

# Roman Road SEF 2018 -19



**SECTION 1 – Responses to SEF priorities 2017-18**

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## SECTION 1 – Responses to SEF priorities 2017-18

### Maths

- **Target** - Maths lead to oversee the use of the new Maths SOW across the school.

**Outcome:** The new SOW has been in use for a whole year. Through monitoring books, plans and lesson observations and feedback teachers have successfully implemented the new scheme and provided a consistency throughout the school. We will continue to use the current SOW.

- **Target** - Maths lead to receive training and support teachers in using the new SOW, notably to improve teaching and learning for maths ‘Mastery’.

**Outcome:** All teachers have received training on mastery and bar modelling. One identified teacher has received support in planning, marking and teaching. ‘Mastery’ is ongoing and teachers will receive further training and support within ‘Teaching for Mastery’.

- **Target** - Maths lead to explore additional Maths Schemes of Work.

**Outcome:** Additional schemes of work were explored but we decided to continue using our current scheme of work.

### Literacy

- **Target** - Literacy coordinator to develop and track higher attaining readers from end of KS1 to end of KS2.

**Outcome:** A spreadsheet has been created and is updated every assessment cycle and is ongoing

- **Target** - Literacy coordinator to implement reading strategies to aid greater percent of higher readers in achieving greater depth

**Outcome:** This has been achieved.

	<b>2017 Greater Depth</b>	<b>2018 Greater Depth</b>
KS 2 SATS Greater depth Reading	18%	41%

**GD for reading significantly above 2017 (more than double)**

- **Target** - Through (for more details see Reading Action plan November 2017) training of teachers to achieve developments in guided reading.

**Outcome:** All KS2 teachers have received training around the new reading scheme. Guided reading is monitored, observed and there has been team teaching where required.

## SECTION 2 - Test and Teacher Assessment Data

### Key Stage 2 SATs results

#### Key Stage 2 results 2016 – 18

	2016	2016	2016	2016	2017	2017	2017	2017	2018	2018	2018	2018
	RR Expected +	RR GD	National Expected +	National GD	RR Expecte d +	RR GD	National Expected +	National GD	RR Expec ted +	RR GD	National Expected +	National GD
<b>R</b>	89%	22%	66%	16%	92%	18%	71%	25%	95%	41%	75%	28%
<b>W</b>	89%	15%	74%	15%	92%	33%	76%	18%	90%	44%	78%	20%
<b>M</b>	96%	19%	70%	17%	94%	39%	75%	23%	97%	61%	76%	24%
<b>G</b>	81%	19%	72%	22%	90%	39%	77%	31%	97%	82%		

#### Commentary

Three year upward trend in expected reading

Three year upward trend in writing greater depth

There year upward trend in maths greater depth

Thre year upward trend in grammar expected

Three year upward trend in grammar greater depth

2018 - significantly above National in all subjects for expected and for Greater depth

## KS 2 results 2018 - All Pupils

### Reading, writing, maths combined – Expected standard

	<b>Roman Road ( pupils)</b>	<b>Newham</b>	<b>National (provisional)</b>
<b>R,W,M combined</b>	<b>90%</b>	<b>73%</b>	<b>64%</b>

Significantly above Newham and National

### Reading, writing, maths combined – Higher standard

	<b>Roman Road ( pupils)</b>	<b>Newham</b>	<b>National (provisional)</b>
<b>R,W,M combined</b>	<b>26%</b>	<b>13%</b>	<b>10%</b>

Significantly above Newham and National

### **Grammar school data**

	<b>English grammar, punctuation and spelling numbers</b>	<b>English grammar, punctuation and spelling Percentage</b>
GDS	32	82%
EXS	6	15%
WTS	0	0%
B	1	3%
Total (EXS Plus)	39	97%

**Average scaled scores**

	<b>Roman Road ( pupils)</b>	<b>Newham</b>	<b>National (provisional)</b>
<b>Reading</b>	109.1	105.8	105.0
<b>Maths</b>	112.1	107.1	104.4

Significantly above Newham and National

**KS2 reading, writing, maths combined attainment by cohort**

<b>Breakdown</b>	<b>Cohort</b>	<b>School Achieving expected or higher</b>	<b>National Achieving expected or higher</b>	<b>School Achieving at higher</b>	<b>National Achieving at higher</b>
<b>All pupils</b>	39	90%	64%	26%	10%
<b>Male</b>	18	89%	61%	22%	8%
<b>Female</b>	21	90%	68%	29%	11%
<b>Disadvantaged</b>	17	100%	70%	41%	12%
<b>Other</b>	22	82%	70%	14%	12%
<b>SEN</b>	7	57%	64% (Data for National 'All Pupils')	29%	10%
<b>EAL</b>	22	86%	64%	27%	10%

