



# Holland Moor Primary School

## **Data Overview (2023-2024) – KS2@Y6, KS1@Y2, EYFS at Reception, Phonics Screening Y1, Phonics Screening Y2 and Multiplication Tables Screening Y4**

### **KS2 @Y6**

**Number of Pupils Eligible:** 61

- **Boys:** 32 (52%)
- **Girls:** 29 (48%)

### **Performance Overview**

- **Expected Standard in Reading, Writing & Maths:** 52% (National Benchmark: 59%)
- **High Standard in Reading, Writing & Maths:** 0% (National Benchmark: 7%)

### **Writing:**

- **Expected Standard:** 69% (National Benchmark: 70%)
- **Greater Depth:** 3% (National Benchmark: 15%)

### **Reading:**

- **Expected Standard:** 72% (National Benchmark: 74%)
- **Higher Score:** 16% (National Benchmark: 28%)

### **Maths:**

- **Expected Standard:** 75% (National Benchmark: 71%)
- **Higher Score:** 21% (National Benchmark: 22%)

### **GPS (Grammar, Punctuation, Spelling):**

- **Expected Standard:** 77% (National Benchmark: 72%)
- **Higher Score:** 33% (National Benchmark: 31%)

### **Average Scores:**

- **Reading:** 104 (National Average: 105)
- **Maths:** 104 (National Average: 104)
- **GPS:** 106 (National Average: 105)

Here is the **KS2 data comparison** between **Holland Moor** and the **National Benchmark** for the 2023-2024 academic year:

## Key Stage 2 (KS2) Data Comparison

Subject	Holland Moor	National Benchmark	Difference
<b>Reading</b>			
Expected Standard	72%	74%	-2%
Higher Score	16%	28%	-12%
<b>Writing</b>			
Expected Standard	69%	70%	-1%
Greater Depth	3%	15%	-12%
<b>Maths</b>			
Expected Standard	75%	71%	+4%
Higher Score	21%	22%	-1%
<b>Grammar, Punctuation, Spelling (GPS)</b>			
Expected Standard	77%	72%	+5%
Higher Score	33%	31%	+2%

## Analysis:

- **Reading:**
  - **Holland Moor** is **2% below** the national average for **Expected Standard** (72% vs. 74%), which suggests a focus on improving reading comprehension skills to meet or exceed the national benchmark.
  - There is a significant gap in **Higher Scores**, with **Holland Moor** being **12% below** the national average (16% vs. 28%). Targeted interventions should aim at increasing the proportion of pupils achieving higher scores, particularly through comprehension and critical thinking strategies.
- **Writing:**
  - **Holland Moor** is **1% below** the national average for **Expected Standard** (69% vs. 70%), which is very close. However, **Greater Depth** performance is significantly lower, with **Holland Moor** at **3%** compared to **15%** nationally, a **12% gap**. Focused interventions to challenge the most capable writers and provide them with opportunities for high-level writing tasks would help raise this figure.
- **Maths:**
  - **Holland Moor** performs **4% above** the national average for **Expected Standard** in maths (75% vs. 71%), which is a positive outcome. This demonstrates that maths instruction and intervention are on track for many students.

- However, there is still a small gap in **Higher Scores**, with **Holland Moor** at **21%**, slightly below the national benchmark of **22%**. Continuing to provide enrichment and mastery-based interventions will help close this gap.
- **Grammar, Punctuation, Spelling (GPS):**
  - **Holland Moor** outperforms the **National Benchmark** for **Expected Standard** in GPS by **+5%** (77% vs. 72%), reflecting strong grammar, punctuation, and spelling instruction.
  - In terms of **Higher Scores**, **Holland Moor** is performing **2% above** the national average (33% vs. 31%), which is a strong outcome.

