



# **Roman Road Primary School**

**SEF 2022 – 2023**

Other key documents linked to school improvement and development:

- Report from School Improvement Partner Report (November 2021)
- Subject Leaders Action Plans
- Reading Recovery Action Plan
- Pupil Progress Reports (FS, reading, writing, maths SEN)
- Pupil Progress Data
- School Development Plan
- Applicable Policies and SOW

## **SECTIONS**

**SECTION 1 – School Characteristics**

**SECTION 2 – Outcome of Targets 2021-22 and Key Next Steps 2022-23**

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**SECTION 7 - Moral, Social, Cultural, Spiritual Development, SRE, Pupil and Staff Wellbeing**

**SECTION 8 – SEN/Inclusion/Disadvantaged/Pupil Premium**

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**SECTION 11 – Sport and Sports Pupil Premium**

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**SECTION 13 –Curriculum, Standards and Rationale**

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## SECTION 1 – School Characteristics

**Pupils on roll:** 383

**Educational setting:** Primary Maintained (London Borough of Newham)

### EAL Pupils:

English as additional Language	number	%
EAL	257	67.10%
Not EAL	126	32.90%

### EAL Pupils Breakdown:

First Language	number	%
Akan (Twi/Asante)	1	0.26%
Amharic	1	0.26%
Arabic (Algeria)	1	0.26%
Bengali	67	17.49%
Bengali (Sylheti)	8	2.09%
Bulgarian	7	1.83%
Chinese	4	1.04%
Dari Persian	1	0.26%
Edo/Bini	1	0.26%

First Language	number	%
Malayalam	3	0.78%
Other Language	5	1.31%
Pahari (Pakistan)	1	0.26%
Panjabi	2	0.52%
Panjabi (Pothwari)	1	0.26%
Pashto/Pakhto	9	2.35%
Polish	3	0.78%
Portuguese	5	1.31%
Portuguese (Brazil)	1	0.26%

English	131	34.20%
Farsi/Persian (Any Other)	2	0.52%
French	4	1.04%
Gujarati	2	0.52%
Hindi	5	1.31%
Hungarian	2	0.52%
Igbo	2	0.52%
Information not obtained	1	0.26%
Kannada	1	0.26%
Kurdish	2	0.52%
Lingala	1	0.26%
Lithuanian	7	1.83%
Luganda	1	0.26%

Romanian	31	8.09%
Romanian (Moldova)	3	0.78%
Romanian (Romania)	1	0.26%
Russian	7	1.83%
Sinhala	2	0.52%
Somali	14	3.66%
Spanish	5	1.31%
Tamil	6	1.57%
Turkish	3	0.78%
Urdu	24	6.27%
Wolof	2	0.52%
Yoruba	3	0.78%

### Ethnicity breakdown:

Ethnicity	number	%
Afghan	5	1.31%
Any other Black background	19	4.96%
Any other mixed background	28	7.31%
Bangladeshi	90	23.50%
Black - Nigerian	8	2.09%
Black - Somali	12	3.13%
Black Caribbean	8	2.09%
Chinese	3	0.78%
Filipino	2	0.52%

Ethnicity	number	%
Other Asian	7	1.83%
Other Black African	7	1.83%
Other ethnic group	1	0.26%
Pakistani	36	9.40%
Refused	4	1.04%
Sri Lankan Sinhalese	1	0.26%
Sri Lankan Tamil	2	0.52%
Turkish/Turkish Cypriot	2	0.52%
White - British	26	6.79%

Indian	20	5.22%
Information Not Yet Obtained	19	4.96%
Iranian	2	0.52%
Iraqi	2	0.52%
Latin/South/Central American	3	0.78%

White and Asian	2	0.52%
White and Black African	2	0.52%
White and Black Caribbean	5	1.31%
White Eastern European	60	15.67%
White Other	7	1.83%