Significantly above National expected in all areas except SEN

Significantly above National Disadvantaged

Significantly above National GD in all areas except other

**KS2 reading attainment by pupil group.**

<b>Breakdown</b>	<b>Cohort</b>	<b>School Achieving expected or higher</b>	<b>National Achieving expected or higher</b>	<b>School Achieving at higher</b>	<b>National Achieving at higher</b>	<b>School average score</b>	<b>National average score</b>
<b>All pupils</b>	39	95%	75%	41%	28%	109.1	105
<b>Male</b>	18	89%	72%	22%	24%	107.4	104.2
<b>Female</b>	21	100%	79%	57%	32%	110.4	105.9
<b>Disadvantaged</b>	17	100%	80%	53%	33%	110.7	106.1
<b>Other</b>	22	91%	80%	32%	33%	107.7	106.1
<b>SEN</b>	7	<b>71%</b>	<b>75%</b>	43%	28%	105.3	105.0
<b>EAL</b>	22	91%	75%	41%	28%	109.0	105.0

Significantly above National expected in all areas except SEN

Significantly above National GD in all areas except male and other

**KS2 writing attainment by pupil group.**

<b>Breakdown</b>	<b>Cohort</b>	<b>School Achieving expected or higher</b>	<b>National Achieving expected or higher</b>	<b>School Achieving at higher</b>	<b>National Achieving at higher</b>
<b>All pupils</b>	39	90%	78%	44%	20%
<b>Male</b>	18	89%	72%	44%	15%
<b>Female</b>	21	90%	84%	43%	25%
<b>Disadvantaged</b>	17	100%	83%	59%	24%
<b>Other</b>	22	82%	83%	32%	24%
<b>SEN</b>	7	<b>57%</b>	<b>78%</b>	29%	20%

<b>EAL</b>	22	86%	78%	50%	20%
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Significantly above National expected in All pupils, male, Disadvantaged

Significantly below National expected for SEN

Significantly above National GD in all areas except SEN and other

**KS2 maths attainment by pupil group,**

<b>Breakdown</b>	<b>Cohort</b>	<b>School Achieving expected or higher</b>	<b>National Achieving expected or higher</b>	<b>School Achieving at higher</b>	<b>National Achieving at higher</b>	<b>School average score</b>	<b>National benchmark average score</b>
<b>All pupils</b>	39	97%	76%	62%	24%	112.1	104.4
<b>Male</b>	18	94%	75%	67%	25%	113.6	104.6
<b>Female</b>	21	100%	76%	57%	22%	111.0	104.1
<b>Disadvantaged</b>	17	100%	81%	71%	28%	113.9	105.4
<b>Other</b>	22	95%	81%	55%	28%	110.7	105.4
<b>SEN</b>	7	86%	76%	29%	24%	110.0	104.4
<b>EAL</b>	22	95%	76%	77%	24%	114.0	104.4

Significantly above National expected in all areas

Significantly above National GD in all areas except SEN



## **Not reached age expected**

### **Reading –**

Pupil - autistic spectrum

Pupil – not entered – global delay/working at pre Key stage levels

### **Writing**

Pupil – not entered as working below criteria

Pupil – struggled to retain and apply grammar knowledge

Pupil - Dyslexic

### **Maths**

Pupil – not entered – global delay/working at pre Key stage levels

## **KS 2 Three Year Averages**

### **Percentage of pupils achieving expected standard reading, writing, maths, 2016-18**

	<b>School</b>	<b>Newham</b>	<b>National</b>
<b>R,W,M combined</b>	<b>88.6%</b>	<b>68.57%</b>	<b>59.72%</b>

Significantly above Newham and National

**Percentage of pupils achieving higher standard reading, writing, maths 2016-18**

	<b>Roman Road</b>	<b>Newham</b>	<b>National</b>
<b>R,W,M combined</b>	<b>15.79%</b>	<b>10.5%</b>	<b>8.01%</b>

Significantly above Newham and National

**Average scaled scores for reading, 2016-18**

	<b>Roman Road</b>	<b>Newham</b>	<b>National</b>
<b>Reading</b>	<b>106.96</b>	<b>104.44</b>	<b>103.95</b>