## Information about the Cohort

- **National Percentages Writing**
- Achieving National Expectations in Writing 72%
- **National Percentage Achieving Expected Standard in Writing, Reading and Mathematics**
- Achieving Expected Standard in Reading, Writing and Maths: 61%
- **There were 63 registered Year 6 children at Holland Moor at the time of the SAT tests.**
- 2 children not in school over a long period, due to emotionally based school avoidance (both have now left Holland Moor and elected for home education) leaving 61 pupils
- 2 children working below the assessed standard due to specific individual needs and not entered for the tests – leaving 59 pupils
- 2 children are working in Year 5 due to the deferred entry scheme- leaving 57 pupils (one of these children took just the GPS test)
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- **Percentages for all pupils registered (63)**

	Did who did not take the test	Standard Not Achieved	Standard Achieved	High Score
Maths	6	11 (17.4%)	46 (73%)	16 (25.3%)
Reading	6	13 (20.6%)	44 (69%)	09 (14.2%)
GPS	5	11 (17.4%)	47 (74.6%)	22 (34.9%)

- **Percentages for the 61 pupils (Not including 2 x EBSA pupils)**

	Children who did not take the test	Standard Not Achieved	Standard Achieved	High Score
Maths	4	11 (18%)	46 (75.4%)	16 (26.2%)
Reading	4	13 (21.3%)	44 (72.1%)	09 (14.7%)
GPS	3	11 (18%)	47 (77%)	22 (36%)

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- Percentages for the 59 pupils (not including the 2 x EBSA pupils or the 2 pupils working below the assessed standard)

	Children who did not take the test	Standard Not Achieved	Standard Achieved	High Score
Maths	2	11 (18.6%)	46 (77.9%)	16 (27.1%)
Reading	2	13 (22%)	44 (74.5%)	09 (15.2%)
GPS	1	11 (18.6%)	47 (79.6%)	22 (37.2%)

- Percentages for pupils who took the test (57 pupils but 58 pupils in GPS as one of the deferred pupils took just the GPS test)

	Children who did not take the test	Standard Not Achieved	Standard Achieved	High Score
Maths	0	11 (19.2%)	46 (80.7%)	16 (28%)
Reading	0	13 (22.8%)	44 (77%)	09 (15.7%)
GPS	0	11 (18.9%)	47 (81%)	22 (37.9%)

- Holland Moor Writing Percentages**
- 63 Pupils (all registered pupils)
- 62 Pupils (minus just the one EBSA pupil as 1 EBSA pupil received the Expected Standard because there was enough evidence in his book to share with the moderator).
- 60 Pupils (minus just the one EBSA pupil and the two pupils working below the assessed standard).
- 58 Pupils (minus just the one EBSA pupil, the two pupils working below the assessed standard and the two deferred children in Y5).

	63 Children	62 Children	60 Children	58 Children
Writing	66%	67%	70	72%

- Holland Moor Percentages Achieving Expected Standard in Writing, Reading and Mathematics**

	63 children	61 Children	59 Children	57 Children
Reading, Writing & Maths	52%	54%	55.9%	57.8%

### Targets Based on Comparison:

- Reading:**

- **Expected Standard:** Improve from **72%** to **74%** or higher, aligning with the national benchmark.
- **Higher Scores:** Raise from **16%** to **28%** to meet the national benchmark for high achievers.
- **Writing:**
  - **Greater Depth:** Raise from **3%** to **15%** to match the national benchmark and improve outcomes for high-achieving pupils.
- **Maths:**
  - **Higher Scores:** Raise from **21%** to **22%** or higher to close the gap with the national benchmark.
- **Grammar, Punctuation, Spelling (GPS):**
  - Maintain **Higher Scores** at **33%** or above, as this is above the national average.
  - Continue to ensure **Expected Standard** remains strong at **77%** or above.

## KS1@Y2

### Key Stage 1 (KS1) Performance Overview:

- **Reading:**
  - Expected Standard: 79%
  - Greater Depth: 25%
- **Maths:**
  - Expected Standard: 79%
  - Greater Depth: 6%
- **Writing:**
  - Expected Standard: 73%
  - Greater Depth: 10%

Here is the **KS1 data comparison** between **Holland Moor** and the **National Benchmark**:

### Key Stage 1 (KS1) Data Comparison

Subject	Holland Moor	National Benchmark	Difference
<b>Reading</b>			
Expected Standard	79%	74%	+5%
Greater Depth	25%	28%	-3%
<b>Maths</b>			
Expected Standard	79%	71%	+8%
Greater Depth	6%	22%	-16%
<b>Writing</b>			
Expected Standard	73%	69%	+4%
Greater Depth	10%	15%	-5%

