



Roman Road Primary School

SEF 2019 – 2020

Roman Road SEF 2019 - 20

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SECTION 1 – Responses to SEF Next Steps 2018-19

Literacy

Target:

- To develop a consistent handwriting scheme across the school.

Outcome:

- There is a new handwriting scheme, which is being used successfully across the school

Numeracy

Target:

- To consolidate the use of 'Times to Climb' for years 1 to 4. 'Times to Climb' supports children to learn their number bonds, multiplication and division facts. To review and monitor.

Outcome:

- Times to climb is now consolidated across the school and it is monitored by Maths coordinator

Target:

- To appoint a new Maths coordinator

Outcome:

- There is now a Maths coordinator for Years 1 – 3 and another for years 4 – 6 who work alongside the Maths coordinator / Assistant Head

SEN

Target:

- To set procedure and policy to make clearer links between the roll of the Communications Room and class, notably in the Foundation Stage and KS1. To ensure SEN pupils have continued opportunities to access the facilities in the Communications room, whilst also, where appropriate, to access the National Curriculum within class.

Outcome:

- Staff in the communications room and class teacher have better channels of communication to make links between learning opportunities and progress of SEN pupils.

Target:

- To have set and agreed procedures and criteria regarding which SEN pupils we can expect to sit tests and which cannot (to establish which SEN pupils have the potential to make progress within the National Curriculum)

Outcome:

- Only SEN pupils that cannot progress within the National Curriculum are now exempt from sitting tests

Learning Walks

Target:

- To establish a more efficient and effective process for Learning Walk across the school for ICT, Science and History/Geography

Outcome:

- There are now two learning walks a year for each of the above subjects.

SECTION 2 - Test and Teacher Assessment Data

Key Stage 2 SATs results

Key Stage 2 results 2017 – 19

	2017	2017	2017	2017	2018	2018	2018	2018	2019	2019	2019	2019
	RR Expected +	RR GD	National Expected +	National GD	RR Expected +	RR GD	National Expected +	National GD	RR Expected +	RR GD	National Expected +	National GD
R	92%	18%	71%	25%	95%	41%	75%	28%	93%	24%	80%	31%
W	92%	33%	76%	18%	90%	44%	78%	20%	93%	46%	84%	26%
M	94%	39%	75%	23%	97%	61%	76%	24%	96%	48%	86%	38%
G	90%	39%	77%	31%	97%	82%			98%	61%	86%	52%

Commentary

School significantly above National in all areas for expected.

School significantly above National in writing, maths and Grammar

Trends - School at or above 90% for expected for all subjects for last three years

KS 2 results 2019 - All Pupils

Reading, writing, maths combined – Expected standard

	Roman Road (54 pupils)	Newham	National
R,W,M combined	89%	73%	64%

Commentary

School significantly above National and Newham

Reading, writing, maths combined – Greater standard

From Analyse

	Roman Road (54 pupils)	Newham	National
R,W,M combined	17%	15%	11%

Commentary

School above National and Newham

Average scaled scores

	Roman Road (54 pupils)	Newham	National (provisional)
Reading	106.9	105.6	104.4
Maths	109.5	107.3	105.0
GPS	111.0	109.5	106.3

Commentary

School significantly above National and Newham

Attainment

54 pupils	RR	National	Difference	Ranking
ASS Read/maths	108.2	104.7	Significantly above	9 / 100
% expected + Read/write/ maths	89%	64%	Significantly above	5 / 100

Attainment – reaching Expected by cohorts

	RR Reading	National reading	RR writing	National writing	RR maths	National maths	RR Grammar	National grammar	RR r/w/m/	National r/w/m
Male	89%	69%	89%	72%	96%	78%	100%	74%	81%	60%
Female	96%	78%	96%	85%	96%	79%	96%	83%	96%	70%

SEN	67%	73%	50%	78%	67%	79%	83%	78%	50%	65%
EAL	90%	73%	94%	78%	97%	79%	97%	78%	90%	65%

Attainment – reaching Greater Depth by cohorts

	RR reading	National reading	RR writing	National writing	RR maths	National maths	RR Grammar	National grammar	RR r/w/m/	National r/w/m
Male	22%	22%	30%	15%	56%	29%	52%	31%	15%	9%
Female	26%	32%	63%	25%	41%	24%	70%	41%	19%	13%
SEN	0	27%	0%	20%	0	27%	33%	36%	0	11%
EAL	16%	27%	59%	20%	45%	27%	45%	36%	16%	11%

KS2 Three Year Trends

Three Year Average Trend in Reading, Writing, Maths

	RR	Newham	National
Reaching Expected standard	89%	73%	63.4
Reaching Higher standard	17%	15%	11%

Commentary

Reaching Expected significantly above National and Newham

Reaching Greater Depth above National and Newham

2017 - 2019 - Three Year Average Trends Scaled Score

	RR	Newham	National
Reading	107.1	105.4	104.5
Maths	110.2	106.9	104.5

Commentary

Significantly above National and Newham

Attainment - Disadvantaged Pupils

Attainment - Reading - Reaching expected standard +

	FSM (ever)	Not FSM
All	95%	91%
Male	91%	88%
Female	100%	94%
SEN	75%	50%

Progress Reading - Reaching Greater Depth

	FSM (ever)	Not FSM
All	18%	15%

Male	23%	5%
Female	13%	24%
SEN	24%	47%

Attainment - Average scaled scores for reading/maths

	FSM (ever)	Not FSM	Difference
All	106.3	109.5	-3.2
Male	105.7	109.4	-3.7
Female	107	109.6	-2.6
SEN	101.1	107	-5.9