Significantly above Newham and National

**Average scaled scores for maths, 2016-18**

	<b>Roman Road</b>	<b>Newham</b>	<b>National</b>
<b>Maths</b>	<b>109.6</b>	<b>106.21</b>	<b>103.88</b>

Significantly above Newham and National

**Disadvantaged Pupils**

**Percentage of disadvantaged pupils reaching expected standard or higher**

	<b>Roman Road ( pupils)</b>	<b>National (provisional)</b>
<b>R,W,M combined (17 pupils)</b>	<b>100%</b>	<b>70%</b>

Significantly above National

**Percentage of disadvantaged pupils reaching higher**

	<b>Roman Road ( pupils)</b>	<b>National (provisional)</b>
<b>R,W,M combined (17 pupils)</b>	<b>41%</b>	<b>12%</b>

Significantly above National

**Averaged scaled scores for disadvantaged pupils**

	<b>Roman Road ( pupils)</b>	<b>National (provisional)</b>
<b>Reading (17 pupils)</b>	<b>110.7</b>	<b>106.1</b>
<b>Maths (17 pupils)</b>	<b>113.9</b>	<b>105.4</b>

Significantly above National

**Average progress for disadvantaged pupils in reading, writing and maths**

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>RR - Progress score for disadvantaged children (17 pupils)</b>	<b>3.04</b>	<b>4.02</b>	<b>7.05</b>
<b>National average for non-disadvantaged pupils</b>	<b>0.31</b>	<b>0.24</b>	<b>0.31</b>

**Prior attainment of disadvantaged pupils – 3 year trends**

	<b>2016</b>	<b>2016</b>	<b>2017</b>	<b>2017</b>	<b>2018</b>	<b>2018</b>
<b>Group</b>	Non-disadvantaged	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged	Disadvantaged
<b>Number</b>	13	14	31	17	22	17
<b>Prior attainment based on KS1 average point score</b>	15.92	14.5	17.27	15.58	14.67	17.79

**2018 Non disadvantaged pupils scored significantly above disadvantaged based on KS1 attainment APS**

**Progress between KS1 and KS2**

**ASP - Progress in reading, writing, maths**

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Cohort</b>	36	36	36
<b>Grade</b>	Well above National average	Well above National average	Well above National average
<b>APS</b>	3.44	4.12	7.27

Significantly above average in all areas

**All Pupil - In house date Progress between KS1 and KS2**

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Made Expected Progress</b>	22/28 79%	27/28 96%	27/28 96%

One Pupil excluded from data (This pupil was not entered for tests as working below KS2 levels)

Reading - The pupils who did not make expected progress were Level 3 in KS1 and attained below 110 at KS2

Writing – The pupil who did not make expected progress was Level 2 in Year 2 and HNM (working towards in KS2 tests

Maths – The pupil who did not make expected progress was Level 3 in KS1 and attained below 110 at KS2

### **Mid Phase Joiners – Progress for Reading 2018**

	<b>Increments</b>	<b>Made at least expected progress</b>
<b>Pupil A</b>	<b>+3</b>	<b>Yes</b>
<b>Pupil B</b>	<b>+2</b>	<b>Yes</b>
<b>Pupil C</b>	<b>+1</b>	<b>Yes</b>
<b>Pupil D</b>	<b>+1</b>	<b>Yes</b>
<b>Pupil E</b>	<b>+2</b>	<b>Yes</b>
<b>Pupil F</b>	<b>+2</b>	<b>Yes</b>
<b>Pupil G</b>	<b>+1</b>	<b>Yes</b>
<b>Pupil H</b>	<b>+2</b>	<b>Yes</b>

100% of mid phase joiners made expected or more than expected progress

Increments are measured by the test results on entry to Roman Road to SATs results at the end of Year 6. The scales used are Significantly Below/Below/At/Above/Significantly Above. Therefore a child entering as ‘Below’ and attaining ‘Above’ at end of year 6 will have made +2 increment jumps of progress.

## **Additional KS2 data from Fischer Family Trust**

Pupil Progress defined - The value added progress that pupils have made from one key stage to the next. This compares RR actual results to the estimated results based on the progress of similar pupils nationally.