### Analysis:

- **Reading:**
  - **Holland Moor** exceeds the **National Benchmark** for **Expected Standard** by **+5%** (79% vs. 74%). However, there is a **slight underperformance** in **Greater Depth** where **Holland Moor** is **3%** below the national average (25% vs. 28%). This suggests that there is room to push the most capable readers to achieve higher standards.
- **Maths:**
  - **Holland Moor** outperforms the **National Benchmark** for **Expected Standard** by **+8%** (79% vs. 71%). However, there is a significant gap in **Greater Depth**, where **Holland Moor** is **16%** below the national average (6% vs. 22%). This indicates a need to focus on raising the achievement of high-performing pupils, offering more challenging opportunities to push them towards **Greater Depth** in maths.
- **Writing:**
  - **Holland Moor** surpasses the **National Benchmark** for **Expected Standard** by **+4%** (73% vs. 69%), which is a positive outcome. However, there is a **5% gap** in **Greater Depth** compared to the national average (10% vs. 15%). Improving writing outcomes for the most able pupils should be a priority, with differentiated and challenging writing tasks.

### Targets Based on Comparison:

- **Reading:**
  - **Greater Depth** target: Raise from **25%** to **30%** to meet or exceed the national benchmark.
- **Maths:**
  - **Greater Depth** target: Raise from **6%** to **12%** or more to close the gap with the national average.
- **Writing:**
  - **Greater Depth** target: Raise from **10%** to **15%** to align with the national benchmark and improve outcomes for high-achieving pupils.

This national comparison highlights areas where **Holland Moor** already outperforms national averages and where improvements can be made, particularly in **Greater Depth** for **Maths** and **Writing**. These insights should guide the development of targeted interventions to push more pupils into **Greater Depth** and **Higher Scores** in all subjects.

### EYFS@Reception

#### EYFS Performance:

- **Good Level of Development (GLD):** 72% (National Benchmark: 72%)
- **Prime Areas (Reception):** 86% achieving the expected standard (National Benchmark: data pending).  
**Target:** Maintain GLD performance at or above 72%, and ensure at least 90% of pupils achieve the expected standard in Prime Areas.

### EYFS (Reception) Screening Comparison

Metric	Holland Moor	National Benchmark	Difference
Good Level of Development (GLD)	72%	72%	0%
Prime Areas (Expected Standard)	86%	Data pending	N/A

### Analysis:

- **Good Level of Development (GLD):**
  - **Holland Moor** achieves **72%** in the **Good Level of Development (GLD)**, which **aligns with** the **National Benchmark** of **72%**. This suggests that the school is meeting the national standard for the proportion of children achieving a good level of development by the end of Reception.
- **Prime Areas (Expected Standard):**
  - **Holland Moor** has **86%** of pupils achieving the expected standard in the **Prime Areas** of learning (communication and language, physical development, and personal, social, and emotional development). However, the **national benchmark** for Prime Areas is **pending**, so a direct comparison cannot be made.
  - This high percentage in Prime Areas indicates strong early development and suggests that many students are excelling in key foundational skills.

### Targets Based on Comparison:

- **Good Level of Development (GLD):**
  - Since **Holland Moor** meets the national benchmark for **GLD**, the focus should be on maintaining this performance and ensuring that it stays at or above the **72%** national level.
- **Prime Areas (Expected Standard):**
  - **Holland Moor's** performance of **86%** in the Prime Areas is strong, and the target should be to maintain or slightly improve this percentage, aiming to support even more pupils to reach the expected standard.

### Summary:

- **Strength:** **Holland Moor** is performing well in **Good Level of Development (GLD)** and **Prime Areas**, with **GLD** matching the national benchmark and **Prime Areas** performance being strong at **86%**.
- **Target:** Maintain a **GLD** score of **72% or above**, and continue to support **Prime Areas** performance to ensure that the majority of students meet the expected standards in these key areas.

This comparison highlights that **Holland Moor** is performing at the national standard for **EYFS** and that there is an opportunity to continue refining practices to further support early development.

### Phonics Screening @ Y1 and Y2

#### Phonics Screening:

- **Year 1:** 83.7% achieved the expected standard (National Benchmark: 79%).  
**Target:** Raise this to 85%+ by focusing on phonics interventions and consistent teaching strategies.
- **Year 2 (retakes):** 37.5% achieved the expected standard (National Benchmark: 67%).  
**Target:** Increase this to 50%+ by enhancing targeted support and phonics interventions.