### **Pupil Premium:**

<b>Pupil Premium</b>	<b>number</b>	<b>%</b>
Yes	97	25.33%
No	286	74.67%

### **Free School Meals**

<b>Free School Meals</b>	<b>number</b>	<b>%</b>
Yes	92	24.02%
No	291	75.98%

### **SEN:**

<b>SEN Support</b>	<b>pupils</b>	<b>%</b>
SEN	63	16.45%
Not SEN	320	83.55%

**SEN funded:**

<b>Of the SEN pupils those with higher top-up Funding</b>	<b>pupils</b>	<b>%</b>
Additional funding	9	14.29%
No additional funding	54	85.71%

## **SECTION 2 – Outcome of Targets set 2021-22 and Key Targets for 2022-23**

### **Review of key Targets 2021- 22**

#### **Whole School Key Targets**

- To close gaps in reading and develop Greater Depth for Reading (see reading and writing targets and Reading Recovery Action Plan)

Outcome The percentage of children achieving greater depth by the end of the year has seen an increase (58% GD Year 6 SATs). There are now 51% of children achieving greater depth across the school. Children are receiving targeted questions from teachers and are becoming more aware of how to independently apply reading skills. Teachers of top sets have received specific support and this will be ongoing into the next academic year. Children’s independent work in workbooks show more evidence based answers and children are making specific text based inferences.

- To develop teachers and monitors use of pedagogical questioning (in learning walks and observations)

Outcome Subject leads are partnered with the DHT for all Learning Walks. The DHT has modelled the range and breadth of questions we expect learners to be able to answer. Teachers are now developing more confidence in understanding the questions to ask and how to elicit answers, this is an ongoing area to develop amongst subject coordinators and for all teachers across their general teaching practise.

- To develop children’s responses to questioning through practise

Outcome - All Learning Walks now incorporate the opportunity to question children about their learning. A small group of children are taken out of class so they can focus better on the questions asked. They are asked to make links with other curriculum areas. They can talk about previous learning and what they want to learn further. Questions are also asked during lesson observations, however within class.

- Develop new units of study that incorporate current issues such as diversity, environment, locality, mental health.

Outcome –New curriculum for PSHE introduced. This included units around mental health, diversity and equality. To embed further 2022-23. Forest schools introduced and trialled for years 2 and 6. For children to learn about survival skills, species of plants and sustainability. To develop further 2022-23 whereby all year groups attend Forest Schools and it is utilised for after schools clubs

- To improve greater depth writers by providing INSET around developing higher order grammar skills.

Outcome: INSET delivered around encouraging greater depth writers. INSET designed to allow teachers to know which strategies and resources to use and to enable teachers to pitch for greater depth and to know GD expectations of higher year groups than their own. Year 6 SATS Greater

Depth 2021-22 for writing was 58% and for Grammar GD was 65%. In house data shows GD writing across the school at 30%. Therefore almost one third of the school are writing at Greater Depth.

## **Maths**

- To ensure most children have caught up to standard expectations through small group focus and interventions and given the opportunity to address gaps in learning to enable them to catch up from the time lost at school.

### **Outcome**

Figures show that children having intervention and small group focus have had the opportunity to address gaps in learning, have made excellent progress and reached standard expectations.

Yr 6 Maths intervention all the children made excellent progress, this was shown in their SATs Results.

Yr 5C 100% made expected progress and 91% more than expected progress

Yr 4C 100% made expected progress and 100% more than expected progress

Yr 3C 62% made expected progress and 46% more than expected progress

- To increase the rate of progress made by children in maths through securing multiplication facts and prepare children in year 4 for the Multiplication Tables Check in June 2022

### **Outcome**

Many strategies like extra homework on times tables, weekly testing, more mental maths sessions focused on times tables have been put in place for children to learn multiplication facts to improve fluency and gain rapid recall. From the June 2022 MTC data, 54% of children are secure in their multiplication facts scoring 24 or 25 with a maximum of 25 marks. 73% scored 20 marks or above. Children are given 6 seconds to answer a multiplication question up to the 12x tables. This target will continue next year to try and increase the percentage of children who are secure in recalling multiplication facts.