### **Attainment**

	<b>RR</b>	<b>School Rank</b>	<b>National</b>	<b>Against National</b>
Reading/writing/maths Reaching expected standard +	90% Rank 5	5 <sup>th</sup> percentile	64%	Significantly above
Reading/maths Average Scaled Score	110.6 Rank 2	2 <sup>nd</sup> percentile	104.7	Significantly above

### **Progress (Value Added)**

	<b>RR</b>	<b>School Rank</b>	<b>National average</b>	<b>Against National</b>
Reading/writing/maths Reaching expected standard +	22% Rank 5	5 <sup>th</sup> percentile	0	Significantly above
Reading/maths Average Scaled Score	+5.4 Rank 2	2 <sup>nd</sup> percentile	0	Significantly above

## Pupils Progress

	<b>Actual results</b>	<b>RR Pupil progress against National progress</b>
Expected standard + reading/writing/maths	90%	+22%
Higher standard reading/writing/maths	26%	+19%
ASS reading/grammar/maths	111.8	+6.3
ASS reading/maths	110.6	+5.4
Expected standard + reading	95%	+15%
Higher standard reading	41%	+12%
ASS reading	109.1	+3.4
Expected standard +writing	90%	+8%
Higher standard writing	44%	+27%
ASS writing	105.7	+4.1
Expected standard + maths	97%	+19%
Higher standard maths	62%	+40%

ASS maths	112.1	+7.4
Expected standard + Grammar	97%	+15%
Higher standard Grammar	82%	+46%
ASS Grammar	113.7	+7.0

Significantly above National Progress between KS1 and KS2 in all areas

### Pupil Groups

	Number of pupils	Actual results Average Scaled Score r/m	Actual results Expected standard + r/w/m	Actual results Higher standard r/w/m		RR Pupil Progress against National progress Average Scaled Scores	RR Pupil Progress Expected standard + against National progress r/w/r/m	RR Pupil Progress Higher standard against National progress r/w/m
<b>All</b>	39	110.6	90%	26%		+5.4	+22%	+19%
<b>Male</b>	18	110.5	89%	22%		+4.2	+17%	+14%
<b>Female</b>	21	110.7	90%	29%		+6.5	+26%	+24%
<b>SEN</b>	7	107.7	57%	29%		+4.0	+4%	+31%



<b>Significant ethnicity White</b>	7	109.3	100%	14%		+5.0	+35%	+8%
<b>Significant ethnicity Black African</b>	11	112.0	91%	36%		+3.8	+16%	+29%

Significantly above National

**Trends - Pupil Subject Performance**

	Actual 2016	Actual 2017	Actual 2018		RR Pupil Progress against National 2016	RR Pupil Progress against National 2017	RR Pupil Progress against National 2018
<b>Reading</b>							
Expected standard +	89%	94%	95%		+29%	+19%	+15%
Higher standard	22	19	41		+5%	-9%	+12%
Scaled score	106	106	109		+4.6	+1.4	+3.4
<b>Writing</b>							
Expected standard +	89%	94%	90%		+20%	+16%	+8%

Higher standard	15%	33%	44%		0%	+21%	+27
Scaled score	103	106	106		+3.0	+4.4	+4.1
<b>Maths</b>							
Expected standard +	96%	96%	97%		+33%	+17%	+19%
Higher standard	19%	40%	62%		+5%	+17%	+40%
Scaled score	106	110	112		+4.1	+5.4	+7.4
<b>Grammar</b>							
Expected standard +	81%	92%	97%		+16%	+12%	+15%
Higher standard	19%	42%	82%		-3%	+6%	+46%
Scaled score	104	109	114		+1.8	+2.8	+7.0

**Significantly above National**

**Data for Disadvantaged Pupils and against Non Disadvantaged pupils**

**Disadvantaged against Non Disadvantaged**

	Number of pupils	Actual results	Actual results	Actual results	RR Pupil Progress against	RR Pupil Progress Expected	RR Pupil Progress
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		<b>Average Scaled Score r/m</b>	<b>Expected standard + r/w/m</b>	<b>Higher standard r/w/m</b>		<b>National progress Average Scaled Scores</b>	<b>standard + against National progress r/w/r/m</b>	<b>Higher standard against National progress r/w/m</b>
<b>Pupil Premium FSM in last 6 years</b>	17	112.3	100%	41%		+5.1	+18%	+27
<b>Pupil Premium Not FSM in last 6 years</b>	22	109.2	82%	14%		+5.7	+25%	+12%

Significantly above National

**Attainment and Progress by cohort**

	<b>Attainment ASS reading/maths</b>			<b>RR progress ASS against National progress</b>		
	<b>FSM</b>	<b>Not FSM</b>	<b>Gap</b>	<b>FSM</b>	<b>Not FSM</b>	<b>Gap</b>
<b>All</b>	112.3	109.2	+3.1	5.1	5.7	-0.6
<b>Male</b>	112.8	107.1	+5.7	4.9	3.2	1.7
<b>Female</b>	11.6	110.3	+1.3	5.3	7.2	-1.9
<b>SEN</b>	114	106.4	+7.6	6	3.7	2.3

