

Self-Evaluation Statement 2023-24



School Name	Roman Road Primary School		Headteacher	A Mahmood
School Type	Community		Number on Roll	371
Address	Roman Road, London E6 3SQ		LA	Newham
Telephone	020 7476 1602		Last Inspection	July 2023
Email	info@romanroad.newham.sch.uk		Overall Grading	Good
Website	Main (romanroad.newham.sch.uk)		Religious Character	n/a
DfE. No.			SIAMS Grading	n/a
Ofsted URN	102740			

Contextual details

Roman Road is an inner-city school catering for pupils from a diverse range of cultures and ethnic background. Our pupil premium percentage (26%) is above the national average. Several other socio-economic factors mean that many of our children start school at well below age expected standards. We have 12 % of our pupils on the SEN register, which is just above the national average with 2% having additional funding.

About 70% of pupils have English as an additional language. There are about 40 different first languages (other than English), represented across our intake.

As a two-form entry school it is larger than the average sized primary school, however this is the norm for Newham.

Key Issues raised at the last inspection September 2023 and school response

Leaders were asked to:

In a few foundation subjects, teachers do not revisit and build on what pupils have learned previously. As a result, pupils do not fully secure the important knowledge they need. Leaders should ensure that teachers provide sufficient opportunities for pupils to revisit and deepen their learning so that they are better placed to tackle more complex ideas in these subjects.

School responses and actions: Teachers start each lesson by recapping on the previous day's learning in order to ensure all children have understood the learning objective and also to clarify any misconceptions.

In the weekly Foundation subjects the lesson is started by asking the children what they did and learnt the previous week.

At the beginning of each Foundation Subject children complete a beginning of topic initial assessment. This is so that teachers can assess previous learning but also to activate children's prior knowledge.

Children write what they know about the topic and write questions about what they want to find out in their new learning. Throughout the term children revisit what they learnt the previous week, so that by the end of the term, children are able to say what they have learnt in their self-assessment.

Our Curriculum Intent	Our Curriculum Implementation	Our Curriculum Impact	Personal development, welfare and safety	Leadership and management
<ul style="list-style-type: none"> To ensure cultural capital we provide students with the essential skills and knowledge they need to be 'secondary ready'. We prepare them for the wider world. They leave us as creative, well-educated and responsible citizens. We put in the building blocks to inspire our students toward success in whichever field they aspire to later in life. We know our pupils well and ensure that we provide them with an interesting, motivating and challenging curriculum to develop their knowledge and skills. We use composite learning and their components to break down learning into achievable steps. Children know this as the LO and SC. Children then use AFL to evaluate their work. We aim to build on previous learning so that children remember and utilise the skills and knowledge required to deepen their learning in order to tackle more complex ideas. We activate prior knowledge at the beginning of each non-core unit of work in order to make an initial assessment of children's prior learning and to ask questions and stimulate interest in the theme. This is then used by the children to reflect on their new learning at the end of the unit. We pay great attention to the development of basic skills and 	<ul style="list-style-type: none"> Middle and senior leaders with subject lead responsibility play a very supportive role to ensure that all staff feel confident about delivering our broad and balanced curriculum. They support teachers with planning, marking, differentiation and resourcing. They model lessons or sequences of lessons and organise CPD. Much attention is given to ensure pupils' prior knowledge is activated before the new learning is introduced. As well as summative assessment the first lesson of each new topic involves formative assessment. Staff are aware of the key skills that pupils have already attained in the core subjects. Teachers use summative assessment excellently to ensure that they have a good knowledge of what they are teaching and what the students need to learn. All non-core subjects are assessed at the end of each unit. Maths and Reading are assessed after tests and writing is teacher assessed at the end of each writing unit. Targets are set following assessment. Maths and English progress is discussed at termly pupil progress meetings. Our systematic approach to marking is diagnostic and differentiated. It enables students to learn from mistakes and to move their learning forward. Analysing students understanding through AFL 	<ul style="list-style-type: none"> Attainment and progress standards have remained significantly above the national averages in most categories for many years Therefore learners achieve well. When taking account of pupils' starting points in EYFS compared with the levels of their attainment at the end of Year 6, the vast majority of our pupils make good to outstanding progress. Pupils enter Roman Road significantly below age expected in reading, writing and math's. By the end of year 6 they are significantly above age expected. From their starting points our SEN pupils make good progress. Those SEN pupils who cannot access the national curriculum make good progress from their starting points working toward their personalised targets and goals. From their starting points our disadvantaged pupils in reading, writing and maths achieve well and make good to outstanding progress. Reading and quality reading opportunities and materials underpin much of our curriculum intent in both topic and English. So much so that by end of year 6 students are significantly and consistently above national averages for attainment and progress. The impact of our reading curriculum is not just 	<ul style="list-style-type: none"> The school behaviour code promotes ownership of behaviour and a collective approach to maintaining outstanding standards of behavior. The focus is always on positive behaviour, creating role models in both staff and children. Rewards always far outweigh consequences. We celebrate this fantastic behaviour in assemblies. Pupils show exemplary respect towards each other in lessons and around school. Children celebrate achievement within class and encourage each other. This reflects on behaviour thereafter across school. Students are proud to receive a reward 3 letter home and even more delighted to receive a award from the HT for acquiring a Reward 5. The school has a robust anti-bullying and behaviour policy. Leadership ensure policies are adhered to consistently. Incidents of bullying or offensive behaviours are infrequent and dealt with swiftly by school leadership. Children celebrate Anti-Bullying Week with themed assemblies and a dress up day to raise money for the Anti-Bullying Alliance which was organised by the school council. Pupils have a good understanding of what bullying is and how to deal with it. Our 	<ul style="list-style-type: none"> The leadership team has significant impact in all areas of school life resulting in outstanding outcomes for pupils. The Head teacher and the leadership team are committed to creating a school that has a safe and welcoming environment. One that supports and empowers children to reach their full creative and academic potential. Leadership support staff to develop and improve as practitioners. Middle leaders and managers ensure that the curriculum for their subject is carefully sequenced so that pupils are building on prior knowledge and skills. The curriculum lead in conjunction with the senior management team and subject leaders have helped develop the curriculum. Our curricular map shows progression and cross curricular links. We have whole curriculum and individual subject rationales of intent. Leaders implement new initiatives. In the curriculum we have introduced modelling in science, geography and D&T. In years 4 and 5 there is a river and water cycle unit with an activity to make actual