- To improve arithmetic skills throughout the school.

### **Outcome**

Maths Assessment show that children's arithmetic skills have improved. They are scoring higher marks in the Termly Assessment Arithmetic paper. Strategies like teaching Arithmetic more regularly, having refresher sessions, mental maths sessions targeting particular skills and each class giving weekly arithmetic based homework has helped children to improve in this area.

### **Reading**

- Track and improve Greater Depth reading in years 2 – 5.

### **Outcome**

The percentage of children achieving greater depth by the end of the year has seen an increase. There is now 51% of children achieving greater depth. Children are receiving targeted questions from teachers and are becoming more aware of how to independently apply reading skills. Teachers of top sets have received specific support and this will be ongoing into the next academic year. Children's independent work in workbooks show more evidence based answers and children are making specific text based inferences.

- To ensure that reading skills are revisited and practised through other curriculum subjects.

### **Outcome**

Throughout the curriculum coordinators have created targets for Reading in their subject areas. Children are being given opportunities to independently read and use this information to assist them in their learning. For example, in history lessons children are making notes from independent research using key reading skills of skimming and scanning.

- Offer gifted and talented children reading intervention sessions to give them further challenge.

### **Outcome**

In guided reading lessons the Reading coordinator and Assistant Head are working alongside specific children to ensure that they are being sufficiently challenged and offering support to teachers in terms of planning for these children. Children within Year 6 were receiving booster sessions to assist their reading and this will continue moving forward.

- To ensure that new vocabulary from guided reading is carried forward into other lessons such as literacy and topic.

### **Outcome**

Children in Key Stage 2 have been using Vocabulary books to note down new words and phrases and key words associated with topics have been displayed in classrooms. This has assisted children in developing vocabulary and applying it. Evidence from grid analysis of tests shows that children are scoring more highly on vocabulary questions and children are more equipped to analyse the meaning of new vocabulary.

### **Writing**

- To monitor the new Extended Writing Assessment Framework

#### **Outcome**

Teachers are confidently levelling using new framework. Teachers have received support and guidance. The English Team regularly moderate levels given and offer further support and remoderation if required.

- Improve greater depth writers by providing INSET re higher order grammar skills.

#### **Outcome**

An inset was provided and this enabled teachers to have more ideas about how to improve the outcomes for the most able. Levels across the school are improving for this group of children but it needs to be consolidated. Year 6 SATS Greater Depth 2021-22 for writing was 58% and for Grammar GD was 65%. In house data shows GD writing across the school at 30%. Therefore almost one third of the school are writing at Greater Depth.

- To re-evaluate poetry curriculum to ensure progression across school Then to provide INSET and to monitor.

#### **Outcome**

New resources were purchased and have begun to be used. An inset has been planned based around developing poetry across the school. The Team has begun meeting with year groups to discuss input and changes needed to be made to the curriculum. This should enable children to have a more in depth knowledge of poetry and how to write it. This will be ongoing.

### **PSHE and SRE**

#### **Target**

To evaluate and review SRE SOW based on Summer 2021 teaching

Outcome

Children were asked to evaluate lesson they had been taught using a form given anonymously. (appendix?) All children who took part evaluated based on their lesson and gave feedback on what they liked and what they think could be improved. JG has copies of these. NS also tweaked scheme where necessary in order to appeal to the demographic of all our children and their learning styles.

Target

Natasha Searle and John Gordon to train teachers to be able to teach RSHE for their own class Summer 2022

Outcome

NS and JG continued teaching SRE lessons, however teachers stayed in the room whilst teaching was happening to observe.

Target

To implement NS Place 2be == mental health youth championship training

Outcome

All members of staff completed the Children's Mental Health Foundation course and received certificates.