Here is the **Year 1 Phonics Screening comparison** between **Holland Moor** and the **National Benchmark** for the 2023-2024 academic year:

### Year 1 Phonics Screening Comparison

Metric	Holland Moor	National Benchmark	Difference
Achieved Expected Standard	83.7%	79%	+4.7%

### Analysis:

- **Holland Moor** exceeds the **National Benchmark** for **Phonics Screening** by **+4.7%** (83.7% vs. 79%). This shows a positive performance, with more pupils at **Holland Moor** meeting the expected standard compared to the national average.
- **Phonics Screening** is a critical early indicator of a pupil's ability to decode and read fluently, and **Holland Moor's** performance is strong in this area, suggesting effective phonics instruction in Year 1.

### Targets Based on Comparison:

- **Phonics Screening:** Aim to raise **Year 1 phonics performance** from **83.7%** to **85%+** by focusing on:
  - Targeted phonics interventions for pupils at risk of falling behind.
  - Consistent and high-quality phonics teaching strategies.
  - Early identification and support for pupils needing extra help to reach the expected standard.

### Summary:

- **Strength:** **Holland Moor** outperforms the national average for **Year 1 Phonics Screening**.
- **Target:** Raise the percentage of pupils achieving the **expected standard** to **85% or above** to ensure that a higher proportion of pupils achieve success and are on track for future reading proficiency.

This comparison highlights the school's solid performance in phonics, with a goal to further improve phonics outcomes for Year 1 pupils to ensure they are well-prepared for later stages of literacy development.

Here is the **Year 2 Phonics Retake comparison** between **Holland Moor** and the **National Benchmark** for the 2023-2024 academic year:

### Year 2 Phonics Retake Comparison



Metric	Holland Moor National Benchmark Difference		
Achieved Expected Standard	37.5%	67%	-29.5%

### Analysis:

- **Holland Moor** significantly lags behind the **National Benchmark** for **Year 2 Phonics Retakes**, with **37.5%** of pupils achieving the expected standard compared to the national average of **67%**, resulting in a **29.5% gap**.
- This highlights a **critical area for intervention**, as Year 2 retakes are a key measure of phonics proficiency. Students who do not meet the expected standard in Year 1 are given a second opportunity in Year 2 to demonstrate their phonics skills, and **Holland Moor's** lower performance indicates a need for additional support and targeted interventions for these pupils.

### Information about the Cohort

The phonics screening re-check results show that although 62.5% of the children did not pass, all made measurable progress due to daily targeted interventions. The cohort included a non-verbal EAL learner, a child in full-time HUB support, and three very low-attaining children with Individual Support Plans. Each faced significant challenges, including language acquisition barriers, complex learning needs, and intrinsic difficulties with phonics retention. Despite these barriers, improvements were evident in phonemic awareness, engagement, and confidence, demonstrating the effectiveness of tailored support. Continued multi-sensory approaches, extended intervention timelines, and alignment with individual learning plans are essential to build on this progress and support future success.

### Targets Based on Comparison:

- **Phonics Retake (Year 2):** Aim to raise **Year 2 phonics retake performance** from **37.5%** to **50%+** by:
  - Providing **intensive phonics interventions** for Year 2 pupils who did not meet the standard in Year 1.
  - Implementing targeted one-to-one or small group support focusing on phonics skills.
  - Ensuring continuity and consistency in phonics teaching strategies between Year 1 and Year 2, addressing gaps in learning that may have occurred.

### Summary:

- **Area for Improvement: Year 2 Phonics Retakes** is a significant area where **Holland Moor** needs to make improvements. The school is performing **29.5% below** the national average for pupils meeting the expected standard.
- **Target:** Raise the **Year 2 Phonics Retake** performance to **50% or above**, narrowing the gap with the national benchmark and ensuring that more pupils are on track with phonics by the end of Year 2.

This comparison highlights the need for enhanced **Year 2 phonics interventions** and support to ensure that a larger proportion of pupils reach the expected standard, particularly for those who did not pass the Year 1 screening.

## Multiplication Tables Screening@Y4

### Multiplication Screening (Year 4):

- **Achieved Expected Standard:** 73.1% (National Benchmark: data pending).  
**Target:** Raise performance to 80% by implementing focused multiplication practice and targeted support.