<p>necessary knowledge in reading, writing and maths as these skills underpin the basis of all learning.</p> <ul style="list-style-type: none"> • We devise the reading curriculum so that children are confident readers and enjoy reading. We have a focus on early reading right from Nursery through ensuring that our children have a rich experience of story books and early reading in a variety of different ways such as story time, role play, planned activities etc. We follow a well-established phonic program called RWI across the whole school but focusing mainly into Early years and KS1. We even introduce RWI to our Nursery children in order to give our children a confident start to early reading. At school, children read widely and develop fluency and the skills required for comprehension. We understand that reading is a lifelong attribute and therefore encourage reading for pleasure. For example, children read a book of their own choice every morning before registration across the school. • In order to close the gap in achievement noticeable when students start in the EYFS. the needs of pupils with SEND, EAL and those from a disadvantaged backgrounds and those with high needs are met through specific interventions, PPMs, IEPs and personalised learning. • We have some SEN pupils who are unable to access the national curriculum. To address this, we have developed two sensory spaces which are exceptionally 	<p>and marking enables teachers to adapt their planning and teaching methods.</p> <ul style="list-style-type: none"> • Staff are exposed to high quality CPD either run through our curriculum leaders who have attended high quality courses themselves or through accessing high quality external providers. As an example and with an aim to enhance children’s awareness of locality, environment and sustainability, four lead teachers received Forest school training which they in turn disseminated to the rest of the school via CPD. The embedding of Mathematics Mastery and introducing a new scheme of work following high quality CPD we believe is exemplary. • We give additional attention to reading, ensuring that it underpins much of the curriculum. We use Read, Write Inc in Nursery to year 2 to develop early years reading and phonics and reciprocal reading in years 2 to 6 to push higher level reading skills. We have a post covid reading catch up action plan. We have three leads for Literacy. Two oversee phonics and reading and the other writing. This allows for wide coverage and support in order to set and maintain standards. • We have embedded a reciprocal approach to challenge able readers. Reading materials are of a high quality across the curriculum. 	<p>celebrated through results. We take great pride and joy knowing that we facilitate reading for enjoyment and pleasure. Children share their work in assemblies; read their work to the HT on a regular basis and read a book of their choice every morning before registration.</p> <ul style="list-style-type: none"> • In Early years, our children take home a book of their own choice and in Reception, children take home an additional book that is at their reading level for them to read independently. • We hold a parent phonic workshop for our Reception parents in October to express the importance of early reading and demonstrate to our parents how reading is taught so that parents can support their child in the most effective way that is consistent with our school. We also hold a phonic session for our Year 1 parents to explain to parents about the phonic screening test and how they can support their child at home. • We have three Phase Leaders who oversee transition between phases. They support ECT teachers and teachers new to a particular key stage in this transition. Each transition ie between reception and year 1, between year 2 and 3 and between year 6 and secondary require different elements and priorities. Our three Phase Leaders oversee transition between phases. In Reception, 	<p>assemblies, ICT and PSHE units incorporate anti-bullying. Children are encouraged to talk to teachers and assistants if they have concerns,</p> <ul style="list-style-type: none"> • Zero tolerance to racist, homophobic, religious intolerance to promote fundamental British Values. • We employ a counsellor to work with pupils with behavioural and emotional needs and to improve social skills and wellbeing. This service was particularly significant during the COVID period and remains important. Pupils seeing our counsellor usually attend for a specified period of time, where-after they continue to be supported in school. • Members of staff have qualified in Bereavement Training in order to better support children who may experience a loss or are grieving. • Phase Leaders have all received Mental Health First Aider training, and Wellbeing lead has undertaken Senior Mental Health Training. • Our new PSHE curriculum (Jigsaw) includes units around diversity, equality, locality and mental health. Training opportunities have been outstanding. • We have developed pupil voice through a school council who meet regularly and influence the direction of the school. Discussion include how to improve habitats for wildlife in 	<p>models. We bring history to life through History days ie</p> <ul style="list-style-type: none"> • We have a robust and exemplary program of monitoring, learning walks and observations in place lead by Leadership. • For English we have a lead for reading, another for writing and another for phonics. They carry out the monitoring and oversee standards. This is overseen by one of the AHT’s who has overall responsibility for Literacy. • For maths we have three school leaders who undertake monitoring and standards. One for FS, another for years 1 – 3 and another for years 4 – 6. This is overseen by one of the AHT’s who has overall responsibility for Numeracy. • The above have allowed for leadership ‘specialism’ by age range and by subject area. • Governors know the school well and offer a robust level of challenge to school leaders. Governors have regular opportunity to visit school. Our Chair of Governors is our link for Safeguarding and ratifies our related policies and checks our Section 11 safeguarding questionnaire yearly. The Chair of Governors attended our recent coffee morning; an opportunity to meet and chat with stakeholders such as teachers and parents. Our Maths Link has undertaken a
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<p>well resourced and tailored to support learners with a range of needs. The staffing is about one adult for every two children. Their curriculum, goals and targets are designed for personalized attainment and progress.</p> <ul style="list-style-type: none"> • We develop pupils' substantive knowledge as well as their disciplinary knowledge by having clear schemes of work and progression maps which link to other subjects where appropriate eg in Year 5 the children study Earth and Space in Science which is deepened by their research of the planets in English and writing a non-chronological report. • We assess both knowledge and skills at the end of each Foundation Subject unit of work to inform future planning and learning. • Our outstanding broad and balanced curriculum contains depth, with enrichment opportunities which our pupils might not otherwise have access to. It is designed to stimulate learners to aspire toward success creatively, academically and emotionally. We have educational visits to enhance learning. We employ an external Music Teacher to teach recorder, ukulele and guitar. We have afterschool enrichment clubs in ICT, Art and PE. We have high quality resources and materials to support this. • We have set up Forest school lead by four trained teachers. Every child in our school has the 	<ul style="list-style-type: none"> • We use high quality on line reading materials in the non-core subjects to those available for Literacy lessons. English lessons are book based in 3 week blocks, based on developing speaking and listening, reading, oracy and writing skills. Wherever possible English units link to areas studied in history, science, RE and geography. 	<p>children are encouraged to experience working in exercise books from Autumn term and some lessons are delivered in year 1 lesson style where children go off to carry out independent work at their tables. This is to help prepare our children for the transition into year. We have decided to do this in small steps throughout the year so that our children are gradually building confidence in working independently</p> <ul style="list-style-type: none"> • Expectations as required in year 1. At the end of year 2 all children are supported to write their own LO and data and underline/draw margins themselves. This is to prepare for the expectations in year 3. Transition between year 6 and secondary school includes covering a PSHE transition unit to prepare children emotionally and socially for secondary school. Most of our pupils attend Brampton Academy. One of their teachers spends a day with our pupils as part of the transition process every summer term. Arranging and participating in meetings with secondary school to discuss pupils who may require extra support in secondary school. • All stakeholders are dedicated in ensuring that by the time children leave us they are secondary ready, able to meet the social, creative an academic demand ahead of them. 	<p>the school grounds and to having positive input into school meals and healthy eating. There was a very large uptake for our summer term food tasting 'Cultural Day' which celebrated food from around the world.</p> <ul style="list-style-type: none"> • We have worry boxes and a 'calm' corner in all classes including EYFS to help children regulate their emotions and teachers refer any concerns to the safeguarding team. Staff know that our ethos is that safeguarding is every-one's responsibility. Pupils feel safe at school. • We raise money and awareness to various charities and collect produce at harvest time. We encourage an involvement with charity work both at local and wider community levels to develop social and moral values and citizenship. • To promote physical and mental wellbeing we are part of the National School Breakfast Program (delivered by Family Action) whereby all children receive a bagel as a snack in the morning. • All staff are have received level 1 place2B training so we are better equipped to support children and promote well being • Year 6 children are given the opportunity to attend a "Junior Citizenship" workshop. This is led by The Metropolitan Police and focuses on Safety Awareness. Other agencies 	<p>school learning walk and has had input into initiatives around mental health and wellbeing. Our local Councilor (school Governor) organised a visit to school from the Newham Lord Lieutenant to talk to the school council about Democracy.</p> <ul style="list-style-type: none"> • Safeguarding is effective and the team is very experienced. Stakeholders know who the Safeguarding team are. The Governor safeguarding link works at Roman Road. Staff and Governors receive regular and relevant safeguarding CPD. • We develop the skills of our middle leaders so that they are able to take on wider roles in driving forward the curriculum. Our KS1 and 2 Phase Leaders have completed the training 'Developing Middle Mangers' at the Institute of Education. Our recently appointed leads for reading have attended RWI Leadership Training. The HT takes due consideration of succession planning.
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<p>opportunity to experience Forest School session. In our Forest School sessions, children are given the opportunity to play, explore and take supported risk. This program is helping our children to develop in many ways including socially, emotionally, physically, spiritually as well as intellectually. Our children in EYFS experience Forest School once a week throughout the year. For our children in KS1 and KS2, Forest School is incorporated into their science curriculum and into other foundation subjects. This is providing our children with a holistic learning.</p> <ul style="list-style-type: none"> ● We serve a rich and diverse community and ensure that there is a strong sense of respect, diversity and inclusion within our curriculum. Celebratory Festival assemblies are given by each class to which parents attend. We visit different places of worship. Our Religious Educational lessons cover a wide variety of religions and their religious teachings. Religious Education is taught also in Early Years. We teach children from an early age to understand and respect differences. ● In Early Years/Foundation Stage, the topics we have chosen such as “Marvelous Me” and “Our World” promote learning of differences and similarities. It also teaches children to develop respect and understanding. 		<ul style="list-style-type: none"> ● Year 5 attend booster maths sessions at Brampton Academy. ● Impact in the Foundation subjects can be measured in data that show that around 90% of pupils attained at age expected or above in assessments with approximately one third attaining Greater Depth 	<p>involved include the Fire Brigade, St John’s Ambulance and the Environment Agency. Children are taken through potentially life-saving scenarios such as ‘stranger danger’, contacting the emergency services, fire awareness and safety.</p>	
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Personal Development				
<ul style="list-style-type: none"> As a school we are committed to creating a community that places mutual respect at the heart of everything, our children learn about tolerance and responsibility from an early age. The relatively new PSHE curriculum has made a great difference to pupils understanding of equality, diversity and tolerance. Our pupils have a good understanding about what it means to be a good citizen and live out the fundamentals of British Values. 				
Next Steps - Intent	Next Steps - Implement	Next Steps - Impact	Next Steps	Next Steps
<p>1.For teaching and learning to be of the highest standard in the non-core subjects Utilising the strategies below to ensure teaching in the non-core and core subjects remains at a high standard and opportunities for improvement are maximized ongoing.</p> <p>2.For pupils to retain learnt knowledge and develop subject specific interests To embed current practice and develop further strategies that ensure students remember their studies in the long term so they may develop specialisms that can last a lifetime. This included the learning of new vocabulary to develop key ideas and concepts.</p>	<p>1.For teaching and learning to be of the highest standard in the non core subjects With the strategies below to continue to implement robust monitoring, observation and assessment procedures for non-core subjects. This enables us to continuously strive for improvement in planning and to measure attainment and progress across the curriculum. It also provides identifies where training , sharing of practice can be focused</p> <p>2.For pupils to retain learnt knowledge and develop subject specific interests The curriculum has been designed to ensure there are opportunities for revision and review. The continuation of learning walks and lesson observations will empower teachers to ask pupils meaningful questions to support the development of memory recall. We have a newly devised ‘Foundation Subjects Key Vocabulary’ booklet which lists key vocabulary and facts for all topics learnt. This is to promote long term memory and also help ‘home learning’.</p>	<p>1.For teaching and learning to be of the highest standard in the non core subjects As a result of the strategies below, the teaching and learning of the non core subjects will be of the highest standards. Pupils will retain their learning and develop interests going into secondary education.</p> <p>2.For pupils to retain learnt knowledge and develop subject specific interests For learners to develop their capacity to memorise and recall learnt knowledge. For pupils to gain a love for learning whereby they are equipped to extend interests at secondary and beyond. The ‘Foundation Subjects Key Vocabulary’ booklet will develop memory retention as it lists and revisits topic key vocabulary and key facts as they go through their school life.</p> <p>3.For pupils to know that similar key skills and knowledge occur across the curriculum</p>	<ul style="list-style-type: none"> Students are now more confident in being able to talk to staff about their own physical or mental health concerns. To promote further the use of the class calm corner and the use of the class worry box. To encourage pupils to be confident knowing they will be supported with their concerns To continue with the improvement of attendance following COVID. Our school target is 94.5%. Form Autumn term 2023 we have developed an Attendance ‘specific’ Newsletter for all parents. This provides information and advice to facilitate a reduction in absences. 	<ul style="list-style-type: none"> Leadership and management to continue to ensure improvements and Next Steps are activated by deadlines given. Leadership and Management to oversee that strategies and initiatives are delivered to the highest standards and accountability is in place Leadership and management to continue to ensure that monitoring processes are in place to ensure effectiveness of new and ongoing strategies. Leadership and management to communicate new strategies to teachers