Significantly above National

## Key Stage 1 Teacher Assessments

### All Subjects - Expected

	<b>Roman Road (59 pupils)</b>	<b>Newham</b>	<b>National (provisional)</b>
<b>Reading</b>	90%	80%	75%
<b>Writing</b>	88%	76%	70%
<b>Maths</b>	90%	81%	76%

Significantly above Newham and National in all areas

### All Subjects – Greater Depth

	<b>Roman Road (59 pupils)</b>	<b>Newham</b>	<b>National (provisional)</b>
<b>Reading</b>	34%	28%	26%
<b>Writing</b>	31%	20%	16%
<b>Maths</b>	36%	27%	22%

Significantly above Newham and National in writing and maths

### KS1 by pupil group reaching standard

#### Reading

	<b>RR cohort</b>	<b>RR Expected</b>	<b>National Expected</b>	<b>RR GD</b>	<b>National GD</b>
<b>All Pupils</b>	59	90%	75%	34%	26%
<b>Male</b>	22	82%	71%	18%	22%

<b>Female</b>	37	95%	80%	43%	29%
<b>SEN</b>	8	38%	75% (Data for National 'All Pupils')	13%	26% (Data for National 'All Pupils')
<b>EAL</b>	35	89%	75%	34%	26%

All pupils, male, female, EAL significantly above National for expected

Female significantly above National for GD

SEN data has been compared with National 'All Pupils' as opposed to National SEN pupils

### Writing

	<b>RR cohort</b>	<b>RR Expected</b>	<b>National Expected</b>	<b>RR GD</b>	<b>National GD</b>
<b>Pupils</b>	59	88%	70%	31%	16%
<b>Male</b>	22	82%	63%	18%	12%
<b>Female</b>	37	92%	77%	38%	20%
<b>SEN</b>	8	70%	70% (Data for National 'All Pupils')	13%	16% (Data for National 'All Pupils')
<b>EAL</b>	35	70%	70%	29%	16%

All pupils, male, female significantly above National for expected

All pupils, female, EAL significantly above National for GD

## Maths

	<b>RR cohort</b>	<b>RR Expected</b>	<b>National Expected</b>	<b>RR GD</b>	<b>National GD</b>
<b>Pupils</b>	59	90%	76%	36%	22%
<b>Male</b>	22	82%	75%	32%	24%
<b>Female</b>	37	95%	77%	38%	20%
<b>SEN</b>	8	38%	76% (Data for National 'All Pupils')	13%	22% (Data for National 'All Pupils')
<b>EAL</b>	35	89%	76%	22%	22%

All pupils, male, female, SEN, EAL significantly above National for expected

All pupils, female significantly above National for GD

SEN data has been compared with National 'All Pupils' as opposed to National SEN pupils

### **Children who did reach expected level**

Maths, Reading and Writing:

**Pupil** – SEN, finds it difficult to retain information, struggles to comprehend simple texts, Speech and Language

**Pupil** – EAL, Struggles to comprehend simple texts , does not have enough English vocabulary knowledge to express his opinion or understanding, Speech and Language

**Pupil** – SEN, EAL, Behaviour, low concentration, easily distracted and struggles to retain information.

**Pupil** – SEN, EAL, Speech and Language

**Pupil** - SEN (Autistic), Low Attention span, easily distracted, low self esteem

**Pupil** – SEN, EAL, immature, poor fine and gross motor skills

Writing:

**Pupil** – Attendance, Spelling

### **KS1 Progress**

#### **All Pupil - In house date Progress between end of Reception and KS1**

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Made at least expected Progress</b>	43/47 91%	43/47 91%	44/47 94%

Pupils who did not make expected progress

#### **Reading**

Pupil A poor concentration, rushes work

Pupil B EAL/SEN (left)

Pupil C lack of confidence, gets stressed during tests and cries

Pupil D SEN

#### **Writing**

Pupil A needs 1:1 support with spelling

Pupil B needs 1:1 support with spelling/EAL

Pupil C poor concentration, rushes work

Pupil D lack of confidence, gets stressed during tests and cries

### Maths

Pupil A lack of confidence/EAL (left)