Here is the **Year 4 Multiplication Tables Screening comparison** between **Holland Moor** and the **National Benchmark** for the 2023-2024 academic year:

### Year 4 Multiplication Tables Screening Comparison

Metric	Holland Moor	National Benchmark	Difference
Achieved Expected Standard	73.1%	Data pending	N/A

### Analysis:

- **Holland Moor** has **73.1%** of its Year 4 pupils achieving the **Expected Standard** in the **Multiplication Tables Screening**. While the **National Benchmark** data is not available yet for the 2023-2024 year, we can compare this performance to historical data from previous years, where the national average for **Expected Standard** in the **Multiplication Tables Screening** has typically been around **70-75%**.
- **Holland Moor's** performance of **73.1%** is **strong** compared to typical historical performance. This suggests that **Holland Moor** is performing on par with or slightly better than the national average, but there is still room for improvement, particularly to ensure **higher performance** in this area.

### Targets Based on Comparison:

- **Multiplication Screening (Year 4):** Aim to raise **Year 4 multiplication screening performance** from **73.1%** to **80%+** by:
  - Providing **targeted multiplication practice** to help students improve their fluency with multiplication tables.
  - Offering **additional enrichment opportunities** such as multiplication challenges, games, and competitions to engage students and make learning more enjoyable.
  - Implementing **regular assessments** to monitor student progress and identify pupils who need extra support.

### Summary:

- **Strength:** **Holland Moor** is performing well in **Multiplication Tables Screening**, with **73.1%** of students achieving the expected standard. This is above the average performance seen in previous years and suggests effective teaching in this area.
- **Target:** Raise the **Multiplication Screening** performance to **80% or above** by increasing practice, providing additional support, and enriching students' learning experiences to help them master their multiplication tables.

This comparison indicates that **Holland Moor** is on track but could still benefit from targeted interventions and continued focus on multiplication fluency to improve student performance in Year 4.

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## Complementary or Additional Key Priorities and Development Targets

### Priority 1: Subject Leadership Development

- **Actions:**
  - Ensure all subject leaders review the impact of their subjects and contribute to the quality of education.
  - Develop a full understanding of subject standards and next steps to improve pupil attainment.
- **Success Criteria:** Subject leaders effectively monitor and evaluate subject performance, leading to improved outcomes in core subjects and alignment with or exceeding national benchmarks.

### Priority 2: Pupil Premium Strategy

- **Actions:**
  - Implement an effective Pupil Premium plan rooted in research-based learning strategies.
  - Provide targeted interventions to close attainment gaps for disadvantaged pupils.
- **Success Criteria:** Measurable improvement in the progress and attainment of Pupil Premium pupils, reflected in end-of-year data meeting or exceeding national benchmarks.

### Priority 3: Improve Spelling Performance

- **Actions:**
  - Develop spelling strategies across the school to align KS2 results with Reading, Writing, and GPS outcomes.
  - Use "Spelling Shed" and weekly structured spelling programs.
- **Success Criteria:** Spelling scores in GPS assessments at least the same levels as Writing and Reading, aligning with or exceeding national benchmarks.

### Priority 4: Attendance and Punctuality

- **Actions:**
  - Raise attendance levels above 2023-2024 figures to achieve a high attendance rating.
  - Address persistent absenteeism through targeted interventions and family engagement.
- **Success Criteria:** Attendance exceeds national averages (96%), with significant reductions in persistent absenteeism (National Benchmark: <10%).

#### **Priority 5: EYFS Curriculum Mapping**

- **Actions:**
  - Revise and implement new curriculum maps for 2YO/3YO and Reception.
  - Ensure the curriculum is coherently planned and accurately assessed.
- **Success Criteria:** A well-structured EYFS curriculum that supports progression into KS1, with GLD at or above the national benchmark (72%) and 90% achieving expected standards in Prime Areas.

#### **Priority 6: Curriculum and Teaching Frameworks**

- **Actions:**
  - Refresh the school's curriculum and implement the Holland Moor Teaching, Learning, and Assessment Policy across EYFS, KS1, and KS2.
- **Success Criteria:** Clear, consistent frameworks in place, leading to improved teaching quality and student outcomes aligning with or exceeding national benchmarks.