<p>3.For pupils to know that similar key skills and knowledge occur across the curriculum For children to be even more aware of and make links to cross curricular learning in their curriculum. For learners to understand in greater depth that core skills and key knowledge overlap across the curriculum.</p> <p>4.Develop outdoor spaces for learning To maximise further the use of the school grounds and environment within the curriculum (already used for Forest School in school and after school sessions).</p> <p>5.To continue to ensure SEN pupils make good progress The intention is to continue to identify appropriate interventions and personalized planning whereby SEN pupils consistently make good progress across the curriculum.</p>	<p>3.For pupils to know that similar key skills and knowledge occur across the curriculum Our comprehensive cross curricular units and overview map will ensure learners can make links to key skills and knowledge across the curriculum.</p> <p>4.Develop outdoor spaces for learning To utilise to an even greater capacity our forest areas, our farm and our fully equipped, modern playground to meet and match the curriculum. Units are designed to link with geography and science. More links to be considered.</p> <p>5. To continue to ensure SEN pupils make good progress SENCO to continue to track test assessment data to inform intervention requirements. SENCO to observe teaching and TA support both within class and in our two Communication rooms. Through monitoring coordinators to ensure personalized planning continues and meets the SEN needs</p>	<p>For pupils to be able to recognise and express where key skills and knowledge correlate across the curriculum. An outcome being pupils will be able to apply learnt skills and knowledge across all their learning.</p> <p>4.Develop outdoor spaces for learning For pupils to enjoy curricular participation outside of the classroom. Whereby links and learning can focus around issues such as sustainability, environment, location, design and construction and location and use of materials.</p> <p>5. To continue to ensure SEN pupils make good progress For pupils with SEN to attain and progress at similar rates to all other pupils. To be achieved through measures noted in implementation section.</p>		<p>effectively through process of: Leadership meetings, Phase Group meetings, ECT support, CPD and weekly staff meetings.</p>
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Early Years

- For many years, we are proud to say that our early years setting has provided our children with an outstanding start to their school life. The vast majority of children start school with academic and personal skills that are well below the national expectation for their age. By the time they leave to move to Year 1, an above average number of our children have attained a good level of development and are ready for the challenges of Year 1.
- The quality of education provided for our youngest children is exemplary. Teachers have very good knowledge of the new framework for early years and provide them with enabling environments, rich in stimuli, that enable them to learn through practical and focused activities. The early literacy programme in EYFS is particularly effective and helps our children get off to a solid start when it comes to reading for pleasure and for learning.
- Many of our children when they join us have limited English and therefore there is a huge focus on communication and language throughout. The development of children’s oracy skills is something we feel is exemplary.
- We believe that the provision in the early years at Roman Road provides our children with the foundations to be, not just successful in school, but also later in life.

Overall Evaluation

- We believe that our school demonstrates outstanding characteristics for behaviour, safeguarding, SMCS, the curriculum, Leadership and the provision in early years provision.
- Pupils attainment and progress is outstanding in both core and non-core subjects.
- End point attainment and progress consistently position Roman Road significantly above national expectations for reading, writing and maths. This means our year 6 are more than secondary ready.

We received the following accolade Newham based on our year 6 SATS 2022:

‘I thought you’d like to know that Roman Road feature in the top schools in the borough both for attainment and value-added. In fact pupils at RR who achieved the higher standard in all of reading, writing and maths had the highest VA score of all our schools – according to FFT, their percentage attainment (44.7%) was 34.3% points higher than might have been expected if the pupils had progressed from key stage 1 at a national average rate. This was the highest score of any school in the borough. Overall RR is in the top 3% of all schools nationally both for attainment and progress at key stage 2 – fantastic results!’

- We are dedicated to making attendance and all aspects of SEN outstanding. We have measures and strategies in place to achieve this.
- We have spent a great of time ensuring that our pupils have mastered the basic skills of reading, writing and mathematics to a level that gives them a platform to make life choices beyond.
- As a result of support. training and high expectations the school provides high quality teaching which takes account of previous learning to ensure children make good and outstanding progress.
- The pupils at Roman Road demonstrate a willingness to learn and their learning behaviours are excellent. We are particularly proud to take our pupils on visits as we know that they will behave exceptionally well and make a very good impression.
- In line with the need to constantly adapt and change accordingly we have striven since return from COVID to create a broader curriculum and more creative curriculum that offers challenge and makes cross curricular link whereby pupils may develop as historians, geographers, scientists, etc. We are still on a journey with this and now aim to further embed the work already done, to further allow for mastery of disciplinary knowledge.
- There is a clear focus on basic skills of reading writing and mathematics. By ensuring children master these the gateway to all other learning is open to the children.
- Our curriculum is broad and subject based. Links are mad wherever possible and the curriculum is organized to offer year on year progress.
- School leaders are determined to ensure that Roman Road is a school that will remain an outstanding for years to come. We are deeply ambitious and driven toward this and strive very hard to ensure this is the case.

Curriculum Intent

Curriculum Intent is:

Is the school's curriculum rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life? As a result, can it powerfully address social disadvantage?

- We are an inner city school and our children and families are from a diverse range of cultures, religious and ethnic backgrounds. Many of our children are from disadvantaged backgrounds due to socio economic factors with Pupil Premium at % and % on the SEN Register and % of children speaking English as an additional Language. This means that many of our children start school in our nursery at well below age expected standards
- Children start the day by reading for pleasure and English lessons are based around a book with high quality text. Children are expected to reflect on their reading by completing their reading journals in KS2.
- Children receive targeted intervention, which is regularly reviewed, to allow them to make rapid progress from their low starting points so that by the time they leave Year 6 many have made outstanding progress.
- We use The White Rose Maths Scheme which is based in educational research and is continually being updated so that our children receive high quality maths teaching using the Concrete Pictorial Abstract (CPA) approach. Teachers plan for Mastery in every lesson so that children gain a deep long term understanding of mathematical skills and concepts through reasoning and application.
- We have small group work and Interventions to address difficulties early in order to maximise learning and close the gap. We also have intervention for greater depth children to stretch their learning.
- We provide an inclusive curriculum, which meets the needs and ability of each individual child. We give appropriate and effective attention for the need to develop pupils' substantive knowledge as well as their disciplinary knowledge.
- We aim to provide opportunities for creativity and challenge in order to inspire future thinkers and problem solvers.

Is it clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points?

- We follow the National Curriculum level descriptors. There is a clear progression map for developing pupils' substantive and disciplinary knowledge in the Foundation subjects so that all

	<p>staff have a shared understanding of the starting point in the learning journey and clear objectives for the end point.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading is at the core of the curriculum to ensure that children are secondary school ready by the time they leave Year 6. <input type="checkbox"/> Medium term plans in all subjects means that all staff are aware of where learning fits into the broader picture.
<p>Is the school’s curriculum planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Our inclusive subject based curriculum is planned around the national curriculum and sequenced so that new knowledge and skills build on what has been taught before. <input type="checkbox"/> The core subjects are assessed by using end of term tests. Individual targets are set for pupils not making progress and class targets are set through identifying areas of weakness. These are communicated to teachers through Pupil progress meetings which are led by the coordinators, and then built into the class planning. This enables progress and learning gaps to be addressed <input type="checkbox"/> Teachers evaluate the skills and knowledge taught in the Foundation Subjects every half term. Subject leaders then evaluate the knowledge and skills that has been taught and identify strengths and weaknesses for the higher, middle and lower abilities. Teachers then focus on teaching these skills in the following units of work in order to close the gap in skills development. <input type="checkbox"/> We aim to provide opportunities for creativity and challenge in order to inspire future thinkers and problem solvers by extending all pupils particularly the G and T by providing additional challenge throughout lessons.
<p>Does the curriculum reflect the school’s local context by addressing typical gaps in pupils’ knowledge and skills? Does the curriculum planning account for delays and gaps in learning that arise as a result of the pandemic?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Our curriculum is taught and planned to ensure that all children are supported and challenged by providing differentiated work for our SEN, EAL and G and T children. <input type="checkbox"/> We have organised our curriculum to close the gap by providing a curriculum which is strong in meeting the Basic Skills of Reading, Writing and Mathematics, in order to give children the best start in life. <input type="checkbox"/> We recognise that these core subjects form the basis of all learning. We strive to develop a love of Reading throughout the curriculum and children are taught to read through the Systematic Synthetic Phonics scheme Read Write Inc (RWI). By the end of KS1 children use the Reciprocal reading approach which is a structured approach to teaching reading strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension. <input type="checkbox"/> Developing confidence in oracy permeates the curriculum and in order to achieve this child have talk partners to clarify their thinking. We use the approach “If you can’t say it then you can’t write it” and therefore children express their ideas and thoughts before the writing process. <input type="checkbox"/> Language acquisition and the use of correct vocabulary are paramount to developing disciplinary knowledge. We make explicit the vocabulary required for each lesson so that children are able to use it correctly and in context.

<p>Does the curriculum remain as broad as possible for as long as possible, including when delivered remotely?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> We provide a broad and balanced curriculum with Year 6 following the curriculum up to half a term before SATS to allow for some revision practice. Year 2 follow the curriculum as usual. <input type="checkbox"/> We have a specialist tutor to teach music and instrumental tuition for Years 2 to 6. <input type="checkbox"/> We have PE coaches to teach the PE curriculum. They also provide after school clubs. <input type="checkbox"/> Children’s learning is enhanced with Education Visits, not only including museums, but also visits to the theatre, places of worship and art galleries. <input type="checkbox"/> We have introduced Forest School as a new initiative to make use of our wonderful and exciting outdoor area where children are learning life skills beyond the National Curriculum eg how to survive in a forest environment. We make use of our extensive grounds and farm to take learning outside the classroom. <input type="checkbox"/> After school clubs provide enrichment activities for Art, ICT and Forest School.
<p>Is there high academic/vocational/technical ambition for all pupils, ensuring the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teaching is focused on students educational needs to maximise their learning and progress. Our curriculum is taught and planned to ensure that pupils are supported and challenged by providing differentiation, small group work and intervention for our SEND, EAL and Gifted and Talented pupils. We address difficulties early in order to maximise learning. <input type="checkbox"/> We use visual, auditory or kinesthetic learning to support our SEN children by providing two learning spaces as designated learning spaces known as the Communication Rooms. We have small group work and Interventions to address difficulties early in order to maximise learning.

Curriculum Implementation	
Curriculum implementation is:	
<p>Do teachers have expert knowledge of the subjects that they teach? If they do not, how are they supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Subject leads have expert knowledge in their subject through training and online courses. They disseminate any new legislation and subject developments to the staff through school Inset . <input type="checkbox"/> We recognise that the curriculum is continually evolving in line with new research and teaching methods. Therefore our curriculum is adaptable and developed in consultation with subject leads and staff. <input type="checkbox"/> We have specialist teachers in certain areas ICT, Music and PE.