Pupils not reaching Age Expected

Name	Reading/writing/maths	Reason (ie behaviour/attendance etc
Pupil A	Reading	Poor attitude towards learning subject and refused to read at home Very defiant
Pupil B	Reading	Poor concentration Erratic attendance.
Pupil C	Writing	Very poor punctuation Refused to take advice.
Pupil D	Reading	Couldn't complete paper Poor comprehension skills
Pupil E	Writing and Maths	Poor comprehension skills Unable to engage fully with maths lessons Persistent absence

Progress between KS1 and KS2

Analyse

49 pupils	RR	National	Difference	Ranking
ASS Read/maths	+3.4	0	Significantly above	7 / 100
% expected + Read/write/ maths	+21%	0%	Significantly above	5 / 100

Progress adjusted scores

Analyse

	RR Reading	National reading	RR Writing	National writing	RR maths	National maths
All	2.25	0.03	4.53	0.03	4.59	0.03
Male	1.78	-0.54	2.47	-0.73	5.11	0.73
Female	2.71	0.62	6.52	0.82	4.09	-0.69
SEN	1.60	0.03	0.52	0.03	3.68	0.03
EAL	2.92	0.03	5.27	0.03	6.23	0.03

Progress coverage and percent of pupils with positive progress

	Reading		Writing		Maths	
	% cover	% progress > 0	% cover	% progress > 0	% cover	% progress > 0
Roman Road	91%	65%	91%	82%	91%	80%
Newham	85%	64%	86%	66%	85%	70%

Disadvantaged

Progress - Average scaled scores reading/maths

	FSM (ever)	Not FSM	Difference
All	1.4	5	-3
Male	2.3	4.4	-2
Female	0.3	5.4	-5
SEN	1.9	5.8	-3

Key Stage 2 Progress results over 3 Years

Progress in reading

	2017	2018	2019
Roman Road	1.4 Average Band	3.4 Well above average band	2.2 Above average band
Newham	1.5	1.8	1.9
National	0.00	0.03	0.03

Progress in writing

	2017	2018	2019
Roman Road	4.4 Well above average band	4.1 Well above average band	4.5 Well above average band
Newham	2.6	2.2	1.9
National	0.00	0.03	0.03

Progress in maths

	2017	2018	2019
Roman Road	5.5	7.4	4.6
Newham	3	3.5	2.6
National	0.00	0.03	0.03

Key Stage 1 Teacher Assessments

All Subjects - Expected

	Cohort	Roman Road	Newham	National
r/w/m	57	86%		65%
Reading	57	89%	79%	76%
Writing	57	89%	76%	70%
Maths	57	89%	80%	76%
science	57	95%	83%	83%

Commentary

Significantly above National and Newham in all areas

All Subjects – Greater Depth

	Cohort	Roman Road	Newham	National
r/w/m	57	26%		11%
Reading	57	40%	28%	26%
Writing	57	30%	21%	16%
Maths	57	37%	27%	22%
Science	57	n/a	n/a	n/a

Commentary

Significantly above National and Newham in all areas

Cohorts - KS1 by pupil group reaching standard or +

Reading

	RR cohort	RR	Newham
Male	23	87%	75%
Female	34	91%	82%
SEN	5	40%	38% Data for National 'All Pupils)
EAL	29	93%	79%

Writing

	RR cohort	RR	Newham
Male	23	87%	71%
Female	34	91%	80%
SEN	5	40%	32% (Data for National 'All Pupils)
EAL	29	93%	76%

Maths

	RR cohort	RR	Newham
Male	23	87%	79%

Female	34	91%	82%
SEN	5	40%	42%(Data for National 'All Pupils)
EAL	29	97%	81%

Attainment - 3 year trend 2017, 2018, 2019

	2017	2018	2019
Reading expected	87%	90%	89%
Reading Higher	33%	34%	40%
Writing expected	87%	88%	89%
Writing higher	31%	31%	30%
Maths expected	89%	90%	89%
Maths higher	27%	36%	37%
Science	98%	90%	95%

Attainment against borough - 3 year trend (average - 2017, 2018, 2019)

	RR	Newham	Difference
Reading expected +	88.7%	78.7%	+1%
Writing expected +	88.1%	74.7%	+13.4
Maths expected +	89.4%	80.4%	+9
R,w,m expected +	86.9%	71.7%	+15.2

Commentary

Above Newham in all areas

Significantly above in writing and r,w,m combined

Attainment - Disadvantaged - KS1 by pupil group reaching standard or +

Reading, writing, maths

	Expected standard
FSM in last 6 years	78%
Not FSM in last 6 years	88%

Pupils not reaching expected level KS1 assessments

Name	Reading/writing/maths	Reason (i.e. behaviour/attendance etc.
Pupil A	Working towards in all 3 areas.	SEN – Global Delay
Pupil B	Working towards in reading and writing.	EAL, visual impairment
Pupil C	Working towards in all 3 areas.	SEN/EAL – Global Delay
Pupil D	Working towards in reading and writing.	Not secure with reading and writing because he is not secure with his phonic knowledge.
Pupil E	Maths	Attendance and lacks confidence
Pupil F	Working towards in all 3 areas.	SEN – Autism
Pupil G	Working towards in all 3 areas.	SEN – Autism