Target

To monitor wellbeing of pupils through Circle time and PSHE lessons

Outcome

Circle time is on the timetable; all children participate in weekly Circle Time sessions. Children encouraged to progress their emotional literacy.

Target

To reinstate religious festival assemblies and community events programme.

Outcome

Hazel D'offay in charge of events and has a programme of events for 2022-23 including coffee mornings. Religious festival assemblies have been reinstated and the first assembly for parents is in term 1 2022.

Target

To teach PSHE weekly in order to extend the amount of time we can cover in this subject

Outcome

PSHE now taught weekly for all children, following Jigsaw scheme. All teachers given CPD in the scheme and how to teach it, all following the same scheme for consistency.

## **Assessment and Tests**

- To continue to ensure new tests and data tracking for reading, writing and maths are working successfully

Outcome

Data tracking for Reading, Writing and Maths has been used continuously for over a year and is working successfully. Progress and Attainment is measured accurately giving an overall picture of the school, year groups, classes and different groups of children.

- To ensure children are given the opportunity to address gaps in learning from the time lost at school.

Outcome

Progress and Attainment in Reading, Writing and Maths have shown that the gap has closed and figures are in line with historical data.

- To test NEW children in Maths and reading within 2 weeks of them starting to ensure they are placed in the right group.

Outcome

New children are tested within 2 weeks using assessment papers. They are marked by the Assessment lead and marks are put on the data tracking system and given back to the teachers. As a result, the child is placed in the correct group and it allows the child's progress to be tracked from the time they started.

## **Whole School Key Targets 2022-23**

### **Target**

Over a 2 year cycle, to carry out observations in non-core subjects

Most teachers will receive a maths and Literacy and one non core subject observation over the school year. This target has been set so that we can monitor the standards of teaching in non core subjects to ensure they are up to the standards of teaching in Maths and English. This will also help coordinators to know CPD requirements and enable them to support teachers where required. These observations will be graded as per maths and English and RI lessons will be revisited. They will allow coordinators to question learners and to ensure cross curricular opportunities are being utilised by teachers.

### **Target**

In maths to further develop children's responses in explaining what strategy or method they used in reaching a solution by using open-ended questioning.

During lesson observations, learning walks, book monitoring and supporting teachers, it has been observed that children's responses could be further developed. More exposure to mathematical vocabulary and open-ended questioning will give children the opportunity to explain their thinking and thought process in reaching a solution. Questioning should consolidate understanding of concepts and methods, stretch all children's thinking and reasoning and be an opportunity to demonstrate the reasoning and the thought processes children need when responding

### **Target**

To develop the consistency of writing across the curriculum.

Children are writing well in their English lessons and books and now we want to ensure that they are writing in a writing similar way across the curriculum. We will be carrying out an audit to generate next steps and then providing training and support for teachers to ensure that children's writing is of the highest possible standard

### Target

To run Forest Schools as an extended after school club service.

This runs from September to December week beginning 19th September and lasting for 10 weeks. The intake is 20 children for group 1 (Years 4, 5 & 6) and 20 children for group 2 (years 1, 2 & 3). The forest school after school programme is designed to enable the children to become more familiar with nature. We aim to nurture their understanding of their environment and to make them more aware of how we can aid in sustainability of our world. We hope the children are able to adopt a positive approach to sessions in order for them to improve their social, moral, physical, emotional and spiritual skills. Ideally, we would like for the children to come away from sessions feeling impacted by their own decisions and risk taking through making safe choices with outdoor learning.

### Target

To devise a new SEF that is less data dominated and which promotes and celebrates achievement at Roman Road in all areas. Our current SEF is strongly data, analysis and target driven. This new SEF will complement our current SEF whereby the current SEF will back up or evidence the commentary and statements and outlined in the new SEF. We will maintain both SEFs.