	<ul style="list-style-type: none"> <input type="checkbox"/> Regular learning walks identify areas of improvement. These are then addressed through CPD.
<p>How do teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All our lessons are compiled of composite learning and its components (ie The Learning Objective and the Success Criteria (SC). The components are made clear in every lesson so that children know what steps they need to take in order to succeed. Key vocabulary is identified in every lesson. <input type="checkbox"/> Teachers make use of talk partners so that all children have the opportunity to discuss and participate in the lesson. <input type="checkbox"/> Teachers use concrete resources, visual aids, books and artefacts to present information and make learning accessible. <input type="checkbox"/> They use assessment for learning to ensure children have understood new concepts.
<p>How do teachers check pupils' understanding effectively and identify and correct misunderstandings?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> At the beginning of each lesson teachers activate prior learning in order to make links with previous learning. In this way knowledge and skills are revisited so that children deepen their learning and make the shift from working to long-term memory. <input type="checkbox"/> Work is quality marked and personalized comments and next steps are written in order for children to clarify their learning and to move learning on. <input type="checkbox"/> If the class has struggled to understand a new concept, the teacher revisits the concept before moving onto new learning. <input type="checkbox"/> Pupils self-assess their learning so that the teachers can take this into account.
<p>How do teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers start each lesson by recapping on the previous day's learning in order to ensure all children have understood the learning objective and also to clarify any misconceptions. <input type="checkbox"/> In the weekly Foundation subjects the lesson is started by asking the children what they did and learnt the previous week. <input type="checkbox"/> At the beginning of each Foundation Subject - (History/ Geography / Science/ RE) children complete a beginning of topic initial assessment. This is so that teachers can assess previous learning but also to activate children's prior knowledge. <input type="checkbox"/> Children ask questions about what they want to find out in their new learning. Throughout the term children revisit what they learnt the previous week, so that by the end of the term, children are able to say what they have learnt in their self-assessment. <input type="checkbox"/> We use our mental maths starters for fluency practice in times tables and recalling and revisiting Number Skills. <input type="checkbox"/> We have a 'times to climb' session every week to practice fluency in number and times tables <input type="checkbox"/> Weekly homework in number and arithmetic also supports this drive to improve fluency. <input type="checkbox"/> The Maths curriculum is sequenced in 'small steps' which allows pupils to have regular planned opportunities to practice their new knowledge and apply them in different contexts.

	<ul style="list-style-type: none"> <input type="checkbox"/> We have specific skills time to develop handwriting, spelling and grammar. <input type="checkbox"/> Links are made across History and other foundation subjects to make links across learning. <input type="checkbox"/> The English curriculum is planned to enable links between genres, authors and key concepts and skills to ensure progression and attainment.
<p>How is the subject curriculum designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory? How is it sequenced so that new knowledge and skills build on what has been taught before so that pupils can work towards clearly defined end points?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All our lessons are compiled of composite learning and its components (ie The Learning Objective and the Success Criteria (SC). The components are made clear in every lesson so that children know what steps they need to take in order to succeed. Key vocabulary is identified in every lesson. <input type="checkbox"/> We are so committed to developing the basic skills that we have invested in additional staff to set for English and Maths so that children receive more focused personalised learning. <input type="checkbox"/> We use the National Curriculum components to organize learning into KS1, Lower Key Stage 2 and Upper Key Stage 2. These are sequenced in a way in which knowledge and skills build on what has been taught before. <input type="checkbox"/> Our Newham RE Syllabus has been approved by our local SACRE and this again builds progression in skills as well as progression in knowledge of the major faiths. This is written at the beginning of each unit of work so that teachers are clear of what has been taught previously.
<p>How do teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> In the core subjects all staff are aware of the Year Group expectations towards which they work. There is specific age related targets for Maths and Writing. <input type="checkbox"/> We focus on transferable skills so that children revisit these skills throughout the year in order to practice and acquire the skills to an excellent level. <input type="checkbox"/> We use our rigorous assessment system to identify gaps in learning and use these as a focus for future teaching. <input type="checkbox"/> Curriculum leaders identify next steps and targets for their area and different classes to enable progression and attainment.
<p>Where remote education is in place, how is it well integrated within course(s) of study and how is it well-designed to support the wider implementation of the school's curriculum?</p>	<p><u>Remote Learning during COVID</u></p> <ul style="list-style-type: none"> • Five English teaching videos produced with accompanying work, set weekly and uploaded on Google Classroom weekly • Five maths teaching videos produced with accompanying work, set weekly and uploaded on Google Classroom weekly • Three topic teaching videos produced with accompanying work, set weekly and uploaded on Google Classroom weekly (history, geography, science, art, RE) • My Maths set daily • Literacy Planet work set daily • RWI lessons for Nursery and Reception were videos produced with accompanying work, set weekly and uploaded on Google Classroom weekly. • Weekly calls to check on progress and other issues • Teachers gave daily feedback on line to children

	<ul style="list-style-type: none"> • On line work set via Read Theory and My Maths (and now Literacy Planet) • Lessons on Google Classroom prepared for the following week • For individuals isolating ie siblings there are pre-prepared packs available at the school office. The packs are for any given year group and are differentiated • Teachers weekly timetable • Teaching videos, work differentiated minimum of three ways • SEN children unable to access curriculum set appropriate work • Two weeks of hard copy work given to all children (in case of not being able to access on line) • Passwords / online guides provided in packs • On line guides also on website • For individuals isolating ie siblings there are preprepared packs available at the school office. The packs are for any given year group and are differentiated. <input type="checkbox"/>
<p>Is the approach to teaching rooted in evidence and the key elements of effective teaching? Do teachers consider the most important knowledge or concepts pupils need to know and focus on these? Is feedback, retrieval practice and assessment prioritised? How does the medium for remote education enabling all pupils to access lessons and learn? How do teachers monitor pupils' engagement and communicate effectively with parents and colleagues if there are concerns?</p>	<input type="checkbox"/> Our subject based curriculum is planned around the national curriculum and sequenced so that new knowledge and skills build on what has been taught before. There is a clear progression map for developing pupils' substantive and disciplinary knowledge in the Foundation subjects so that all staff have a shared understanding of the starting point in the learning journey and clear objectives for the end point. Medium term plans in all subjects means that all staff are aware of where learning fits into the broader picture. <input type="checkbox"/> Language acquisition and the use of correct vocabulary are paramount to developing disciplinary knowledge. We make explicit the vocabulary required for each lesson so that children are able to use it correctly and in context. <input type="checkbox"/> In the core subjects all staff are aware of the Year Group expectations towards which they work. There is specific age related targets for Maths and Writing.

Curriculum Impact

Curriculum impact is:

How does a well-constructed, well-taught curriculum lead to pupils learning more and so achieving good results? How does such a curriculum contribute to evidence of impact? How does the school ensure there is no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests?

We received the following accolade from FFT based on our year 6 SATS 2022:

‘I thought you’d like to know that Roman Road feature in the top schools in the borough both for attainment and value-added. In fact pupils at RR who achieved the higher standard in all of reading, writing and maths had the highest VA score of all our schools – according to FFT, their percentage attainment (44.7%) was 34.3% points higher than might have been expected if the pupils had progressed from key stage 1 at a national average rate. This was the highest score of any school in the borough. Overall RR is in the top 3% of all schools nationally both for attainment and progress at key stage 2 – fantastic results!

- We are so committed to developing the basic skills that we have invested in additional staff to set for English and Maths so that children receive more focused personalised learning.
- Sets and catch up groups are regularly reviewed and rotated so that children are achieving a broad and balanced curriculum whilst still focusing on the key foundation of English and Maths.
- Pupils become confident, motivated and self-reflective learners due to our broad and balanced curriculum.
- Children secure the important knowledge they need and deepen their learning so that they are better placed to tackle more complex ideas. They take an avid interest in their learning and are able to be independent learners applying new skills and knowledge to new ideas.
- Our SATs results show that our pupils achieve well in examinations and tests as well as them learning a rich, broad, diverse and enriching curriculum.

How do disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life?

- Pupils with disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life by
- Accessing the Core Curriculum by highly personalised learning. SEND pupils are supported by additional trained staff who take into account their Individual Education Plans and Care Plans. Pupils work in an educational environment which supports their learning to provide activities which they need to acquire the cultural capital they need in order to close the gap which has arisen due to their needs and disadvantage as well as missing specialised learning throughout Covid.
- They access the Foundation curriculum through high level differentiated work in the Foundation Subjects which focuses their learning using the Visual, Auditory and Kinaesthetic Approach.
- Pupils access enrichment opportunities which they might not otherwise have, particularly educational visits, sports clubs, history themed days and access to learn a musical instrument. Reasonable adjustments are made as far as possible in order for pupils to participate as much as possible.
- Our Communications room is embedded. It provides a specialised programme for pupils with SEN. This room allows access for individual personal learning and recommendations and programmes recommended by outside agencies which could include play, adult child interaction etc based on the

	<p>learning that is suited to pupils with SEN. It allows access and teaching for smaller groups and has specialised resourcing. Specific programs such as Attention Autism and Bucket Time are taught by trained staff. We now have a second Communication room</p> <p><u>SEN Initiatives</u></p> <ul style="list-style-type: none"> • Pupil Review Meetings 3 times a year with teachers for children with support plans. • We have language groups Attention Autism, Box Clever, Phonics, Lego group, literacy/dyslexia difficulties • 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 • SENCO works closely with outside agencies e.g EP, CNS, LCIS,NHS and we bought in extra speech and Language, school counsellor, Dyslexia/dyscalculia services • CPD for staff - staff are trained when needs arise for particular pupils • On going +Epipen training, epilepsy training and First Aid • The school SENCO writes ‘PPM report’ each year to qualify the progress that some SEN children have made and how they have made it, linked to interventions they receive.
<p>How are pupils making progress in that they know more, remember more and are able to do more? How are they are learning what is intended in the curriculum?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> We continue to develop opportunities to help students remember their studies in the long term to develop specialisms that may last them <input type="checkbox"/> We continue to develop opportunities to enable students to be able to retrieve facts <input type="checkbox"/> We continue to develop opportunities to revisit previous learning at the start of lessons
<p>Does all learning build towards an end point? How are pupils being prepared for their next stage of education, training or employment at each stage of their learning?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Fluency in basic skills helps equip our children so that when they leave KS2 they are happy, respectful, confident and resilient learners, ready to take their place in the wider world. <input type="checkbox"/> We have high expectations and aspirations for their future and endeavour for all children to achieve to the best of their abilities and allow them access to the wider world of learning so that when they leave us they are Secondary ready. <input type="checkbox"/> We believe that if students continue the rates of progress they make with us they would achieve the highest GCSE grades at secondary
<p>How does the school ensure that pupils are able to read to an age-appropriate level and fluency and ensure that they can access all the curriculum?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Reading is taught through phonics in Key Stage 1. Pupils are assessed termly and set into their appropriate group according to their ability for our RWI programme. <input type="checkbox"/> At KS2 there is a daily Reading Lesson. We use the Reciprocal Reading programme where pupils are taught the skills of reading. Once a week there is a taught comprehension lesson.

