment that promotes safe participation • Crucial Crew Lifewise Centre for Y6 pupils <p>For the last 3 years, pupils' attendance has averaged in line or above the national average. Children enjoy coming to school and authorised and unauthorised absences are low. The school rewards children for 100% attendance and also pupils whose attendance has most improved. Attendance is monitored half-termly by the school's Attendance Officer, who contacts parents in relation to their child's attendance and provides support where necessary. The school works closely with the locality EWO & School Nurse to help raise the attendance of those who have been identified. Persistent absence over time is below national average.</p>



	<p>Hoyland Common has developed strong links with parents and carers. The parental engagement team has created an action plan to further engagement parents through learning at home, through the school's website and to celebrate in social, moral spiritual and cultural life at Hoyland Common. 100% of parents who returned their parent questionnaires answered yes to questions "my child is making good progress at HCPS" and "my child is taught well at this school and I am happy with their progress". 97% of parents agreed that they received valuable information from the school regarding their child's continuing progress.</p> <p>Parents are actively involved in their child's education at Hoyland Common. Parent reading workshops, progress evenings, transition and SATs meeting are all well attended. Parent and community volunteers support learning in lessons and support extracurricular events including fairs, drama performances, themed weeks and charity events.</p>																								
<p>Outcomes for Pupils</p> <table border="1" data-bbox="124 622 815 701"> <tr> <td colspan="3" style="background-color: red; color: white; text-align: center;">4</td> <td colspan="3" style="background-color: orange; color: white; text-align: center;">3</td> <td colspan="3" style="background-color: lightgreen; color: white; text-align: center;">2</td> <td colspan="3" style="background-color: green; color: white; text-align: center;">1</td> </tr> <tr> <td style="background-color: red;"></td><td style="background-color: red;"></td><td style="background-color: red;"></td> <td style="background-color: orange;"></td><td style="background-color: orange;"></td><td style="background-color: orange;"></td> <td style="background-color: lightgreen;"></td><td style="background-color: lightgreen;"></td><td style="background-color: lightgreen;"></td> <td style="background-color: green; text-align: center;">X</td><td style="background-color: green;"></td><td style="background-color: green;"></td> </tr> </table>	4			3			2			1												X			<p>Commentary: Hoyland Common exceeded national averages almost all subjects at KS1 and KS2 in 2017. Outcomes are outstanding due to the sustained high attainment across school in all subjects and measures above national in achievement and progress from starting points.</p>
4			3			2			1																
									X																
<p>Outcomes for pupils level descriptors</p>	<p>Evidence of Strengths</p>																								
<p>Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.</p> <p>The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.</p> <p>Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.</p> <p>Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Children in Year 1 achieve highly in the national phonics check.</p> <p>For pupils generally, and specifically for disadvantaged pupils and those who have special educational needs, progress is above average across nearly all subject areas. From each different starting point, the proportions of pupils making and exceeding expected</p>	<p>Foundation Stage: The number of pupils achieving a <i>Good Level of Development</i> in Foundation Stage has shown an upward trend over the last five years and is now in line national average (table 1.4).</p> <p>Generally, children enter EYFS below or emerging within ARE. By exit in 2016, 71% of the cohort were assessed as having a good level of development, having achieved an expected level of development in CLL, PD, PSED, Literacy and Maths. The large majority of children made rapid progress during their time in Early Years in all areas of learning. A rigorous structure is in place to ensure children identified as SEND are supported with timely intervention with maximum impact. Please see attached EYFS SEF for a detailed breakdown of baseline assessments and outcomes for pupils in EYFS.</p> <p>Key Stage One: Attainment for the past 5 years has been consistently in line or above national average in Reading, Writing and Mathematics at the end of Key Stage 1 (table 1.2). At the end of Key stage 1 in 2017 75% (75.6% National) of pupils attained the national standard in Reading and 27% (25.2% National) of pupils attained at greater depth. 71% (68.2% National) of pupils attained the national standard in Writing and 15% (15.6% National) of pupils attained at greater depth. 79% (75.1% National) of pupils attained the national standard in Mathematics and 27% (20.5% National 2014) attained at greater depth. 89% of children attained the national standard in science.</p> <p>86% (80.7% National) of children in Y1 passed the phonic screening check in 2017. By the end of Y2 in 2017 90% of pupils had passed the phonics screening check. (table 1.3).</p> <p>A consistent and rigorous approach to the teaching of phonics has ensured children either meet the bench mark or quickly narrow the gap. The trend of high attainment in both Key Stages has been consistent over the past 5 years and current predictions indicate that this will be sustained in 2018.</p> <p>Key Stage Two: Outcomes are outstanding because 2017 attainment in all subjects was above national average and has consistently been since 2008 (table 1.1). Across KS2, progress is at least good for the majority of pupils in reading, writing and maths, and exceeds the expected progress for many pupils in the Key Stage (table 1.5). Achievement is outstanding because from the point at which children enter school at FS1 to the</p>																								



progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally. The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly. Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

point where pupils leave school in KS2 children make accelerated progress and attain highly.