Progress (Value Added) between KS1 cohort at end of FS against end of KS1

Progress for reading, writing, maths 54 pupils matched

	Expected Standard RR	Expected National	Higher standard RR	Higher Standard National
R,W,M	+15%	0%	+14%	0%

Commentary

Significantly above National

Progress (Value Added) comparing end of FS and end of KS1

	At or above end of FS	At or above end of KS1	Difference	Exceeding end of FS	Exceeding end of FS	Difference
Reading	79%	89%	+10%	21%	57%	+36%
Writing	77%	89%	+12%	17%	57%	+40%
Maths	77%	89%	+12%	21%	57%	+36%

Commentary

Significant increase for this cohort in percent at or above at end of FS against end of KS1

Significant increase for this cohort in percent exceeding at end of FS against end of KS1

Progress - 3 year trend 2017, 2018, 2019

	2017	2018	2019
Reading expected	+17	+6	+10
Reading Higher	+17	-0	+13
Writing expected	+25	+8	+15
Writing higher	+23	+8	+13
Maths expected	+17	+6	+10

Maths higher	+13	+7	+14
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Commentary

Progress for reading significantly improved from 2018

Progress above 2018 in all areas

Year 1 Phonics

	cohort	Roman Road	Newham	National (provisional)
Expected Standard end of year 1	52	89%	87%	82%

Commentary

Above Newham results and above National provisional

Year 1 Pupil Attainment trends

	2016	2017	2018	2019
School	93%	88%	88%	89%
Newham	87%	88%	88%	87%

Phonics by cohort

	Cohort	RR	National
All	52	89%	82%
Male	31	81%	79%
Female	21	100%	86%
Disadvantaged	85	100%	72%
Non disadvantaged	44	86%	85%

Year 1 and 2 screening check - June 2019 result analysis

Year 1 Phonics Screening check June 2019 result analysis

Total number of children: 52

Girls = 21 Boys = 31

Total number of children who took the test: 50* (excluding 2 children)

Number of children who passed the test: 46 = 88.46%

Number of children who did not pass the check: 6 = 11.54%

There are 4 children to be rechecked in June 2020

There are 2 SEN children exempt

Year 1 screening check - June 2019 result analysis

Total number of children who took check: 52 (31 Boys 21 Girls)

Groups	Percentage
Boys achieving 32+ = 25	81%
Girls achieving 32+ = 21	100%

Pupils eligible for pupil premium achieving 32+ in both classes = 7 children	100%
Children achieving full marks (40) 7 out of 52	14%

Phonics Screening check Year 2 result analysis - June 2019

Total Number of children: **6**

Boys= 3 Girls= 3

Total Number of Children Disapplied: 0

Total Number of Children who took the test: **6**

Total Number of Children who passed the test = 4 (67%)

Year 1 tests pupils not reached expected level/passed

Name	Reason
Pupil A	EAL - New to school and English
Pupil B	SEN – Global delay
Pupil C	EAL – New to school and English
Pupil D	SEN – Autism

Pupil E	SEN – Autism

Year 2 tests pupils not reached expected level/passed

Name	Reason
Pupil A	SEN – Global delay
Pupil B	Started here in Year 2. Didn't do phonics in his previous school

Phonics Average Points Score

	RR	Newham	Difference
APS	34.8	34.7	+0.1%

Commentary

Above Newham APS

RR and Newham 3 year trend (average for 2017, 2018, 2019)

RR Percent passed	Newham Percent passed	Difference	RR APS	Newham APS	Difference
88.1%	87.3%	+0.8%	35.2	34.9	+0.3%

Commentary

Above Newham percentage and APS

Early Years Foundation Stage 2019

	Roman Road	Newham	National
Good Level of Development, overall	66%	76%	72%
Reading	78%	77%	80%
Writing	76%	74%	78%
Maths	80%	80%	82%
Prime Goals	76%	80%	
APS	34.9	34.9	

Commentary

Overall GLD below Newham and National provisional

In line with National and Newham for reading, writing, maths

Below Newham for Prime Goals

Below Newham and National in GLD for some Non-core areas

In line with Newham for APS

Commentary

Over a three year average above National

Good Level of Development by cohort overall

	Cohort	RR School %	Newham	National %
All	50	66%	76%	72%
Male	19	37%	70%	65%
Female	31	84%	82%	78%
Ever FSM	3	100%	71%	57%
Non ever FSM	47	64%	77%	73%
EAL	28	71%	75%	75%
SEN	4	0	30%	28%

Commentary

Males significantly below Newham and National

Female above Newham and National

FSM significantly above Newham and National

SEN significantly below Newham and National

FS Good level of Development 3 Year Trend

	2017	2018	2019	3 year average
School	74%	79%	66%	73%
Newham	73%	75%	76%	75%
National	69%	71%	72%	71%

SECTION 3 – Teaching and Learning and Lesson Observation

Lesson observation data September 2018 – July 2019

	Good or better	Outstanding	Good	Requirement to Improve	Inadequate
Maths	31/35 89%	7/35 20%	24/35 69%	4/35 11%	0/35 0%
English	33/33 100%	10/33 30%	23/33 70%	0/33 0%	0/33 0%
Maths/English	64/68 94%	17/68 25%	47/68 69%	4/68 6%	0/68 0%

Next steps writing

- To scrutinise planning and books to ensure conjunctions are taught effectively, in order to enable children to use them consistently in their writing
- To target and support NQTs across the school to improve planning and teaching
- Writing moderation across phases
- To review and update tests and data tracking for reading, writing and maths. To implement for September 2020.
- To organise a writing competition in order to develop independence and creativity in writing.