## **Subject Targets for 2022-23**

### **Maths**

- To increase the rate of progress made by children in maths through securing multiplication facts and achieving a higher percentage of children who score 24 or 25 in the Multiplication Tables Check in June 2023.  
From the June 2022 MTC data 54% of children scored 24 or 25 (maximum 25 marks) so we would like to improve on this figure.
- To incorporate an updated scheme of work and assist teachers with planning using the updated version.  
White Rose have updated and modified their scheme of work. Many concepts are broken down further into smaller manageable steps so children find it easier to grasp and gives them more of an opportunity to gain a deeper understanding. Recap of previous learning is built in the new scheme meaning teachers can build on prior knowledge and identify if there are any gaps before progressing further. With this increased focus on planning a learning journey, children will have a greater chance of gaining mastery.
- To further develop children's responses in explaining what strategy or method they used in reaching a solution by using open-ended questioning

During lesson observations, learning walks, book monitoring and supporting teachers, it has been observed that children's responses could be further developed. More exposure to mathematical vocabulary and open-ended questioning will give children the opportunity to explain their thinking and thought process in reaching a solution. Questioning should consolidate understanding of concepts and methods, stretch all children's thinking and reasoning and be an opportunity to demonstrate the reasoning and the thought processes children need when responding.

### **Reading**

- To retrieve evidence to support a given viewpoint or idea. This has been selected as a target as through observations during learning walks, working alongside children and evidence from grid analysis this is a whole school weakness. Children can express opinions but need further experience in specifically identifying information from within a text.
- To analyse the language choices of the author. This has been selected as a target as through observations during learning walks, working alongside children and evidence from grid analysis this is a whole school weakness. Children need further opportunities to analyse new vocabulary independently. Opportunities will be made in reading lessons throughout the school to enable this to happen.
- To continue to strengthen the teaching of reading and guided reading. The Guided Reading programme in KS2 has been tailored to the needs of our children and adaptations are made to the programme to try and ensure consistency and ongoing improvement for the children to ensure the best possible outcomes.

### **Writing**

- Improve greater depth writers by providing INSET re higher order grammar skills. We would like to maintain the consistency of the greater depth writers in the school. Teachers will be receiving ongoing support to ensure that targets are being met and that children are being pushed to produce the highest standard of work possible. Pupil progress meetings will be used to identify children in these groups who require extra support.
- To improve attainment and progress for SEN pupils, planning to show clear differentiation and personalised learning. At SEN progress meetings clear strategies to be identified for SEN children- which are followed up and reviewed at the next meeting.
- To re-evaluate poetry curriculum to ensure progression across school then to provide INSET and to monitor. This target has been generated from discussions with teachers. Teachers have identified with the coordinator weaknesses in their knowledge and understanding of how to teach poetry.

- To consolidate the use of punctuation in writing through editing. This target has been chosen because it is a consistent weakness when looking at children's work. Children need to be reminded to focus on punctuation in their work and applying the skills that have been taught.
- To develop the consistency of writing across the curriculum. Children are writing well in their English lessons and books and now we want to ensure that they are writing in a writing similar way across the curriculum. We will be carrying out an audit to generate next steps and then providing training and support for teachers to ensure that children's writing is of the highest possible standard.
- To be able to speak audibly and fluently with an increasing command of Standard English. Some children are still at early stages of language development and are learning English as an additional language. This will enable children to learn sentence structures and vocabulary that will enable them to write fluently and creatively. Children are not always explaining themselves clearly and with enough depth that sometimes hinders their writing as well as their speaking.

### **Assessment and Tests**

- To ensure non-core subject monitoring and assessments are taking place effectively  
Weaknesses and inconsistencies were identified through monitoring so a new monitoring cycle and assessment template has been put into place for all non-core subjects. Support will be given to all non-core leads so they can monitor and assess effectively through leaning walks, lesson observations, books and planning. Assessments will be used to identify strengths and weaknesses and implement targets.
- Introduce formal lesson observations for non-core subjects  
English and Maths lessons are of a consistently good standard and the non-core subjects require the same level of support. Observing and grading non-core subjects will raise standards, inform the coordinators and highlight support and professional development.
- To continue to evaluate and monitor SEN children who have been given individual targets  
Some children with SEN who cannot access the curriculum have been given individual targets. It is important for these children to be reviewed termly to see their targets need changing or if they are able to access the school curriculum. New children of concern will also be monitored and given individual targets if necessary.