- ❑ English lessons are set three ways according to our Reading and Writing assessments. They are based around a high-quality book. During the first week of English, the focus is on Reading Skills.
- ❑ Intervention in KS2 is provided for children who are not making progress.
- ❑ In KS1 an adult listen to pupils read and changes the pupils' reading book weekly. They monitor whether the child's reading journal is being completed by the parents and this is followed up with letters home if pupils are not being heard read.
- ❑ In KS2 parents are encouraged to listen to their children read and complete the reading journal. If a parent does not listen to their child read, then pupils complete their own reading journal as a way of their own self-reflection on the book.
- ❑ A TA is deployed to listen to and support disadvantaged children with their reading in KS2. Many of these are not listened to read at home.
- ❑ In our School Development plan, all subject leads have identified a target around reading, so that children have the opportunity to read appropriate texts particular in the subject discipline. This allows them to develop vocabulary and gives them the necessary disciplinary knowledge to be subject specialists.
- ❑ English lessons include reading, oracy, grammar and writing. Reading and oracy skills permeate through all curriculum areas. We link English to one History, Science and RE unit per year in order to make cross curricular links and develop reading for research skills. This supports the learning from substantive knowledge to disciplinary knowledge.

Behaviour and Attitudes

Behaviour and attitudes are:

How has the school helped to create a calm and orderly environment in the school and the classrooms?

- The school leadership maintain a strong presence around school. Staff know that modeling expected standards of behaviour is everyone's responsibility.
- Lesson observations and learning walks evidence that behaviour for learning is exemplary and enables pupils to attain and make progress to outstanding levels.
- Stakeholders have commented on the outstanding behaviour of our pupils. This has been noted by school Governors on visits, by parents in events such as sports days and festival assemblies.
- Display criteria are designed to help create orderly and calm classrooms and communal areas.
- We have signage across the school for various purposes including positive affirmation and signposting for students.
- Leadership ensure that classroom remain orderly and inspirational learning environments.
- Rewards given outweigh consequences given by about a ratio of 10:1
- In 2023 there were 1620 reward 3/4 and 173 consequence 3/4. There were 189 reward 5's and 4 consequences 5's.
- Every class room has a Calm Corner, an area for children to regulate emotions and talk to an adult if they would like to.

Have clear routines and expectations been set for the behaviour of pupils across all aspects of school life, not just in the classroom?

- We inform parents of our behavioural systems and they are alerted by letter when their children receive rewards or consequences.
- We employ a counsellor to work with vulnerable children such as with behavioural or emotional needs. We facilitate this to improve the mental health and wellbeing of all pupils.
- It is clearly evident that children here have good manners and are polite. For example, they will wish you good morning, hold doors open and clear their own trays after eating lunch.
- All stakeholders know that the school will not accept hatred, discrimination, racism or bullying. On the rare occasions this may be evident we deal with this swiftly.
- Senior leaders are in the playground at the end of the day and at the school gate in the morning to support with any concerns that may arise.
- Weekly reward assemblies promote good behaviour. Children attaining a reward 5 receive award from the Head teacher and will share and read their work to the HT
- Adults model good behavior polite attitudes
- We run social skills groups

<p>Is there a strong focus on attendance and punctuality so that disruption is minimised?</p>	<ul style="list-style-type: none"> • Each week the class with highest attendance are given the attendance trophy in assembly and can use the football pitch and the park as a class reward. • Individual termly certificates are issued for high attendance. • For those with 100% attendance there is an attendance trip and an attendance raffle at the end of the school year, where a pupil will win a bike • Our Attendance Policy on our website sets out our expectations around attendance and punctuality. Attendance and punctuality are monitored and tracked by our Attendance Lead, and attendance falling behind expectation is followed up through school procedures ie reminder or warning letters, meetings and in some cases fines. • The Attendance Lead meets regularly with the DHT to discuss attendance issues. The DHT can effect rapid action and will relay back priorities to the HT. • We have a borough AMO working with our Attendance Officer weekly to tackle and resolve more complex cases. • We provide parents with a termly newsletter to celebrate good attendance, to provide reminders and expectations re applying for term time leave or making appointments after school etc.- Actioned October 2022
<p>Are there clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff?</p>	<ul style="list-style-type: none"> • Our behaviour policy was created with the expectation that it is applied consistently and fairly by all adults working in school. It was designed to ensure that staff and students are very clear about the rewards and consequences system at school. It is applied exceptionally well in all aspects of daily school life from classrooms and playground to clubs and lunch hall. • Significantly more awards are given to students than consequences. We promote a positive ethos and celebrate good behaviour and reward it. • Behaviour Policy is very clear and allows for consistency across school. As children move up they know the same behaviour system will apply with regard to rewards and consequences. • The Attendance policy explains the school rationale and principles of attending school. The policy outlines aim and attendance targets. It explains the responsibilities of stakeholders and shows the daily start and end times. It explains the procedures school takes where attendance is of concern The policy contains a process map for identification of poor attendance and for school responses. • Policies are reviewed and ratified by school Governors.
<p>Does the school see pupils' motivation and positive attitudes to learning as important predictors of attainment?</p>	<ul style="list-style-type: none"> • We have high expectations and aspirations for all our children and believe that every child should achieve their full potential. Our motto is "In pursuit of excellence". By developing cultural capital, we ensure that when they leave us at the end of KS2 they are happy, respectful, confident and resilient learners, equipped for secondary school and ready to take their places as citizens in the wider world.

	<ul style="list-style-type: none"> • We have high aspirations for our children. We believe they can achieve great things. Our students always aim to achieve the best they can. We motivate them toward this strong self-belief. • Pupils take a great deal of pride in showing visitors their learning as they know they have achieved to the best of their ability. • The quality of presentation in books is excellent. When scrutinising books we look to see that students have progress over time as well as in specific lessons. • The pupils' excellent behaviour results in their academic progress being very much enhanced. This is evidenced by progress and attainment results. It is evident that there is virtually no lost learning time and that classrooms are very productive places.
<p>Is there a positive and respectful school culture in which staff know and care about pupils?</p>	<ul style="list-style-type: none"> • Staff are a powerful role model for the pupils. They show courtesy and consideration to others. They respect their pupils and pupils know that they can raise issues with staff and feel supported. Staff behaviour is exemplary, and pupils value the fact that they know that praise and rewards are consistently applied.
<p>Is there an environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur?</p>	<ul style="list-style-type: none"> • Children are encouraged to talk to teachers and assistants if they have concerns and there is a worry box in each class. Staff know that our ethos is that safeguarding is every-one's responsibility. Pupils feel safe at school. • Pupils are confident that staff will not accept any forms of hatred, discrimination or bullying and will tackle incidents swiftly. Leadership will intervene in such matters. Parents will be informed and perpetrators will receive applicable consequences. We are firm believes that children learn from their mistakes and it extremely rare that we see repeat occurrences from a perpetrator. • Pupils have a good understanding of what bullying is and how to deal with it. SEALS assemblies, ICT and PSHE include units around anti-bullying. • Our new PSHE curriculum (Jigsaw) includes units around diversity, equality, locality and mental health. • Staff are trained in provision of mental health support. They have completed Place2Be training, which has improved the quality of support in this area. Phase leaders are all Mental Health First Aiders and we have a fully trained Senior Mental Health Lead. • School council represent to some extent pupil voice. They are free to raise concerns and suggest school improvements. The school council met with Newham's Lord Lieutenant to talk about issues such as British values, equality and Democracy. This gave them confidence and a platform to express their opinions and views constructively.

Personal Development

Personal development is:

How is the school developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults?

- The school successfully supports pupils to have a strong sense of pride in what they do and who they are and their position within the local community. Leaders see community participation as a positive impact on pupils' mental wellbeing and happiness.
- We ensure our students understand that they represent our school at all times including when walking home or attending school's trips.
- There are PSHE units that incorporate belonging to a community and being good, responsible citizens.
- We encourage visits from representatives of the local community. The Vicar from a nearby church attends our school Christmas meal every year.

How is the school developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance?

- Through example we teach pupils how to be polite, respectful and show good manners. These are core British Values. Which prepare children to be good citizens in the wider world.
- In PSHE students learn about British values and particularly the meaning of Democracy and the democratic process. This is contextualized through the election process for the school council representative. This is part of the process in the aspiration that all our students become responsible, respectful and active citizens. In this way it ensures that pupils have a voice. The Lord Lieutenant of Newham was able to come to the school and discuss democracy with the school council.
- In year 6 children learn about living in a dictatorship which enables them to make a direct contrast to living in a free democracy such as in the UK
- All staff apply the core value to help all children understand and celebrate difference. We have 6 festival assemblies a year to celebrate this to which we invite parents.
- Staff are exceptionally tolerant in encouraging pupils to feel good about who they are, where they fit in the world and appreciate differences and diversity in others.
- Staff are sensitive to personal liberty and to diversity and are able therefore to develop and deepen students understanding and respect of this.