Next steps Reading:

- To achieve a greater percent of learners achieving GD at end of KS2 by scrutinising planning and books to ensure learners secure a deeper understanding of challenging texts.
- To target and support NQTs across the school to improve planning and teaching
- To introduce and consolidate a new process and structure for Guided Reading. To undertake GR observations.
- To review and update tests and data tracking for reading, writing and maths. To implement for September 2020.

Next steps Maths:

- Support and work alongside 2 new maths leaders for their relevant phases
- Improve children's recall and fluency of times tables through 'times to climb'
- Improve percentage of children working at greater depth throughout the school
- Continue to 'Teach for Mastery' within daily maths lessons
- Supporting NQTs in planning and teaching for maths
- To review and update tests and data tracking for reading, writing and maths. To implement for September 2020.

Self evaluation Outstanding

SECTION 4 - Leadership and Management

- Leaders and Managers have responsibility for standards in their subjects which they address through Next Steps Action Plans (see SDP)
- Leaders and Managers have monitored teaching and learning across the school
- Leaders and Managers have monitored planning in their subject
- Leaders and Managers have provided INSET based on school weakness identified in attainment and progress data, subject Action Plans, lesson observations and monitoring
- Performance Management is now linked to performance related pay targets (this incorporates lesson observation grades, pupil progress, whole school impact and meeting Teacher Standards)
- All staff are aware of key priorities for 2019-20 for Teaching and Learning
- The Leadership team meet every other week to address issues and next steps. Child Protection and assessment are also included in these meetings
- The Senior Management Team meet every two weeks to discuss standards in English, Maths, FS and non-core subjects

Key Next Steps

- To train and support two new Phase Leaders with responsibility for NQTs and Maths. One for years 1 – 3 and the other for years 4-6.

Self-evaluation: Outstanding

SECTION 5 - Behaviour and Safeguarding

Behaviour

- We encourage pupils to reflect on both their own behaviour and the behaviour of their friends.
- All staff model appropriate and courteous behaviour with each other and with pupils.
- Parents are fully informed of behavioural systems and they are made aware of unacceptable / good behaviour.
- We employ a specialist teacher and a councillor to work with children with behavioural and emotional needs and to improve social wellbeing.
- Pupils show respect for each other ie holding doors for others, and demonstrating good manners
- Pupils are supportive of each other in lessons and behaviour of all groups around school is good.
- Pupils and parents know that the school do not accept discrimination, racism or bullying.
- The school has a robust anti-bullying and behaviour policy. Children have a good understanding of what bullying is and how to deal with it. We use anti bullying strategies, assemblies, PSHE, the curriculum and SEALS to promote anti-bullying. Lunchtime cover is provided by TAs which ensures consistency of standards and familiarity for pupils.
- Senior leaders in the playground at the end of the day are highly visible.
- Reward assemblies weekly promote good behaviour
- We run daily lunch time sports clubs for pupils who have difficulty interacting and playing responsibly, during the lunch hour. As a result of this there are fewer behavioural issues at lunch time and these pupils are learning how to behave better with peers and to follow instruction
- The lunch time sports clubs are also for our pupil premium children. Playground markings in KS1 playground have helped pupil's creative and interactive play. It has supported with turn taking skills.
- The lead for behaviour provides a 'reward' day each term for children who have not received any consequences.

2018 – 19 Whole year data

	Sep 16 – July 17	Sep 17 – Jul 18	Sep 18 – Jul 19
Rewards 3 / 4	1,692	1,733	1,632
Consequence 3 / 4	386	124	141
Reward 5	262	312	317
Consequence 5	5	3	7

Commentary

Most amount of rewards 5s in one year

Three year trend for total of rewards and consequences

	2016-17	2017 – 2018	2018 – 2019
Rewards	1,954	2045	1,949
Consequences	391	127	148

Perfect behaviour (no consequences across the whole year)

Sep 2015 - July 2016	36 pupils
Sep 2016 - July 2017	42 pupils
Sep 2017 – July 2018	77 pupils
Sep 2018 – July 2019	94 pupils

Commentary

Most amount of Perfect behaviour

Increase in Perfect behaviour every year

Self-evaluation: Outstanding

Safeguarding

- We have a Safeguarding team of three (DHT, Learning Mentor and AHT)
- The HT and SENCO also have daily input into CP and Safeguarding issues
- Our Learning mentor is part of the CP and provides pastoral and administrative support
- We have a Governor lead for Safeguarding who also works in school
- We keep CP records manually and electronically
- We have an ECM meeting to discuss all vulnerable children termly
- The CP team is experience in liaising with and have close links with external bodies such as Families First and Social Care
- The CP are well practised in making CP referrals and seeking appropriate and effective advice
- This school year staff have receive training around FGM, CSE, PREVENT, British Values and school policy and procedure
- All staff knows exactly how to report a CP concern.
- All staff have read and signed key policies eg Keeping Children Safe in Education, school CP / Safeguarding Policy, school Code of Conduct policy, school Acceptable use agreement and policy
- All staff have signed the disclosure by association declaration

The Annual Report to Governing Body (and Local Authority) was signed and ratified November 2019. This contains in depth details around amongst others the following key Safeguarding areas: Safer Recruitment, training, information given to parents, single central record, recruitment and selection, school site, curriculum, allegations, referrals and multi-agency working