### **SRE and PSHE**

- All classes to have a calm corner- a place for children to emotionally regulate. Link to PSHE and Mental health assemblies. This is so children have a safe space to calm themselves down and consider how they are feeling. Worry boxes in corner.
- To carry out a PSHE learning walk across school. To inform coordinator of teaching and learning. To question children about their understanding of the PSHE lessons

**Grade: Outstanding**

**SECTION 2 - Test and Teacher Assessment Data**

**Attainment - Provisional key stage 2 test results 2022**

	<b><u>Expected (standardised score between 100 -109)</u></b>	<b><u>Greater Depth (standardised score 110+)</u></b>	<b><u>Expected +</u></b>
Reading	37%	58%	95%
Writing	34%	58%	92%
Mathematics	26%	71%	97%
Grammar	29%	65%	95%

**Key Stage 2 Attainment and Trends (Last national data 2019)**

	<b>2019</b>	<b>2019</b>	<b>2019</b>	<b>2019</b>	<b>2020</b>	<b>2020</b>	<b>2021</b>	<b>2021</b>	<b>2022</b>	<b>2022</b>	<b>2022</b>	<b>2022</b>
	RR Expected +	RR GD	National Expected +	National GD	RR Expected +	RR GD	RR Expected +	RR GD	RR Expected +	RR GD	National Expected +	National GD
<b>R</b>	93%	24%	80%	31%	90%	57%	98%	85%	95%	58%	No data	No data
<b>W</b>	93%	46%	84%	26%	92%	58%	90%	44%	92%	58%	No data	No data
<b>M</b>	96%	48%	86%	38%	94%	51%	90%	74%	97%	71%	No data	No data
<b>G</b>	98%	61%	86%	52%	n/a	n/a	n/a	n/a	95%	65%	No data	No data

**Commentary**

- Significantly above 2019 National for maths and reading for expected +
- Significantly above 2019 National for all subjects Greater Depth
- Almost three quarters of cohort attained GD for maths and above half for reading, writing an grammar

- Greater depth for reading over three year average is 67%
- Greater depth for writing over three year average is 53%
- Greater depth for reading over three year average is 65%
- In 2022 average for all four subjects for expected or above was 95%

### **Commentary for pupils not reaching age expected**

#### Reading

Pupil A Dis-applied due to complex learning and physical needs

Pupil B – EAL, limited parental support with remote learning during lockdowns, attained close to expected score

#### Writing

Pupil A – Literacy delay, limited parental support with remote learning during lockdowns, attained close to expected score

Pupil B – EAL, limited parental support with remote learning during lockdowns, attained close to expected score