How does the school promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique?

- We celebrate our diverse cultures, ethnicities and beliefs through our festival performance assemblies to which parents attend. Not only does this provide opportunities for performance but helps highlight our commitment to create a more harmonious community.
- We are committed to creating equal opportunities where mutual respect is at the heart of everything. This is evidenced in our policies, our website content and in our core ethos as a school

	<ul style="list-style-type: none"> • Our RE curriculum supports our commitment to equality and diversity. Students learn about the major faith festivals in the RE Newham agreed syllabus. • The school has an up-to-date, relevant and effective Equal Opportunities (Equalities policy). • All pupils know that it is important that differences are seen as a positive and that an individual's characteristics make them unique. • Our leadership team and whole school staff and Governance are very diverse. We are proud to share our diversity and collective experiences with students. • All staff and governors are highly dedicated to creating a school culture that is committed to equal opportunities. • . • Our reading materials promote equality and diversity and we check to ensure that no literature contained in school may cause offence.
<p>How does the school promote an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation?</p>	<ul style="list-style-type: none"> • Our new Jigsaw programme for PSHE encourages children to be respectful to others of all faiths and ethnicity. Through our inclusive and diverse school culture children develop empathy with those children who have a protected characteristic • Prejudice goes against the values of our school. Pupils are helped to understand that they do not have the right to comment on someone else's views and choices regarding gender, age, race and religion and that mutual respect is a core school value. • We take it very seriously to help children understand that prejudiced views are not based on fact but are mainly based on opinion or because of indoctrination. • On rare occasions that prejudice or non-productive opinions are aired by students all staff are able to explain expertly that stereotypes are unfair and negative. • Respect is at the core of what the school expects from all stakeholders with regard to promoting inclusivity.
<p>How is the school developing pupils' character, which is defined as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others?</p>	<ul style="list-style-type: none"> • Leadership and staff that there is an essential need to balance balance developing pupils' academic abilities with promoting their personal qualities and interests. • Pupils have different traits however there are certain attributes we try to instill during student's time with us. We build resilience and confidence and steer our students toward being independent individual. Pupils leave as well grounded and well-rounded individuals prepared to face the next set of challenges in their school life. This means they are equipped academically, emotionally, physically and mentally. • The school journey here equips students with plenty of opportunities to problem solve and find strategies that work for themselves. This is emerging accountability which is an attribute that will

	<p>stand them in good stead at secondary. We do not encourage a blame culture but nurture a culture of self-ownership.</p> <ul style="list-style-type: none"> • Through PSHE lessons and cross-curriculum activities, children are encouraged to develop their emotional literacy.
<p>How is the school developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy?</p>	<ul style="list-style-type: none"> • We recognise the importance of mental health and how life and pressures on children can affect them. • During lockdown we supported our families and children with phone calls home to support with SEND, safeguarding and intervention. The impact can be measured through the ease in which children have returned and settled back to school, and the attainment and progress measured at the most recent assessments. • Our new Jigsaw programme for PSHE encourages our children to develop self-esteem and teaches them how to recognise their own feelings, how to manage relationships and how to improve their physical and mental health in order to lead a happy and healthy lifestyle. • We have calm corners in every class and a worry box. We encourage students to feel confident to use these facilities and to know that they will be supported. • We prepare learners for real life pressures and choices. This takes place in a safe and nonjudgmental environment. Wellbeing and mental health education is embedded throughout our curriculum. The Y5 unit 'The Island' makes links with current issues ie immigration /refugees. It also opens debating opportunities. For PSHE in Year 3 children study the unit 'Anti bullying' of different groups and minorities. This aligns with our school ethos and Equalities Policy. It tackles bullying and the equal right for all groups and minorities. Year 5 study the unit Emotional Health. This links to explores mental health, an issue that is very current particularly in the COVID period. Year 6 study the topic Peer Pressure. This relates to the rights of children. It also links to peer on peer abuse/harassment (including sexualised). • Every Week there is an assembly based around Mental Health, as well as SEALS assembly weekly.
<p>How does the school enable pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Children are taught how to stay safe online especially when using ICT as a tool for learning. The first lesson of each ICT unit is about e-safety. <input type="checkbox"/> Our children have an excellent awareness and understanding of staying safe online. Lessons are taught, to all years, about the safe way to use technology and networking sites. This is regularly reinforced in class, parent workshops, assemblies and every day school life. Incidents of misuse are very low and are dealt with alongside parents. <input type="checkbox"/> All staff take the online safety of children as being extremely important and blocks and passwords are in place and monitored. <input type="checkbox"/> Children are taught about the dangers of the inappropriate use of mobile technology and social networking sites. On the odd occasion of misuse, parents are informed, so that all parties are working

	<p>together to ensure the child is safe. We also send reminder letters home to the whole year group involved to remind parents of their responsibilities to monitor their children’s use of technologies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annual workshops are held for Parents and children to promote on line safety.
<p>How does the school enable pupils to recognise the dangers of inappropriate use of mobile technology and social media?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils are helped to understand that many of the online games and Apps that they come across are not appropriate for their age group. They often include images which may be very disturbing and could affect them mentally. Similarly, social media is restricted to age and there are several that they should not access or be on. Pupils are taught well to understand what online abuse is. In addition, they are made very aware of what terms like trolling, bullying and harassment mean. <input type="checkbox"/> Staff work very hard to ensure that pupils understand that these restrictions are there for their own safety and that they should not be encouraged by older siblings or friends to join in with computer games that are not meant for their age group. <input type="checkbox"/> The school is highly committed to help pupils be aware that too much time on technologies has been shown to increase the risk of anxiety, depression, obesity and isolation. All things that can affect their physical and mental wellbeing. <input type="checkbox"/> Pupils are helped to know that a habit is something they do routinely without thinking about it. Staff recognise that it is important that the message of ‘no one wanting to stop them using a computer or going online’ is hard, but that they should try to ration the time they spend online and do other things like play with their friends outdoors or read.
<p>How is the school developing pupils’ understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> We recognise the importance of our children keeping fit and healthy; and to eat a healthy diet. We have units around this in science and have a two hours PE a week as well as sports clubs daily. <input type="checkbox"/> This is particularly important following school lockdowns where some children may not have undertaken exercise or eaten healthily. <input type="checkbox"/> We have two specialist PE coaches who take the majority of PE lessons. They also run our daily after school sports clubs. Our PE lessons are designed to maximize PE time. Students receive double PE lessons ie they have a two-hour session once a week focusing on two different disciplines <input type="checkbox"/> To promote physical and mental wellbeing we are part of the National School Breakfast Program (delivered by Family Action) whereby all children receive a bagel as a snack in the morning <input type="checkbox"/> Our school meals are healthy and nutritious and assure that children have options of fresh fruit and vegetable. Meals are carefully designed to be balanced, broad and most importantly nutritious. <input type="checkbox"/> We encourage physical activity and wellbeing as part of our Forest School curriculum. We provide exemplary outdoor learning opportunities through Forest schools. <input type="checkbox"/> We have a gardening club where children are able to follow the whole process of planting and reaping healthy vegetables. They learn about healthy eating, sustainability and the environment through this.
<p>How does the school develop pupils’ age-appropriate understanding of healthy relationships through appropriate relationships and sex education?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Our curriculum implementation for the new SRE SOW was delivered in line with Government and local authority requirements. We held consultation with parents before starting the SRE. We gave students questionnaires following the lessons to inform our planning.

	<ul style="list-style-type: none"> <input type="checkbox"/> SRE is taught by two senior leaders one male and the female. SRE is age at age appropriate levels and with due regard and sensitivity to the diversity of our stakeholders <input type="checkbox"/> In addition to SRE many units in PSHE and circle time discussion develop pupils understanding of building healthy relationships age appropriately. <input type="checkbox"/> We hold parent surgeries to clarify the curriculum to those parents who feel this is needed
<p>How does the school support readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully?</p>	<ul style="list-style-type: none"> • Our three Phase Leaders oversee transition between phases. In summer term reception children start preparation for year 1 by using exercise books in the same manner and with the same presentation expectations as required in year 1. • At the end of year 2 all children are supported to write their own LO and data and underline/draw margins themselves. This is to prepare for the expectations in year 3. • Transition between year 6 and secondary school includes covering a PSHE transition unit to prepare children emotionally and socially for secondary school. Most of our pupils attend Brampton Academy. One of their teachers spends a day with our pupils as part of the transition process every summer term. • Secondary ready for us means students are ready and prepared to meet all the demands in the next stage of their development. We define secondary ready as being confident and emotionally resilient, with emerging personalised interests and tastes. We take great pride knowing that the vast majority of our students will be more than capable of meeting the demands academically. • Children are given the opportunity to visit secondary schools on open days
<p>Spiritual, Moral, Social and Cultural Development</p>	
<p>How does the curriculum provide a wide range of opportunities across the curriculum for each aspect of SMSC development throughout the school?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assemblies utilize SEALS materials and themes covered include anti-bullying, anti-racism, internet safety and British values. Assemblies themes are followed up in class in more detail. <input type="checkbox"/> Our new PSHE curriculum (Jigsaw) includes units around diversity, equality, locality and mental health <input type="checkbox"/> For the RE curriculum we have celebratory festival assemblies each half term. Parents attend to celebrate their children’s development in SMCS. <input type="checkbox"/> We visit different places of worship. By the end of students time with us they may visited places of worship of three or four different faiths and cultures. <input type="checkbox"/> The new borough agreed RE syllabus contains SMCS content in every lesson. It teaches about religions and cultures represented in our school and in some cases those not represented at our school. <input type="checkbox"/> Displays in classrooms celebrate pupil’s development in SMCS.
<p>Do aspects of SMSC development reflect the locality, wider community and other cultures and countries?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Aspects of SMSC development reflect the locality. Forest schools curriculum (held in the school woodlands area) promotes and develop SMCS. <input type="checkbox"/> Aspects reflect the wider community. Special events such as Black History Month, visits to places of worship, charity donations and termly festival assemblies promote aspects SMCS