Key Next Steps

- To scrutinise the Single Central record three times a year
- To train an additional member of admin to know how to use and understand the SCR
- To train all staff on understanding GDPR

Self- evaluation Behaviour and Safeguarding: Outstanding

SECTION 6 - Moral, Social, Cultural, Spiritual Development

- In class teachers promote SMCS as normal part of school life ie teachers promote class rules, good manners, a positive attitude, tolerance and understanding and sensitivity to others.
- Circle time resources added and used effectively within classes, and showing a positive impact on communication and behaviour within the school.
- British Values has been promoted within the curriculum and samples of work have been collected as evidence.
- High moral standards are promoted and adhered to across the school. Pupils understand the difference from right and wrong and demonstrate this at school.
- For assemblies, PSHCE and RE we use SEALS materials. We use circle time to develop pupils' self-confidence and respect of others.
- Teachers follow up with questioning to make learning more meaningful and personal.
- Staff have been trained and supported with teaching P4C Philosophy for Children and understanding our British Values Policy.
- Regular assemblies around anti-bullying, anti-racism, Internet Safety, PREVENT and British values
- All pupils have had Road Safety awareness assemblies
- Foundation Stage pupils now have a daily assembly
- We collect money for charities and disaster appeals
- All school SOW have been adapted with a greater emphasis on e-safety and BV
- E-safety is in every ICT unit
- Gather and evidence work for PSHE
- To have class assemblies focusing on religious festivals
- Workshops from RE specialists, Met Police, TFL, Citizenship

Next steps:

- Develop school council further. School Council now meet every two weeks
- PSHE coordinator to run a weekly social/discussion group for vulnerable children who don't meet threshold for school councillor
- There is a planned visit to City Hall for 2019 for the School Council
- The PSHE coordinator has introduced a programme of education called Headstart want to equip young people to cope better with difficult circumstances, preventing them from experiencing common mental health problems before they become serious issues. It gives young people the knowledge and skills to cope with periods of depression and anxiety. It is a lottery funded project. We will be delivering an Inset Headstart and 10 children from year 5 and 6 who we believe could benefit from resilience training will be nominated to participate, working with youth practitioners to build confidence and self-esteem. This is ongoing and will happen every year for the next 3 -5 years

SECTION 7 – SEN/Inclusion/Disadvantaged

KS1 and KS2 SATS Data 2019

KS2 - Attainment – reaching Expected by cohorts

	RR Reading	National reading	RR Writing	National writing	RR maths	National maths	RR Grammar	National grammar	RR r/w/m/	National r/w/m
SEN	67%	73%	50%	78%	67%	79%	83%	78%	50%	65%

Commentary

Below National for reading, maths, writing and r,w,m

Above National for Grammar

Attainment – reaching Greater Depth by cohorts

	RR reading	National reading	RR Writing	National writing	RR maths	National maths	RR Grammar	National grammar	RR r/w/m/	National r/w/m
SEN	0	27%	0%	20%	0	27%	33%	36%	0	11%

Commentary

Below National for all areas

Attainment - Disadvantaged Pupils

Attainment - Reading - Reaching expected standard +

	FSM (ever)	Not FSM
SEN	75%	50%

Commentary

FSM above non FSM data

Progress Reading - Reaching Greater Depth

	FSM (ever)	Not FSM
SEN	24%	47%

FSM below Not FSM data

Attainment - Average scaled scores for reading/maths

	FSM (ever)	Not FSM	Difference
SEN	101.1	107	-5.9

FSM below Not FSM

KS1 SEN reaching standard or +

Reading

	RR cohort	RR	Newham
SEN	5	40%	38% Data for National 'All Pupils)

Commentary

Above National

Writing

	RR cohort	RR	Newham
SEN	5	40%	32% (Data for National 'All Pupils)

Commentary

Above National

Maths

	RR cohort	RR	Newham
SEN	5	40%	42% (Data for National 'All Pupils)

Commentary

Broadly in line with National

SEN

- SEN and/or disabilities attain the same high standards of learning as all other pupils. All pupils show a desire to achieve and participate in all aspects of school life.
- We have Inclusion Groups for parents and parents attend and contribute to Pupil Review Meetings.
- We have language groups Attention Autism, Box Clever, Phonics
- The Multidisciplinary Team works effectively with outside agencies which offer additional support for the high number of pupils with needs and this alongside the dedicated school staff ensure a high quality of care
- We have many interventions including Wave 3, ECAR, Colourful Semantics, RLI, dyslexia programme
- Every Child Matters meetings are held termly. They include the SENCO, CP officers and Attendance Leads
- Our Provision Mapping is supported by high quality resources, which enables for the effective deployment of human resources. We hold a complete SEN Register.
- We have developed a tracking system for all pupils on intervention programmes
- Intervention decisions are reviewed termly following Pupil Progress meetings
- We are part of the RLI reading pilot for pupils with Downs Syndrome
- SENCO works closely with outside agencies e.g EP, CNS, LCIS, NHS and we bought in extra speech and Language, school councillor, Dyslexia/dyscalculia services
- CPD for staff - staff are trained when needs arise for particular pupils
- Training for therapy friendly school-ongoing

- On going +EpiPen training, epilepsy training
- On going First Aid training
- Continue to develop pupil's self-esteem and confidence through a range of physical and creative activities
- Support staff involved in planning and evaluation of 1:1 supported pupils
- Care plan in place for pupils with asthma and other medical needs
- Through meeting with teacher/SENCO continue to try to engage parents to participate to help them support their children
- The school SENCO writes 'Case studies' each year to qualify the progress that some SEN children have made and how they have made it, linked to interventions they receive
- Our Communications room is embedded. It provides a specialised programme for pupils with SEN. This room allows access to play based learning and is suited to pupils with SEN. It allows access and teaching for smaller groups and has specialised resourcing.