In 2017, 90% (71.5% National) of pupils attained the national standard in Reading and 22% of pupils attained a higher score in Reading. 90% (76% National) of pupils attained the national standard in Writing and 24% of pupils attained at greater depth in Writing. 94% (75% National) attained the national standard in mathematics and 45% attained at greater depth in Mathematics. 88% of children attained the national standard in the GPS assessment (77% National) and 47% attained at greater depth. 91% of pupils attained the national standard in Science. In all subjects, average scaled scores were in line or above national averages for 2017.

Overview:
Throughout school, data analysis has identified that the overwhelming majority of pupils make expected progress in all subjects, and a percentage of each cohort have been identified as making rapid progress (**see tables 1.5**). The majority of pupils in all cohorts are at ARE for reading, writing and maths.

By the end of KS2, disadvantaged pupils attain above national average and attain broadly in line with their peers. There is structured approach to the tracking and support of disadvantaged pupils though individual diaries of intervention.

The large majority of children identified as having Special Education Needs and children identified as 'disadvantaged' make expected or better than expected progress in reading, writing and maths. A rigorous structure is in place to ensure children identified as SEND and/or 'disadvantaged' are supported with timely intervention with maximum impact. A variety of diagnostic, formative and summative assessments are used to ensure pupils with SEN are making progress and are aware of their next steps in learning. Through meetings with the SEND coordinator, Class Teacher and Teaching Assistants, parents are kept well informed of pupil progress and strategies to support learning at home.

In line with school policy, senior leaders and staff have a detailed picture of attainment and progress in school for individual pupils, vulnerable groups, classes, cohorts and whole school. Sophisticated systems are used to track the attainment and progress of all pupils. In 2016, this was built upon when the school devised a new assessment policy, procedure and practice system (Hoyland Common Assessment and Tracking - HCAT) to further support progress in relation to the new curriculum. Through analysis of this data, pupils are identified for additional intervention and practice is amended to suit need, resulting in pupils continuing to achieve highly. Senior leaders use this data to identify development needs at a whole school, cohort and individual level which are then fed into the School Improvement Plan.

Through Pupil Progress Meetings, senior leaders evaluate successes and discuss areas for development in relation to achievement. Termly *Moderation Challenge Meetings* ensure a rigorous approach to the accuracy of progress and attainment. Targets and recommended actions are considered, implemented and reviewed, resulting in a structured and coordinated approach to next steps in all pupils' learning.

There is a strategic approach to target setting for all cohorts. HCPS uses the national benchmarks of FFT Aspire 20 when target setting for cohorts for end of key Stage outcomes. This rigorous methodology ensures that there is a consistent approach to challenging all pupils to meet aspirational targets in core subjects.

Senior leaders regularly report the attainment and progress of pupils to governors who challenge and discuss this data at Governing Body meetings and continue to set challenging targets for attainment and progress. Please see separate assessment policy and practice document for further information.



Attainment and Progress 2009-2017

Table 1.1

KS2 SATs	2009	2010	2011	2012	2013	2014	2015	2016	2017	
Reading										
Level 4 +	98%	98%	94%	96%	98%	100%	98%	NS	76%	90%
Level 5	75%	64%	71%	66%	47%	69%	60%	GD	11%	22%
2 Levels Progress	90%	98%	96%	88%	92%	94%	90%			
Writing										
Level 4 +	73%	80%	83%	86%	90%	94%	94%	NS	91%	90%
Level 5 +	31%	45%	27%	40%	39%	42%	44%	GD	17%	24%
2 Levels Progress	75%	89%	71%	92%	96%	94%	98%			
Maths										
Level 4 +	98%	98%	94%	96%	96%	98%	96%	NS	96%	94%
Level 5 +	83%	67%	63%	76%	76%	67%	40%	GD	50%	45%
2 Levels Progress	98%	98%	94%	96%	100%	92%	82%			
Science										
Level 4 +	98%	98%	91%	96%	94%	98%	94%	NS	91%	91%
Level 5 +	73%	62%	60%	76%	64%	65%	51%			
GPS										
Level 4 +					94%	94%	92%	NS	93%	88%
Level 5 +					64%	71%	66%	GD	39%	47%