	<input type="checkbox"/> Aspects reflect other cultures and countries. Special assemblies react to worldwide events or tragedies such as recent flood appeals or the recent death of Queen Elizabeth II. This develops SMCS
Is pupils' SMSC development included in monitoring so leaders can evaluate the impact of the school's work?	<input type="checkbox"/> On the first school day students write some information about themselves ie their strengths and interest. This is used by their new teacher for formative assessment and can be referred to over the school year. It is also used for display to as a welcome board and to celebrate the new class. <input type="checkbox"/> Planning and work in PSHE and Re are monitored by subject leads. A recent PSHE learning walk enabled the lead to identify strengths and areas to improve around delivering ad developing SMCS. <input type="checkbox"/> Pupils SMCS development is monitored in other curriculum areas such as ICT and Forest schools. Certain English and History units also lend themselves to maturity and awareness to SMCS development <input type="checkbox"/> Lessons are taught with a multi-sensory approach to allow all learners and needs to be included and to express their thoughts and opinions.
As a result of effective teaching are pupils able to relate SMSC issues to their own lives?	<input type="checkbox"/> We strongly feel that SMCS is outstanding and evidenced in how students conduct themselves on a daily basis and through exemplary behaviour and positive attitudes to learning. <input type="checkbox"/> Displays and work produced across the curriculum are the clearest indicators that effective teaching has allowed pupils to relate SMCS issues to circumstances in their own lives. This is also noted through Learning walks and observations. <input type="checkbox"/> Pupils respect the value PSHE and circle time activities and demonstrate exemplary adherence to the principles of listening to others and deploying empathy. This in turn has a positive impact on communication and behaviour within the school. High moral standards are promoted and adhered to and pupils understand the difference from right and wrong.

Leadership and Management

Leadership and management are:

Do leaders' have high expectations of all pupils in the school, and to what extent are these embodied in leaders' and staff's day-to-day interactions with pupils?	<ul style="list-style-type: none"> • Leadership has embedded ambition and driven improvement. On a day to day basis there is coherence and consistency toward having high expectations for all our students. s been created to benefit all pupils with effective teaching. • Teachers are subject to challenging performance management targets which filter through all aspects of teaching. Achieving performance management targets is evidenced through lesson observations, class progress data and the quality of pupil's bookwork and teachers planning. • Middle managers /subject leads and threshold teachers are also expected to play a key role within school and meet set deadlines.
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<p>To what extent do leaders focus their attention on the education provided by the school? How many demands are there on leaders, with a greater focus on this area is associated with better outcomes for pupils?</p>	<ul style="list-style-type: none"> • Subject leads/school managers focus their attention on the education provided in their subjects through monitoring, target setting, learning walks, assessment and scrutiny of assessment attainment and progress data. This is to ensure quality teaching better learning outcomes for students across the curriculum. • Systematic and rigorous lesson observations are part of the monitoring cycle mainly in English, Mathematics but as of 2023 also for the non-core subjects. The majority of teaching is Good or outstanding. Where lessons are requirement to improve a revisit observation is scheduled and support is given where necessary. • Support is provided to all staff through CPD and personalized support where required.
<p>Is continuing professional development for teachers and staff is aligned with the curriculum, and to which extent does this develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for pupils?</p>	<ul style="list-style-type: none"> • ECT's are supported by the experienced mentors, attend CPD and have regular appraisal reports through the ECT programme. They are given tailored support in areas of identified weakness. This is evidence in ECT mentors notes and observations. • Subject leaders are attuned to research findings, Ofsted survey findings, key messages which can inform how their curriculum area can be developed to improve outcomes and pupils' personal development. • Subject leaders provide development for teachers both through CPD and via personalized support. They impart an understanding of their specific curriculum area clearly and with a view to maximize best practice teaching and learning. Training is wholly aligned with the curriculum and this has developed teacher's content knowledge and skills understanding. Consequently, teachers are more able to deliver good and outstanding lessons. This is evidenced in book work, learning walks and lesson observations and performance data.
<p>To what extent do leaders create coherence and consistency across the school so that pupils benefit from effective teaching and consistent expectations, wherever they are in the school?</p>	<ul style="list-style-type: none"> • Support is put in place in a timely manner where expectations fall below our high standards. This is identified through the coaching and mentoring program across school, particularly for ECTs and for those achieving requirement to improve in lesson observations. • The school leadership and all subject lead have high expectations for the teaching and learning of their subjects. This allows for coherence and consistency. Consistency of expectations is created in that all subjects are subject to the same range of scrutiny ie planning and book monitoring, assessments, moderation, lesson observations and learning walks. • AFL, marking and feedback are applied consistently. Teachers and pupils have to assess work using 'traffic lights'; light touch marking for spellings and punctuation is applied for every piece of work in every subject; diagnostic next step marking is required for all subjects (including for Mastery). • The HT and DHT ensure consistency and standards are maintained, and will support subject leads and middle managers if this is not the case.
<p>How do leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils' education? Also, are leaders thoughtful in drawing boundaries</p>	<ul style="list-style-type: none"> • Views of pupils, parents, staff, governors and others are sought. There is an active and elected pupil school council, which meets regularly and discusses issues for school improvement. • We hold three coffee morning each year.

<p>and resisting inappropriate attempts to influence what is taught and the day-to-day life of the school?</p>	<ul style="list-style-type: none"> • The outcomes from pupil and parent surveys are overwhelmingly positive. • We are happy to listen to parents if they have concerns around policy or curriculum however leadership do draw boundaries and do resist inappropriate attempts to influence what is taught.
<p>To what extent do leaders take into account the workload and well-being of their staff, while also developing and strengthening the quality of the workforce?</p>	<ul style="list-style-type: none"> • The expectation around planning and marking (and subject coordinator roles) have been considered and time itemised with due care and understanding of teachers and teaching assistants' workload. Our phase leaders and subject coordinators support teachers with planning and marking if required to ease pressure. They also understand how to help teachers prioritise and manage their workload. Deadlines are expected to be met, however we often extend deadlines on a needs basis. • All teachers receive their PPA entitlement without fail. Subject leaders receive management time weekly. NQTs who extend their NQT year have received additional NQT time. For display deadlines teachers receive additional support from teaching assistants. So long as teachers do not fall behind deadlines, they may arrive at about 8.00 and may leave at about 4.20. We feel this is a reasonable daily structure (excluding meetings/INSET). This works for the majority of teachers. These times allow for a work life balance. We do not ask teachers to work longer hours for the sake of it. • We have supported staff in different ways. Our headteacher has provided individualised plans (and personal discussions) for those who needed to shield or suffered with anxiety during the pandemic. Each of our phase leaders is trained in wellbeing and mental health, whereby staff have more than one expert they can talk to about concerns. We have staff trained in supporting with bereavement. This facility is offered ongoing. We signpost agencies that support with wellbeing i.e. PAM (the Staff Assistance Programme). With the mutual agreement of staff, we make referrals to Occupational Health.
<p>To what extent do leaders' and managers' have high ambitions are for all pupils, including those who are harder to reach? Does this include ensuring that practices such as 'off-rolling' do not take place and that the way the school uses the pupil premium is founded on good evidence?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Leadership make provision and have high expectations for all students. For students that may be described as 'harder reach' or cannot access the national curriculum we have refitted a specialized provision space. We call this our communications room and it is highly resourced for SEN pupils with the latest facilities to inspire and allow for personalised learning and therapeutic enhancement. We now also have a second SEN provision/communication room. <input type="checkbox"/> The HT has used higher needs funding effectively. There is one teaching assistant for every two students in the communications rooms (despite not having funding for most of those students). These children received personlised learning programs in the morning for core subjects and join with their classes in the afternoon with support to join their classmate for the non-core subjects with their TAs <input type="checkbox"/> We do not implement 'off rolling' under any circumstances

<p>Do leaders and those responsible for governance all understand their respective roles and perform these in a way that enhances the effectiveness of the school?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School Governors know it is their role to challenge and hold the school/HT to account. They read and ratify policies whereby they can raise concerns or suggest improvement with the HT. • School Governors know the school well and offer a robust level of challenge to school leaders. • Governors have regular opportunity to visit school. Our Chair of Governors is our link for Safeguarding and ratifies our related policies and checks our Section 11 safeguarding questionnaire yearly. • The Chair of Governors attended our recent coffee morning; an opportunity to meet and chat with stakeholders such as teachers and parents. • Our Mathematics Link Governor recently undertook a learning walk to witness at first hand the high standards of teaching and learning that collaborate SATS results. • Our Wellbeing link Governor has met with our Lead for Wellbeing to support and suggest improvements around mental health and wellbeing initiatives • Our local Councilor who is also a school Governor organised a visit to school from the Newham Lord Lieutenant to talk to the school council about Democracy. • Passionate support of school alongside a healthy level of challenge have enhanced the effectiveness of school and driven improvement and self-scrutiny.
<p>To what extent is there a culture of safeguarding that is supported by effective arrangements?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Safeguarding is paramount at Roman Road school. All our children feel safe and cared for; relationship between SLT, staff, parents and children are strong. This allows our children to thrive and be happy at school. <input type="checkbox"/> All staff receive statutory training each September. They know that Safeguarding is everyones responsibility. <input type="checkbox"/> Staff and Governors receive additional training as the year progresses. Training is driven and guided by agenda priorities. For example this year there will be a focus on domestic violence/domestic incidents as this is prevalent in Newham <input type="checkbox"/> All staff know the procedures for identifying and reporting concerns. <input type="checkbox"/> The DSL and the Safeguarding Team are exceptionally experienced. <input type="checkbox"/> The single central record is checked at least twice a year. School lead by the Business Manager adhere to and apply stringent recruiting procedures ie DBS, certification and reference checks <input type="checkbox"/>
<p>How effectively have leaders made use of pupils premium and catch up funding?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use of pupil premium and catch up funding is excellent. It is used effectively to support students. We use pupil premium for identified interventions needs, for financial aid and assistance ie for clubs and trips, and to support families with resources ie laptops during school lockdown closures. <input type="checkbox"/> All spending is carefully itemized and documented on the yearly updated Pupil Premium Budget. <input type="checkbox"/> Reading was identified for catch up. An action plan was drafted and pupil premium and catch up funding were utilised as part of the catch up initiatives. <input type="checkbox"/> Following full return to school after COVID assessment results show that students have ‘caught up’ to a large extent including in reading. However this does not mean that reading is any less of a whole school

priority. It does mean that the ‘catch up’ programme, interventions and the teaching of reading have been successful.