Next Steps

- To continue to review assessment and tracking of SEN pupils.

SECTION 8 – Extended School Services and Community.

Uptake for Extended School Services

	Sep – Dec 2016 Sessions attended	Sep – Dec 2017 Sessions attended	Sep – Dec 2018 Sessions attended	Sep – Dec 2019 Sessions attended
Breakfast Club	1160	1179	1,349	1,400
After School Club	415	401	700	781
Sports clubs (including lunch/after school))	4,096	4,300	4,900	4,300
Total	5,671	5,880	6,949	6481

- Our Sports Clubs cost £2 per session, which is subsidised for pupil premium children. Our sports Clubs offer a range of sports such as football, dance, athletics, handball, tennis and badminton
- Our Breakfast club offers a range of opportunities such as puzzles, reading, homework support, board games, arts and crafts. The cost of the club is £3 per session
- Our After school club offers a range of opportunities such as cooking, arts and crafts, board games, film, home-work support. The cost of the club is £3.50 until 4.30pm and £7.00 until 6.00pm

Community

- We have a PTA for events such as the Christmas Bazaar and the Summer Fair
- We hold classes for parents in English
- We visit the local community church for Easter services and carol singing
- We provide Christmas cakes for the homeless shelter
- For Harvest Festival we collect food and distribute to old people’s homes
- We have parents undertaking voluntary placement in school to gain experience with working with children

Next Steps –

To extend links with community through events and fundraising

To consult with the community regarding the new SRHE curriculum September 2020

SECTION 9 - Attendance Data

Attendance as of 1st December 2019 stands at

Attendance September 2018 – July 2019	95.8
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Attendance and Punctuality

Group	Authorised absences	Unauthorised absences	% Attend.
Whole School September 2018- July 2019	2.8	1.4	95.8

Absences

Looking through the data there are four distinct factors, which have reduced our overall attendance below our target of 96%, these are included in the table below.

Date	Reason	No of missed sessions	%		
5th June 2018	Eid ul Fitr	191	Auth 2.5%	Unauth 11.2	Attendance 86.3%
9 th - 11 th January 2018	First 3 days of term	120	1.488%		
	Unauthorised holidays	469	0.336%		
	36 children Persistent absence	2189	1.64%		

Taking the above into consideration the overall attendance figure would be 98.3%

EID II Fitr

Many of our children celebrate Eid. The school continues to open on Eid but many children take it as part of religious observance.

Attendance comparisons and trends

	Attendance
Sep 2010 - Jul 2011	93.8%
Sep 2011 - Jul 2012	94.9%
Sep 2012 - Jul 2013	96%
Sep 2013 – Jul 2014	95.3%
Sep 2014 – Jul 2015	94.8%
Sep 2015 – Jul 2016	95.5%
Sep 2016 – Jul 2017	95.5%
Sep 2017 – Jul 2018	95.6%
Sep 2018 – Jul 2019	95.8%

Comparative data of Penalty Notice issued

Year	No of PNs Issued
2013-14	28
2014- 15	11
2015 – 16	32
2016 – 17	18
2017 – 18	10
2018 – 19	7

Actions to address attendance and punctuality

- Letters / phone calls are now made where attendance is between 80-95%
- The amount of children arriving late for school was 226 and there were 1339 late sessions. A reason for this may be that siblings in Newham are still being allocated different schools due to shortage of vacancies; therefore some parents have to drop off their children to different schools. Local authorities have extended catchment areas and many pupils are now coming from further afield. Also many of the reasons we received was because of traffic/London Transport.

- We have a few ‘persistently’ late pupils which inflate figures. There is a weekly attendance meeting with the DHT and Attendance Officer and office admin representative, to discuss and minute all concerns and agree solutions. We will prioritise and target the parents of ‘persistently late’ pupil
- The class with highest attendance are given the attendance trophy in assembly each week and they can use the pitch and the park as a reward for the class.
- Termly certificates are issued. There is an attendance trip and an attendance raffle.

Next Steps

- Regular meetings with parents for the children that arrive late, reminding them that Penalty Notices can be issued.
- To start the process of BAPH (where borough intervene re low attendance) sooner where attendance is continually low
- To implement holiday request form
- Work with SENCO to discuss poor attendance and referrals to school nurse, in order to find a solutions where medical reasons are behind poor attendance
- DHT to meet with parents of concern/low attendance

Self-evaluation - Good

SECTION 10 – Sports Pupil Premium

PE lessons are well balanced and inclusive, incorporating FMS (Fundamental Movement Skills) from the Create Development programme.

Lunchtime clubs are used to promote healthy and active life styles as well as to improve behaviour and skills.

Active playgrounds (fun stations set up around the play grounds). Educational markings and games in FS and KS1 playgrounds

Sports Day: Children get the opportunity to develop basic fundamental athletic skills. Competitions are set up between the houses in the school: Red; Blue; Green; Yellow and white.

Swimming: Children will start swimming lessons in Year 5 and swim every week for three terms up to Year 6. This will ensure that children are able to swim the required 25m by the end of the Year.

We have two specialist coaches in our school. These coaches provide high quality PE lessons across the school.

All children have access to a minimum of two hours PE every week.