Pupil C - Dis-applied due to due to complex learning and physical needs

#### Maths

Pupil A Dis-applied due to complex learning and physical needs

### Attainment Data Breakdown KS2 2021-22

	Reading below	Reading at expected	Reading GD	Reading expected+	writing below	writing at expected	writing GD	writing expected+	maths below	Maths at expected	maths GD	maths expected+
<b>Male</b>	1/7 14%	8/17 47%	8/17 47%	<b>16/17</b> <b>94%</b>	2/17 12%	10/17 59%	5/17 29%	<b>15/17</b> <b>88%</b>	1/17 6%	8/17 47%	8/17 47%	<b>16/17</b> <b>94%</b>
<b>Female</b>	1/21 5%	6/21 29%	14/21 67%	<b>20/21</b> <b>95%</b>	1/21 5%	3/21 14%	17/21 81%	<b>20/21</b> <b>95%</b>	0/21 0%	2/21 10%	19/21 90%	<b>21/21</b> <b>100%</b>
<b>FSM</b>	0/12 0%	5/12 42%	7/12 58%	<b>12/12</b> <b>100%</b>	0/12 0%	5/12 42%	7/12 58%	<b>12/12</b> <b>100%</b>	0/12 0%	4/12 33%	8/12 67%	<b>12/12</b> <b>100%</b>
<b>White British</b>	0/4 0%	1/4 25%	3/4 75%	<b>4/4</b> <b>100%</b>	0/4 0%	3/4 75%	1/4 25%	<b>4/4</b> <b>100%</b>	0/4 0%	3/4 75%	1/4 25%	<b>4/4</b> <b>100%</b>
<b>SEN</b>	1/7 14%	3/7 43%	3/7 43%	<b>6/7</b> <b>86%</b>	2/7 29%	3/7 43%	2/7 29%	<b>5/7</b> <b>71%</b>	1/7 14%	3/7 43%	3/7 43%	<b>6/7</b> <b>86%</b>

#### Commentary

- 100% of girls attained expected or better for maths
- 100% of FSM pupils attained expected or above for reading, writing and maths
- 100% of white British pupils attained expected or above for reading, writing and maths
- In reading and maths all SEN pupils (except 'Pupil A' who has complex learning and physical and will be dis-applied) attained expected or better

- Girls achieving Greater Depth was significantly better than boys particularly in writing and maths. However achieving expected or better was in line

### **Progress between KS1 to KS2**

#### **Overall Progress**

	<b>More than expected</b>	<b>Expected</b>	<b>Less than expected</b>	<b>Expected or more than expected</b>
Reading	12/29 41%	15/29 52%	2/29 7%	27/29 93%
Writing	9/29 31%	20/29 69%	0/29 0%	29/29 100%
Maths	14/29 48%	15/29 52%	0/29 0%	29/29 100%

#### **Commentary**

- 100% of pupils with us at year 2 and year 6 made expected progress writing and maths
- Almost half the cohort made more than expected progress for maths between KS1 And 2
- For reading Pupil A went from GD in KS1 to Expected in Year 6.
- For reading Pupil B went from GD in KS1 to Expected in Year 6.

**Key Stage 2 Attainment Targets for 2022-23**

	<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>	<b>Maths</b>
<b>Expected +</b>	92%	92%	92%	92%
<b>Expected</b>	46%	44%	46%	49%
<b>Greater Depth</b>	46%	47%	46%	42%

## Attainment KS1 2021-22

Overall out of 39 children:

	<u>EXS</u>	<u>GD</u>	<u>Exp PLUS</u>
Reading	61%	24%	85%
Writing	73%	12%	85%
Mathematics	59%	27%	86%

### Commentary

Reading, writing and maths - Expected + results project end of year 6 attainment at about 90+

Reading and maths GD results project end of year 6 attainment at about 50+

GD writing was quite low and will need focused acceleration. See Writing Targets 2022

## Attainment Data Breakdown KS1 2021-22

	<b>Reading below</b>	<b>Reading at expected</b>	<b>Reading GD</b>	<b>Reading expected+</b>	<b>writing below</b>	<b>writing at expected</b>	<b>writing GD</b>	<b>writing expected+</b>	<b>maths below</b>	<b>Maths at expected</b>	<b>maths GD</b>	<b>maths expected+</b>
<b>Male</b>	3/27 11%	16/27 59%	8/27 30%	<b>24/27</b> <b>89%</b>	3/27 11%	21/27 78%	3/27 11%	<b>24/27</b> <b>89%</b>	2/27 7%	15/27 56%	10/27 37%	<b>25/27</b> <b>93%</b>
<b>Female</b>	1/12 8%	9/12 75%	2/12 17%	<b>11/12</b> <b>92%</b>	1/12 8%	9/12 75%	2/12 17%	<b>11/12</b> <b>92%</b>	2/12 17%	9/12 75%	1/12 8%	<b>10/12</b> <b>83%</b>