Table 1.2

KS1 SATs	2009	2010	2011	2012	2013	2014	2015	2016	2017	
Class of	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Reading										
Level 2 +	96%	98%	100%	97%	94%	94%	98%	NS	78%	75%
Level 3 +	41%	43%	54%	28%	28%	31%	37%	GD	18%	27%
Writing										
Level 2 +	94%	100%	94%	91%	94%	88%	90%	NS	74%	71%
Level 3 +	20%	18%	20%	16%	18%	19%	18%	GD	12%	15%
Maths										
Level 2 +	98%	100%	100%	98%	100%	94%	96%	NS	74%	79%
Level 3 +	33%	49%	44%	29%	36%	36%	35%	GD	16%	27%
Science										
Level 2 +	98%	100%	98%	93%	98%	92%	96%	NS	92%	89%
Level 3 +	61%	71%	28%	30%	36%	38%	56%			

Table 1.3

Phonics Screening Check	2012	2013	2014	2015	2016	2017
	56%	70%	81%	77%	83%	86%
	(100%)	(90%)	(100%)	(100)	(96%)	(90%)

(Brackets: Phonic recheck in for the cohort in Y2)



Table 1.4

Foundation Stage GLD	2013	2014	2015	2016	2017
	50%	56%	58%	74%	71%

Summer 2017 HCAT Overview

Table 1.5

Class of		Reading	Writing	Maths
2022	% ARE	84%	76%	80%
	% expected progress	98%	98%	94%
	% rapid progress	29%	22%	29%
2021	% ARE	73%	69%	73%
	% expected progress	90%	83%	89%
	% rapid progress	40%	31%	40%
2020	% ARE	80%	84%	80%
	% expected progress	98%	96%	89%
	% rapid progress	24%	20%	18%
2019	% ARE	83%	86%	84%
	% expected progress	98%	96%	92%
	% rapid progress	11%	20%	29%
2018	% ARE	77%	69%	77%
	% expected progress	94%	92%	85%
	% rapid progress	13%	31%	17%
2017	% ARE	76%	81%	83%
	% expected progress	96%	96%	96%
	% rapid progress	47%	25%	26%



The promotion of pupils' spiritual, moral, social and cultural development

Pupils are proud of their community and are making an improving contribution to its development. Their spiritual, moral, social and cultural development is having a positive impact on themselves and others.

Spiritual – development of self-worth/character/identity/personal insight/beliefs

RE curriculum promotes understanding of other religious groups and we encourage children to share their practices. Planned assembly themes over the year and our class assemblies incorporate, rights and responsibilities, values, other beliefs and current social and moral issues and dilemmas.

Children are given opportunities to reflect on lives and experiences through the curriculum, reflecting on and responding to others work in art, music and sport, in assembly and in PHSE sessions.

Social interventions, particularly our afternoon sessions develop confident, self-esteem and social skills for our most vulnerable pupils.

Moral – understanding of society's values, behaviours, views and opinions of others

Emotional health & wellbeing promoted extensively through – Hoyland Common School Council, House representatives, Sports and play leaders.

Shared approaches to HCPS School rules, School council meetings, fund raising events.

Children given opportunities to reflect on lives and experiences through the curriculum, responding to others work in art, music and sport, in assembly and in PHSE sessions.

Dilemmas are used in Literacy and the wider curriculum allow children to rehearse responses and to understand consequences.

Social - working effectively together, part of a community, society, other cultures, economic and politics, citizenship, building relationships.

The school has led on the 'Even Coal Shimmers at Night' project where children have worked closely with artists to create a performance and exhibition at the Town Hall.

Termly pupil voice afternoons encourage pupils to share their views on school so that learning can be personalised.

Parent reading workshops encourage communication between school and home and develop positive links with families.

Monthly "Hoyland Common Newsletters" and active social media keep community informed of improvement priorities, celebrates successes and diaries events.

Partnership approach has developed strong collaborative activities for staff, pupils and families including our Summer Gala, Thornbridge and Sherwood residential for KS2 pupils, sporting events and our extensive extended learning provision.