Early Years

Early Years’ provision is:

How do leaders assure themselves that the aims of the early years foundation stage (EYFS) are met and that it is sufficiently challenging for the children it serves? How do staff ensure that the content, sequencing and progression in the seven areas of learning are secured as appropriate?

- We follow the new revised development matters to guide our curriculum and teaching.
- We have created our own curriculum based around the new development matters. We have carefully chosen and planned topics that ensures children have the opportunity to meet the aims of the EYFS and the seven areas of learning.
- Staff ensure that the content, sequencing and progression in the seven areas of learning are secured as appropriate.
- We use our weekly staff meetings to develop the understanding of the development matters to ensure that our staff have a secure and confident understanding regarding the learning that children should be experiencing and achieving.
- Our indoor and outdoor continuous provisions are carefully planned and set up with activities that meet the aims of the development matters. We plan our continuous provisions around the seven areas of learning and have dedicated areas both indoor and outdoor that aim to promote specific areas of our children’s learning. Examples of some of these are as follows:

Area	Area of learning
Role play area	Communication & Language, PSED
Reading area/Book Corner	Literacy – reading, comprehension, communication and language
Writing table/area	Literacy - mark making, reading, writing
Phonic area	Literacy – Word reading, comprehension, writing
Math area	Math
Fine motor skill table/area	Physical development, writing, concentration
Creative area	Expressive arts and design, fine motor skills

	<table border="1" data-bbox="904 92 2011 132"> <tr> <td data-bbox="904 92 1458 132">Music area</td> <td data-bbox="1458 92 2011 132">Expressive arts and design</td> </tr> </table> <ul data-bbox="857 140 2190 536" style="list-style-type: none"> • We use the needs and interest of our children to guide the planning and setting up of our continuous provisions. • We continuously assess our children through observations, adult-child interaction and one-to-one sessions to learn where our children are in light of the new development matters and more importantly, how our children learn. We use this to then plan how to move or challenge our children and ensure that they are making good level of progression towards the early learning goals. • We identify what areas our children need more experience in and carefully create activities that promote that specific learning and skills that our children need to develop. • We repeat lessons, activities and revisit learning where needed to ensure that our children develop security in the seven areas of learning. 	Music area	Expressive arts and design
Music area	Expressive arts and design		
<p data-bbox="51 568 779 687">Is the content of the EYFS curriculum taught in a logical progression, systematically and in a way that is explained effectively, so that it gives children the necessary foundation for the rest of their schooling?</p>	<ul data-bbox="857 568 2190 1447" style="list-style-type: none"> • Our curriculum takes into consideration where our children generally start when entering Nursery and Reception and what they need to achieve towards the end in light of the development matters so that there is good progression. • Our curriculum takes into consideration what is realistically achievable for our children at each term ensuring that it is not too challenging nor too simplistic for our children. This will involve continuously assessing our children through observations, adult-child interaction and one-to-one sessions. • The content of our curriculum within our long term and short term plans take a logical approach where progression is coherent with the learning needs of our children. We begin the year through having a deeper focus in the prime areas of learning such as listening and attention, speaking and understanding, following instructions, developing gross and fine motor skills. Of course, prime areas are always a focus throughout the year for both our nursery and Reception children. But we believe that having a deeper focus on this from the beginning will give children the necessary skills to set them off on a good start and make them school ready. • We have overall topics for each term which are carefully selected. The topics selected are based on the interest that our children in previous years have shown and how effective they were. We choose topics that will allow us to plan the most effective learning. • We ensure that the content within our curriculum allows our children to develop specific skills to make them school ready. We do this through working alongside the curriculum coordinators and specifically looking into year 1 learning goals. • We take a play and explorative approach as we believe children learn and develop essential skills and knowledge best through given the opportunity to explore and play freely at their own pace, 		

	<p>comfort and confidence. We provide our children with many opportunities to play, explore throughout the day.</p>
<p>How are children helped to develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning in the EYFS? Do staff in reception teach children to read systematically by using synthetic phonics and books that match the children’s phonetic knowledge?</p>	<ul style="list-style-type: none"> • Our indoor and outdoor continuous provisions are carefully planned and set up with activities that meet the aims of the development matters. • We plan our continuous provisions around the seven areas of learning and have dedicated areas both indoor and outdoor that aim to promote specific areas of our children’s learning. • We continuously assess our children through observations, adult-child interaction and one-to-one sessions to learn where our children are working at. We use our assessment to plan lessons and activities around specific learning needs. • We take a play and explorative approach and provide our children with many opportunities to play and explore throughout the day. This allows our children to develop, consolidate and deepen their understanding, knowledge and skills across all areas of learning. • Our adults are always observing, listening and interacting with our children to help develop our children’s learning and this is specific to each child’s needs. • We have a combination and balance of adult led lessons and child initiated play/choosing. • We continuously repeat lessons, activities and revisit learning where needed to ensure that our children develop security and deeper knowledge within the seven areas of learning. <p><input type="checkbox"/></p>
<p>How do staff develop children’s communication and language through singing songs, nursery rhymes and playing games?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> We believe play allows children the opportunity to interact with their peers and adults at their own comfort and confidence. These interactions are crucial for the development of communication and language. We therefore provide opportunities for children to play and explore throughout the day. We call this “Choosing Time” where children initiate their own activities. During “Choosing” time, adults listen, observe and interact appropriately to help develop communication and language as well as other areas of learning. <input type="checkbox"/> We give children lots of opportunities to talk and be listened to. <input type="checkbox"/> We have story time at least twice to help develop language. We ask questions and talk about the story. We give children the opportunity to think and express their ideas and feelings about the story they are listening to. <input type="checkbox"/> We have specific topic and math vocabularies that we want the children to develop the understanding of.

How do staff develop children's love of reading through reading aloud and telling stories and rhymes?

- Our early reading begins with developing children's enjoyment for listening to and looking at stories
- In order to listen to stories, we must start with developing children's listening and attention skills. We focus on helping children to develop their ability to listen and attend through active listening and attention games.
- We have a dedicated reading area in every classroom that provides a wide range and variety of books that are age appropriate, fiction and non-fiction, dual language etc. Children are able to freely access their reading area throughout the day. Our reading areas give children the opportunity to handle and experience books at their own comfort. Children like to engage with story books both independently, with their peers and adults.
- We have story time at least twice to help develop language. We ask questions and talk about the story. We give children the opportunity to think and express their ideas and feeling about the story they are listening to.
- Within our curriculum, we have a selection of books for our topics. We have "A book of the Week" for the majority of our topics. We explore the books in different ways and ensure children develop a deeper understanding of the story and the language in it.
- Every child in Nursery and Reception take a book home for pleasure. We allow children to choose their own book to take home so adults at home can read to them. When returning the book, we encourage children to talk about the story.
- Our Reception children take an additional reading book for them to read independently. This is carefully chosen to meet their reading level.
- We hold Parent Phonic Sessions for our Reception parents and emphasise on the importance of reading to their child.
- We follow a systematic phonic programme (RWI) and we begin teaching phonic from Nursery.
- In reception, staff teach children to read systematically by using synthetic phonics and books that match the children's phonetic knowledge.
- We hold Parent Phonic Sessions for our Reception parents and emphasise on the importance of reading to their child.
- We try to capture the joy of stories and storytelling within our enabling environment. You will find some form of storytelling in many of our areas. Our role-play area really promotes early storytelling and understanding of the elements of a story. Children have the opportunity to dress up, role-play as different characters, and create their own stories.
- We use World Book Day to really promote reading and develop our children's love for stories. We dedicate the whole week to world book day and plan exciting activities over the whole week. We also invite our early year's parents to our classrooms for a reading session of "Snuggle with a Book" where parents read to their child to promote the importance of story time.

	□
<p>How do children demonstrate their attitudes and behaviours through the key characteristics of effective learning:</p> <ul style="list-style-type: none">• Playing and exploring• Active learning• Creative thinking and thinking critically?	<ul style="list-style-type: none">• Our play based curriculum and approach to learning allows children to form their own style of learning.• Our indoor and outdoor continuous provisions are carefully planned and set up with a variety of activities that give our children the opportunity to demonstrate the key characteristics of effective learning.• Our adults carefully observe, listen and interact with every child to understand how each child learns in light of the characteristics of effective learning. We then use our observations of children to carefully plan activities to meet the learning styles of our children.• Our carefully planned activities encourage children to think creatively and critically. Our activities are exciting and challenging and our children display a positive attitude towards challenges, not just to please adults but to for their own satisfaction.• Our challenging activities encourage children to keep on trying.• Children are always encouraged to work as independently as possible and this encourages active learning where children have to think for themselves, explore and learn through trial and errors to reach their goal.•

2023 - Year 6 SATS results summary

Attainment – FFT Key Stage 2 Results 2023

	Expected +	Greater Depth
Reading/writing/maths	86%	25%
Reading	90%	34%
Writing	93%	49%
Mathematics	95%	56%
Grammar	92%	58%

Commentary

Expected in line with 2022 for reading, writing maths expected

Reading, writing and maths consistently above 90% for reading, writing and maths over four-year period above

Reading, writing and maths consistently averaging over 40% greater depth over last four years

Reading, writing maths expected 30% or above National expected results

Reading and writing significantly above National results for greater depth

Maths over 40% above national for greater depth maths

KS1 - KS2 Progress

Progress for pupils at Roman Road in KS1 and KS2 (In house data)

	Less than expected progress	Expected progress	More than expected progress	Expected / More than expected
Reading	10/46 22%	27/46 59%	9/46 20%	36/46 78%
Writing	1/46	32/46	13/46	45/46

	2%	70%	28%	98%
Maths	2/46 4%	30/46 65%	14/46 30%	44/46 96%