Pupil B lack of confidence, gets very stressed during tests

Pupil C SEN

### Year 1 Phonics

	<b>Roman Road (59 pupils)</b>	<b>Newham</b>	<b>National (provisional)</b>
<b>Expected Standard end of year 1</b>	88%	88%	83%
<b>Phonics average score</b>	35.7	35.0	33.9

### Year 1 Pupil Attainment trends

	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>School</b>	93%	88%	88%
<b>Newham</b>	87%	88%	88%

Not reached age expected commentary:

Pupil poor attendance and SEN



Pupil new to country

Pupil SEN

Pupil selective mute

**Year 1 Phonics Screening check June 2018 result analysis**

Total number of children: 58

Girls = 32          Boys = 26

Total number of children who took the test: 56\* (excluding 2 children)

Number of children who passed the test: 51 = 87.9%

Number of children who did not pass the check: 7 = 12.1%

*6 children to be rechecked in June 2019*

**Year 1 screening check - June 2018 result analysis**

Total number of children who took check: 58 (26 Boy   32 Girls)

Groups	Percentage
Boys achieving 32+ = 24	92%
Girls achieving 32+ = 27	84%
Pupils eligible for pupil premium achieving 32+ in both classes = 7 out of 9 children	78%
Children achieving full marks (40) 11 out of 58	19%

**Phonics Screening check Year 2 result analysis - June 2018**

Total Number of children: 7

Boys= 5                      Girls= 2

Total Number of Children Disapplied 0

Total Number of Children who took the test: 7

Total Number of Children who passed the test = 6 (86%)

**Early Years Foundation Stage**

	<b>Roman Road</b>	<b>Newham</b>	<b>National (provisional)</b>
<b>Good Level of Development, overall</b>	74%	75%	71%

**Good Level of development by subject**

	<b>Roman Road Expected +</b>	<b>National Expected +</b>	<b>RR Ever FSM</b>	<b>National Ever FSM</b>	<b>RR Non ever FSM</b>	<b>National Non ever FSM</b>
<b>Reading</b>	79%	77%	86%	80%	78%	80%
<b>Writing</b>	77%	73%	86%	76%	76%	76%
<b>Maths</b>	77%	79%	71%	81%	78%	81%

**Good Level of Development by cohort**

	<b>Cohort</b>	<b>RR School %</b>	<b>National %</b>
<b>All</b>	53	74%	71%
<b>Male</b>	24	67%	64%
<b>Female</b>	29	79%	78%
<b>Ever FSM</b>	7		73%
		57%	
<b>Non ever FSM</b>	46	76%	73%

Females significantly above males

FSM significantly below non FSM

Self evaluation: Outstanding

### SECTION 3 – Teaching and Learning and Lesson Observation

#### Lesson observation data September 2017 – July 2018

	Good or better	Outstanding	Good	Requirement to Improve	Inadequate
Maths	37/44 84%	5/44 11%	32/44 73%	7/44 16%	0/44 0%
English	40/40 100%	11/40 28%	29/40 73%	0/40 0%	0/40 0%
Maths/English	77/88 88%	16/88 18%	61/88 69%	7/88 8%	0/88 0%

#### Next steps - Maths

- A formal 'Times to Climb' system has been introduced from years 1 to 4 to drive children to learn their number bonds, multiplication and division facts
- Continue to 'Teach for Mastery' within daily maths lessons and give support with planning and teaching
- Continue to use bar modelling in lessons

- Planned INSETS on maths vocabulary, mastery, reasoning and questioning for solving real-life problems
- Monitor progression in number: addition, subtraction, multiplication and division

### **Next steps Writing**

- To develop handwriting across the school.
- To track the progress of Spelling from KS1 to KS2 and the C sets.
- To develop independence and creativity in writing.
- To recap on the best teaching structure for the English Units.
- To ensure teachers are using the age appropriate grammar for their Set and Year Group

### **Next steps Reading:**

- To set up fluency group in Year 2 where the children are taught explicitly to develop fluent reading so that by the start of KS2, they are ready for guided reading.
- Run a book club for higher ability children in order to encourage them to read more challenging texts.
- Link writing to reading – create opportunities to practise giving written answers to comprehension questions.
- Restructure English plan/lesson so that the first week of a unit is spent reading and exploring texts through role play before writing happens.
- Continue to promote a love of reading throughout the school through – the school library, book corners in the classroom, events i.e. book week and encouraging parents to read more with their children at home.