During lunch times, targeted children have access to extra sport activity. The PE coaches run various lunch-time clubs. .

Our after school clubs provide an extensive amount and range of opportunities for our children.

For full details see Sports Premium Policy

PP children now receive after school sports clubs for free and continue to receive free lunchtime clubs daily.

SECTION 12 – Foundation Stage

- ✚ **Classes:** At Roman Road, we provide Nursery and Reception provisions. In our nursery, we offer 52 part-time places where all children can attend for 15 hours per week either in the morning or afternoon. In our Reception year, we have 2 classes with a maximum of 30 children.
- ✚ **30-hour:** As part of our commitment to support working parents, Roman Road Primary school is offering 30 hours free funding to eligible parents. We currently offer 10 places.
- ✚ **Learning through play:** At Roman Road, we view our children as autonomous learners and hold a strong belief that children learn best when they are given appropriate opportunities to have ownership over their own learning in a safe environment that allows responsibilities, errors, decisions and choices to be made. Children have a natural ability and a drive to want to play and it is through the power of play that children learn and develop many essential skills and knowledge. Our curriculum is very play based and we provide our children with many opportunities to play through-out the day. Through play, our children explore and develop learning experiences which help them make sense of their world.
- ✚ **The Early Years Framework:** We adhere to the Early Years Framework and our setting is shaped by the four guiding principles. These are as follows:
 - The Unique child: responding to the uniqueness and difference of all our children, who are constantly learning and can be resilient, capable, confident and self-assured
 - Positive relationships: Children learn to be strong and independent through a focus on a range of relationships, such as with peers, and with practitioners
 - Enabling environments: Children learn and develop well in environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
 - Learning and development: Children develop and learn in different ways and at different rates. We offer a rich and stimulating environment with a play based curriculum in which children can reach their full potential.
- ✚ The EYFS also includes the **Characteristics of Effective Learning**. At Roman Road Foundation Stage, we plan activities within the classrooms with these principles in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. We consider the Characteristics of Effective Learning within our observations, assessments and planning cycle in the EYFS
- ✚ We follow the **Early Years Development Matters** for guidance in planning and assessment. The EYFS Development Matters outline seven areas of learning. At Roman Road, we ensure that we allow children to develop in all 7 areas on a day-to-day base.
- ✚ **Indoor and Outdoor Learning:** We allow our children to develop their skills, knowledge, understanding and curiosity both indoor and outdoor. We create a stimulating environment both inside and outdoor and children have the opportunity to free-flow between the two areas. The classroom and outdoor areas are thoughtfully set up to meet the requirements of the seven areas of learning as well as the children's needs and interests.
- ✚ Our aim is to ensure that every child progresses through the development matters and achieve their full potential. We intend to encourage our children to achieve Expected level and very able children to achieve Exceeding level in all areas of learning by the end of Reception year.

- # We value all our children as individuals at Roman Road and celebrate differences in ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals.
- # We recognise that some children may have special educational needs (SEN). Together with our school’s SENCO, support staff, class teachers and management team, we have put into place many provisions to support our SEN children. A sensory/communicational room has been set up to support our SEN children and this is showing great positive impact in our children’s learning and development. We have also received positive feedback from our outside agencies who come to support our SEN children and also from parents.
- # We believe it is important to give our children the opportunity to have the freedom to take responsibility of their own learning through making independent choices of what learning/activity they would like to explore and engage with. This is also known to us as “Child Initiated Learning”.
- # We provide carefully planned activities where children’s learning is led by an adult to provide children the opportunity to focus on specific learning needs. This is also known to us as “Adult Directed Learning”.
- # Each child at Roman Road School Nursery and Reception will have a key worker who understands his/her individual needs. The key worker will observe the child continuously and assess him/her regularly, identifying the next steps for learning and development.
- # **Assessment:** Assessment is at the heart of learning and teaching at Roman Road Foundation Stage. Assessments are an ongoing part of EYFS practice and are made in a variety of ways including teacher, keyworker observation of children playing, photographic evidence, staff notes, and parent feedback.
- # Every child in Nursery and Reception have their own “Special Folder” containing their work, observations and photographs as well as parent input that has been collated over the year. Parents have the opportunity to view their child’s folder at 3 drop in sessions and whenever they wish to.
- # **Parent Partnership:** At Roman Road, working in partnership with parents is a key principle of effective practice. We strive to create and maintain partnership with our parents and carers as we recognise that together, we can have a significant impact on a child’s learning. We welcome and actively encourage parents to participate, confidently in their child’s education and care. We actively seek parental contributions to the assessment process, including, verbal, photographic and written contributions to their child’s ‘Special Folder’. We welcome parents to volunteer in the EYFS by taking part in “Stay and Play”.
- # Towards the end of Reception, in the summer term, children begin to carry out writing activities in books within a more structured literacy lesson. As well as challenging children’s writing ability, this also helps with transition into Year 1.
- # **Transition:** At Roman Road, we understand that the transition from home to school, Nursery to Reception, and Reception to Year 1 can be a very difficult time for children and parents. We organise transitions around the needs of the individual child. We understand that we have a statutory duty to ensure continuity for children during periods of transition. We believe that a smooth transition supports the personal, social and emotional development, learning and future success of every child. We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. Children have the opportunity to visit their new classes in the summer term. In Nursery and Reception, we allow our parents to initially stay and play with their child in child’s new classroom. We also visit our new children at home. This allows parents and children to have the opportunity to form a relationship with the class practitioners which allows children to settle in better.