Curriculum examines local communities and contrasting localities.

Exhibitions of Learning held regularly to celebrate children's achievement with the community.

Children engage in the local community including performances for local residents, fund raising for Barnsley Hospice and Children in Need.

Safer internet day is celebrated and pupils are encouraged to reflect and advise others on how to stay safe online.

Y6 children have self-initiated a lunch time book club for KS1 pupils to promote the ethos of reading for pleasure.

Cultural – understanding own culture, other cultures locally, nationally, globally. Operating in shared experiences brought by TV, travel and internet. Valuing cultural diversity and preventing racism.

Good links with partnership schools, family of schools, TSA's and universities, particularly Sheffield Hallam (leadership meetings, curriculum development, sports events, drama, music and assemblies, transition programmes).

Annual residential for pupils - Y6 to Thornbridge, Sherwood for Y4 focus on learning outside the classroom and developing outdoor skills.

The school has a rich ethos in amateur dramatics and for the last 6 six years has produced a Shakespeare performance, participating in local and national festivals and receiving numerous awards and accolades.

Enrichment activities – World Book Day, Arts week, Let's Get Active, fund raising, reading challenges, dance, music and performing arts explore work of other cultures, children can show they can use those influences in own work.



British Values - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

School vision is high profile in school and visited regularly in assemblies and class assembly. This is centred on lifelong learning. Pupil voice and leadership roles are developed across school helping children to learn about democracy e.g. voting for school council reps etc. Teachers also develop a democratic approach and involve pupils in decisions about what and how to learn. RE programmes of study and assemblies help children to learn about a wide variety of faiths and beliefs and that it is important to value and respect others irrespective of differences. Pupils engage with children and communities from other cultures through work with the World Wide Education Project (WWEP) focused on educating refugees and pupils planned active participation in the 'Shoebox Charity' appeal.

Whole School Summary – Overall Effectiveness- Outstanding

Effectiveness of leadership and management				Quality of teaching, learning and assessment				Personal development, behaviour and welfare				Outcomes for pupils			
4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
			X				X				X				X

Effectiveness of leadership and management
 Rigorous PDR is in place and is supported by a detailed monitoring schedule. We are developing our pedagogical approaches of *Accelerated Learning* and developing IT to create Immersive Classrooms. Through the teaching school, we are leading on a variety of initiatives and projects aimed at improving outcomes for young people in Barnsley. Governors, alongside key leaders are clear about the direction of travel and the pace of change required to sustain current improvements. Leadership is strong and has had impact within and beyond the school. Leaders, staff, children and families are clear about the high expectations in teaching, achievement and outcomes and work hard to meet these therefore Hoyland Common is very well placed to make continued progress on its further developing its outstanding status.

Quality of teaching, learning and assessment
 Pupils are attaining highly and making good progress as a result of consistently good or outstanding teaching. All staff work to create a positive climate for learning and develop the children as 'Life-long Learners'. The teaching, assessment, data and monitoring all indicates the school sustained success and capacity to improve. The focus on HCPS's approach *Accelerated Learning* and skills based curriculum development has had a significant impact on the outcomes for children. Bespoke CPD is being offered to all staff thus improving personal capabilities of all to their next level of performance.

Personal development, behaviour and welfare
 Attitudes to learning are outstanding because pupils are enthused and engaged in their learning. Pupils' attitudes towards their own learning are extremely positive and they continuously challenge themselves to progress and attain well. Staff have high expectations of pupils' behaviour. Pupils are attentive and engaged because lessons are challenging and interesting. Lesson observations show that pupils' behaviour towards learning is outstanding in the vast majority of lessons. There have been very few exclusions. In the last three years there has been 1 fixed term exclusion. This pupil and (and others potentially at risk) have had access to personalised behavior support plans. Robust and secure safeguarding policy and procedure ensures that the school remains committed to ensuring the safety of all of our pupils.

Outcomes for pupils
 Hoyland Common's attainment was above national average in all subjects at the end of KS2. From their starting points, the vast majority of pupils make accelerated progress, which is reflected in the sustained high attainment across school in all subjects and measures above national in achievement. Hoyland Common has led on the development of a HCAT assessment system to accurately track and target set pupils in line with the new curriculum and Hoyland Common's *Skills Based Curriculum*. Robust and systematic systems for data analysis effectively identify successes and areas for intervention for all cohorts and vulnerable groups.