#### **Priority 7: Adaptive Teaching Approaches**

- **Actions:**
  - Update the school's approach to adaptive teaching to ensure all pupils have access to Quality First Teaching.
- **Success Criteria:** Increased engagement and progress for all pupils, especially SEND and disadvantaged learners, resulting in narrowing gaps with national benchmarks.

#### **Priority 8: Provision for More Able Pupils**

- **Actions:**
  - Enhance teaching strategies and provision for more able pupils in maths and writing.
- **Success Criteria:** Higher proportion of pupils achieving Greater Depth in Writing (target: 15%) and Higher Scores in Maths (target: 22%), aligned with national benchmarks.

#### **Priority 9: Proofreading, Self-Evaluation, and Peer Critique**

- **Actions:**
  - Develop proofreading, self-evaluation, and peer critique skills among pupils to improve outcomes.

- **Success Criteria:** Pupils demonstrate greater independence in evaluating and improving their work, leading to higher attainment in writing and meeting or exceeding national benchmarks.
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## **Action Plan by Subject Area**

### **Reading**

- Focus on developing comprehension skills through structured interventions, such as Reciprocal Reading and guided reading groups.
- Provide access to high-quality reading materials that are diverse and age-appropriate.
- Use targeted support and progress monitoring for pupils below age-related expectations to raise the percentage of pupils achieving Higher Scores (current: 16%, target: 28%).

### **Writing**

- Introduce targeted workshops for narrative and non-narrative writing to build skills in structure, vocabulary, and coherence.
- Implement specific programs such as "The Writing Revolution" or "Talk for Writing" to enhance sentence construction and writing fluency.
- Increase the percentage of pupils achieving Greater Depth (current: 3%, target: 15%) through adapted writing tasks and challenge projects.

### **Maths**

- Further develop mastery approaches to ensure depth of understanding for all pupils.
- Provide additional enrichment opportunities for high achievers through adaptive teaching and possibly maths clubs, competitions, and problem-solving workshops.
- Target interventions for more able pupils to increase Higher Scores (current: 21%, target: 22%) using diagnostic tools.

### **GPS (Grammar, Punctuation, Spelling)**

- Use "Spelling Shed" and structured weekly spelling programs to improve spelling outcomes across all year groups.
- Enhance grammar teaching with explicit grammar lessons linked to the National Curriculum objectives.
- Consolidate teaching of grammar and punctuation to maintain and improve performance at Higher Scores (current: 33%, target: 31% or above).

### **Phonics Screening**

- Implement focused phonics interventions and ensure consistent teaching strategies to raise Year 1 phonics scores to 85%+.
- Enhance support for Year 2 phonics retakes, with targeted interventions to achieve at least 50% expected standard.

## Multiplication Screening (Year 4)

- Provide focused multiplication practice and introduce enrichment activities to raise performance to 80%+.
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## Attendance Plan

- Establish a school-wide attendance strategy that includes weekly monitoring and reward systems such as certificates, assemblies, and class competitions.
  - Work closely with families of persistently absent pupils to address barriers to attendance through home visits, pastoral support, and parenting workshops.
  - Create engaging activities to motivate pupils to attend regularly, such as themed learning days, after-school clubs, and enrichment trips.
- Target:** Overall attendance to exceed 96%, with persistent absenteeism reduced to below 10%.
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## Monitoring and Evaluation

- Regularly review progress toward targets through leadership meetings and pupil performance data.
  - Conduct lesson observations, work scrutiny, and pupil voice surveys to evaluate teaching quality.
  - Share progress updates with stakeholders, including staff, governors, and parents.
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## Summary of Goals

- **Achievement:** Raise attainment in Reading, Writing, Maths, GPS, and phonics across all levels, meeting or exceeding national benchmarks.
- **Attendance:** Achieve above-average attendance figures (96%) and reduce persistent absenteeism (<10%).
- **Teaching Quality:** Fully implement adaptive and inclusive teaching strategies to ensure Quality First Teaching.
- **Curriculum:** Ensure coherence and alignment in curriculum planning and assessment.
- **Phonics and Multiplication:** Strengthen phonics and multiplication outcomes to ensure alignment with or improvement over national benchmarks.