### **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)
- One of the AHTs completed the NPQSL (pre NPQH) training course
- All staff are aware of key priorities for 2018-19 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**

- Newly appointed FS lead to attend training course to develop role as a Senior School Leader
- Newly appointed AHT/Maths Lead to attend training course Widening Leadership Level 3

**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.

### 2017 – 18 Whole year data

	Sep 15 – July 16	Sep 16 – July 17	Sep 17 – Jul 18
<b>Rewards 3 / 4</b>	1,988	1,692	1,733
<b>Consequence 3 / 4</b>	261	386	124
<b>Reward 5</b>	151	262	312
<b>Consequence 5</b>	3	5	3

### **Commentary**

2017 – 18 represents the lowest amount of consequence 3 / 4 given

2017 – 18 represents the highest amount of Rewards 5's given  
 Rewards outweigh consequences by approximately 17 to 1  
 Reward 5's have increased each year in the last three years

**Three year trend for total of rewards and consequences**

	<b>2015-16</b>	<b>2016-17</b>	<b>2017 – 2018</b>
<b>Rewards</b>	2,139	1,954	2045
<b>Consequences</b>	264	391	127

**Commentary**

Consequences have significantly reduced from 2016-17 (less than half the amount)

Rewards continue to significantly outweigh consequences.

**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

Perfect Behaviour has increased each year. Perfect behaviour 2017-18 is more than double that of 2015-16

**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 experienced 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 received training around FGM, CSE, PREVENT, British Values and school policy and procedure
- All staff know 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 2018. 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**

#### **Behaviour and Safeguarding**

- To utilise Early Help service
- To provide training for TAs, teachers and Governors in PREVENT / British Values / FGM / CSE
- To scrutinise the Single Central record three times a year
- Make greater links between persistent absence and poor attendance and follow up
- Train and support new Safeguarding Assistant Designated Lead
- Key staff to receive training around Positive Handling

**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.
- Teaching Assistant training to understand our British value Policy and expectations
- 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
- 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

### Data from ASP - KS1 SATS - SEN reaching standard

#### Reading

	<b>RR cohort</b>	<b>RR Expected</b>	<b>National Expected</b>	<b>RR GD</b>	<b>National GD</b>
<b>SEN</b>	8	38%	75% (Data for National 'All Pupils')	13%	26% (Data for National 'All Pupils')

#### Writing

	<b>RR cohort</b>	<b>RR Expected</b>	<b>National Expected</b>	<b>RR GD</b>	<b>National GD</b>
<b>SEN</b>	8	70%	70% (Data for National 'All Pupils')	13%	16% (Data for National 'All Pupils')

#### Maths

	<b>RR cohort</b>	<b>RR Expected</b>	<b>National Expected</b>	<b>RR GD</b>	<b>National GD</b>
<b>SEN</b>	8	38%	76% (Data for National 'All Pupils')	13%	22% (Data for National 'All Pupils')

## KS2 SATS - SEN reaching standard

### KS2 reading, writing, maths combined attainment by cohort

Breakdown	Cohort	School Achieving expected or higher	National Achieving expected or higher	School Achieving at higher	National Achieving at higher
SEN	7	57%	64%(Data for National 'All Pupils')	29%	10%(Data for National 'All Pupils')

### KS2 reading attainment by pupil group,

Breakdown	Cohort	School Achieving expected or higher	National Achieving expected or higher	School Achieving at higher	National Achieving at higher	School average score	National average score
SEN	7	71%	75%(Data for National 'All Pupils')	43%	28%(Data for National 'All Pupils')	105.3	105.0

### KS2 writing attainment by pupil group,

Breakdown	Cohort	School Achieving expected or higher	National Achieving expected or higher	School Achieving at higher	National Achieving at higher

<b>SEN</b>	7	<b>57%</b>	<b>78%</b> (Data for National ‘All Pupils’)	29%	20%(Data for National ‘All Pupils’)
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**KS2 maths attainment by pupil group,**

<b>Breakdown</b>	<b>Cohort</b>	<b>School Achieving expected or higher</b>	<b>National Achieving expected or higher</b>	<b>School Achieving at higher</b>	<b>National Achieving at higher</b>	<b>School average score</b>	<b>National benchmark average score</b>
<b>SEN</b>	7	86%	76%(Data for National ‘All Pupils’)	29%	24%(Data for National ‘All Pupils’)	110.0	104.4

Commentary

- 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

### **Next Steps**

To consolidate and improve upon the service offered in the Communications Room. The rationale for the Communications room is to provide 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.