- ✦ We try to organise educational visits for our children as well as inviting visitors to come and talk to the children. For example, police officers, people who are part of the church community.

Next Steps for Foundation Stage:

Developing the outdoor area. This continues to be an ongoing developing area as we are continuously finding ways to develop children's learning outdoor and how to provide a more enriched learning environment. We will continue to replenish our outdoor resources and invest in new resources that encourage exploration and development in all areas of the EYFS.

Developing children's number knowledge: Continue to help develop children's understanding of numbers through the concept of 10 frame and begin this from Autumn term and use throughout the year.

Developing our support for SEN children in Foundation: We currently have 5 potential children with SEN in Reception and we will continue to support staff on how to help our children with SEN within the classroom and during whole class sessions through training by our speech and language therapist. We will also invest in resources that will specifically support our children with SEN.

Developing Boys handwriting: We hope to increase our children (boys) confidence in writing through targeting the initial problematic area which is their fine motor skills. We hope to achieve this through providing children with many resources and activities that allow children to develop the muscles in their hands which will then help with mark making and writing. Resources include screws and dowels, threading and construction equipment. We will also ensure that there is explicit teaching and modelling of mark making through whole class and group sessions.

Target prime areas of EYFS: Looking at our percentage of children not achieving GLD in the previous cohort, we have acknowledged that some of these children missed GLD by scoring 1 in just one or two prime areas. We need to identify these children very early and have an action plan outlining targets and provision that will ensure that these children will achieve the prime areas that they are struggling in.

SECTION 12 - Curriculum

Commentary

- The Science scheme of work has been updated to be one learning objective per week (2 hours in one slot) for six weeks
- British Values was a focus and all classes made the most of cross curricular opportunities to incorporate BV
- A new PE curriculum has been embedded.
- Music and PE is taught by subject specialists in most year groups. Children take their Step 1 and Step 2 Exams at the end of Year 5 or Year 6.
- There is a new ICT Scheme of work, which we started September 2018. ICT resources are being used effectively throughout the curriculum and that ICT is part of everyday learning,
- Years 2, 3, 4 and 6 are set 3 ways, for Maths and English, in order to deliver a more focussed curriculum to suit individual learning needs.
- We have a new planning format for Foundation subjects –planning to be for a term so that a SOW can be put in place
- Art is now taught weekly
- MFL is taught in years 5 and 6
- Continuing use of Now Press Play
- Use of ICT specialist to teach and model lessons
- Times Tables test in year 4

SECTION 13 – Whole School Key Next Steps

Next steps writing

- To organise a writing competition in order to develop independence and creativity in writing.

Next steps Reading

- To improve percentage achieving greater depth at end of KS2 by scrutinising planning and books to ensure learners secure a deeper understanding of challenging texts.
- To introduce and consolidate a new process and structure for Guided Reading. To undertake GR observations.

Next steps Maths

- Maths Lead to train and support two new Phase Leaders with responsibility for NQTs and Maths. One for years 1 – 3 and the other for years 4-6.
- To improve children’s recall and fluency of times tables through ‘times to climb’
- To improve percentage of children working at greater depth throughout the school

Next Steps SRHE

From September 2020 the school will teach SHRE in line with the new government expectations. From September 2019 to July 2020 to undertake the following steps:

- Implement/devise a new SHRE Policy

- Implement/devise a new Scheme of Work
- Discuss and agree strategy via a working party including teachers and school Governors
- Consult with parents
- Ratify new policy and SOW
- Train staff to teach new SOW

Next Steps Assessment

- To review and update tests and data tracking for reading, writing and maths. To implement for September 2020.

SECTION 14 Review from OFSTED 2017

We were required in OFSTED Inspection of 2017 to improve attainment of 'higher ability' (Level 5+/Greater Depth) for reading.

	2017 Greater Depth	2018 Greater Depth	2019 Greater Depth
Achieved Greater depth Reading	18%	41%	24%

SECTION 15 Questionnaire

Roman Road Primary Parents Questionnaire

Out of 145 responses Roman Road School

The Learning Experience	% out of those who expressed a preference
There is range of activities that my child enjoys within the school curriculum.	93.1
The school provides regular homework.	94.9
The school provides my child to be a future citizen of this country.	95.5
Home-School Relationships	
Parents are kept informed of events at school e.g. by newsletter, texts.	99.3
The staff at the school are approachable ie parents know who to go to when they have an issue or need support.	97.1
The school is a welcoming place for parents and carers.	98.6
I am kept informed about how my child is getting on.	97.1
I know how I can help my child at home.	96.5
Making a Contribution	
The school takes account of the views of my child.	96.9
The school helps my child develop the skills and knowledge he or she needs to succeed in the future.	97.3
I am happy with the amount of activities provided for children before and after school	94.4
Relationships with Staff and other Pupils.	
My child is treated fairly.	97.8
The school recognises individual behavioural needs of pupils and supports them, through behavioural plans.	98.4

The school has a Rewards and Consequence system for behaviour that the pupils know and follow.	98.6
The school teaches my child to respect people from different backgrounds, races, religions etc.	100
The school is good at dealing with bullying and racism when it happens.	96.7
Well-Being	
My child feels safe at school and is taught health and safety issues.	97.8
The school encourages my child to take part in sport regularly for exercise.	97.8
My child has a healthy balanced school meal which provides salad and fruit.	99.3
The school helps my child know how to manage his/her feelings	97.7
Roman Road is a good school and I would recommend it to others	97.1