## 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
<b>Breakfast Club</b>	<b>1160</b>	<b>1179</b>	<b>1,349</b>
<b>After School Club</b>	<b>415</b>	<b>401</b>	<b>700</b>
<b>Sports clubs (including lunch/after school))</b>	<b>4,096</b>	<b>4,300</b>	<b>4,900</b>
<b>Total</b>	<b>5,671</b>	<b>5,880</b>	<b>6,949</b>

**Commentary: We have provided more extended school activities and sessions in 2017-18 than in any previous year.**

- We run a Toddler Group, to integrate children and prepare them for pre-school setting; and for parents to make links with the school.
- Our Sports Clubs cost £1 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

## SECTION 9 - Attendance Data

**Attendance as of 1<sup>st</sup> December 2018 stands at 97.2%**

<b>Attendance September 2017 – July 2018</b>	<b>95.5%</b>
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### Attendance and Punctuality

Group	Authorised absences	Unauthorised absences	% Attend.
Whole School September 2017- July 2018	2.9%	1.5%	95.6%

### Absences

Looking through the data there are five 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	%
1th June 2018	Eid ul Fitr	249	0.21%
4 <sup>th</sup> & 5 <sup>th</sup> January 2018	First 2 days of term	83	0.07%
28 <sup>th</sup> February/1 <sup>st</sup> & 2 <sup>nd</sup> March 2018	Snow Days	112	0.09%
	Unauthorised holidays	376	0.32%
	7 children Persistent absence	478	0.40%

Taking the above into consideration the overall attendance figure would be 96.1%

### **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%

### 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

### 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 247 and there were 1759 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.

**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, all children have access to extra health and fitness. Children drive the promotion of healthy and active life styles. The PE prefects (children from year 6) help run the clubs at lunchtime and be responsible for equipment during break times which it is overseen by the specialist coaches.

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 is ongoing. We are continuously finding ways to develop children's learning outdoor and how to provide an enrich learning environment outdoors that mimics our indoor learning environment.
- ✦ **Developing children's number knowledge:** Reception practitioners have attended maths training around the concept of "10 Frames" to help children build a strong understanding of numbers. We are in the process of implementing this into our long term planning.
- ✦ **Developing our support for SEN children in Foundation:** A sensory/communicational room has been set up for our SEN children and this is showing great positive impact. We are continuing to support staff on how to help our SEN children within the class through training by our speech and language therapist.
- ✦ **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.

## SECTION 12 - Curriculum

### Commentary

- The afternoon timetabling structure has been altered with KS2 assembly from 1 -1.15 to allow for one hour for a Foundation Subject session and then play and a shorter session after play.
- 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, 5 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
- The school are trialling a new guided reading SOW in 2017/18

### Next steps Writing

- To develop handwriting across the school.
- To track the progress of Spelling from KS1 to KS2 and the C sets.
- To develop independence and creativity in writing.
- To recap on the best teaching structure for the English Units.
- To ensure teachers are using the age appropriate grammar for their Set and Year Group

### Next steps Reading:

- Set up fluency group in Year 2 where the children are taught explicitly to develop fluent reading so that by the start of KS2, they are ready for guided reading.
- Run a book club for higher ability children in order to encourage them to read more challenging texts.

- Link writing to reading – create opportunities to practise giving written answers to comprehension questions.
- Restructure English plan/lesson so that the first week of a unit is spent reading and exploring texts through role play before writing happens.
- Continue to promote a love of reading throughout the school through – the school library, book corners in the classroom, events i.e. book week and encouraging parents to read more with their children at home.

#### Other Next Steps

- From Spring 2019 there will be a new format for Learning Walks for ICT, Science and History/Geography



## **SECTION 13 – Whole School Next Steps**

### **Next Steps SEN**

**SEN** - 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.

**SEN** - 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

**Literacy** - To develop a consistent handwriting scheme across the school. To review and monitor.

**Numeracy** - 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.

**Numeracy** – to appoint a new Maths coordinator

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

## 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
Achieved Greater depth Reading	18%	41%

**GD for reading significantly above 2017 (more than double)**

## SECTION 15 Questionnaire

### Roman Road Primary School Questionnaire for Parents July 2017

Out of 145 responses Roman Road School

<b>The Learning Experience</b>	<b>% out of those who expressed a preference</b>
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
<b>Home-School Relationships</b>	
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
<b>Making a Contribution</b>	
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
<b>Relationships with Staff and other Pupils.</b>	
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
<b>Well-Being</b>	
My child feels safe at school and is taught health and safety issues.	<b>97.8</b>
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