<b>FSM</b>	1/9 11%	7/9 78%	1/9 11%	<b>8/9</b> <b>89%</b>	1/9 11%	8/9 89%	0/9 0%	<b>8/9</b> <b>89%</b>	0/9 0%	8/9 89%	1/9 11%	<b>9/9</b> <b>100%</b>
<b>White British</b>	0/2 0%	2/2 100%	0/2 0%	<b>2/2</b> <b>100%</b>	0/2 0%	2/2 100%	0/2 0%	<b>2/2</b> <b>100%</b>	0/2 0%	2/2 100%	0/2 0%	<b>2/2</b> <b>100%</b>
<b>SEN</b>	3/5 60%	1/5 20%	1/5 20%	<b>2/5</b> <b>40%</b>	3/5 60%	2/5 40%	0/5 0%	<b>2/5</b> <b>40%</b>	2/5 40%	2/5 40%	1/5 20%	<b>3/5</b> <b>60%</b>

### Commentary

- All FSM pupils attained at or above expected for maths and all but one for reading and writing
- All white British attained at age expected
- Of the 5 SEN pupils 3 attained below age expected for reading and writing and 2 for maths
- 10% more boys achieved expected+ for maths than girls though number of boys significantly greater than girls
- Significant percentage of boys attained better than girls at GD for reading and maths though number of boys significantly greater than girls

### Year 2 - Pupils not reaching age expected for attainment

#### Reading

<b>Not attaining age expected</b>	<b>Reason for not making progress. Strategies already used and if part of any existing intervention programme.</b>
Pupil A	potential SEN- in process of external assessments
Pupil B	new to the school, little to no English spoken

Pupil C	long period of absence due to medical problems
Pupil D	Diagnosed with Autism- struggles with comprehension in all areas. Relies on adult support heavily.
Pupil E	EAL and Speech and Language difficulties which affects reading
Pupil F	Struggles to concentrate, struggles to retain and recall learning. Relies heavily on adult support

### Writing

<b>Not attaining age expected</b>	<b>Reason for not making progress. Strategies already used and if part of any existing intervention programme.</b>
Pupil A	potential SEN- in process of external assessments
Pupil B	new to the school, little to no English spoken
Pupil C	long period of absence due to medical problems
Pupil D	Diagnosed with Autism- struggles with comprehension in all areas. Relies on adult support heavily.
Pupil E	Speech and Language difficulties- EAL so he writes as he speaks.
Pupil F	Struggles to concentrate, struggles to retain and recall learning. Relies heavily on adult support. Not secure on Set 2 or 3 phonic sounds.

### Maths

<b>Not attaining age expected</b>	<b>Reason for not making progress. Strategies already used and if part of any existing intervention programme.</b>
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Pupil A	potential SEN- in process of external assessments
Pupil B	new to the school, little to no English spoken
Pupil C	long period of absence due to medical problems
Pupil D	Diagnosed with Autism- struggles with comprehension in all areas. Relies on adult support heavily.
Pupil E	Struggles to concentrate, struggles to retain and recall learning. Relies heavily on adult support
Pupil F	Struggles to remain focused in Maths. Relies heavily on adult support to complete work.

- Two children were absent/not given an assessment level. Pupil A absent from school most of the year due to significant illness.
- Pupil B joined a couple of weeks before assessments.

## Year 2 Phonics 2022

### Year 1 Phonics Screening check June 2022 result analysis

Total number of children: 48

Girls = 21            Boys = 27

Total number of children who took the test: 47 (excluding 1 child-severe SEN)

Number of children who passed the test: 39 = 81%

Number of children who did not pass the check: 9 = 19%

*The children who did not pass the checks will be rechecked in June 2023*

### Year 1 screening check by gender and pupil premium

Total number of children who took check: 48 (27 Boys 21 Girls)

Groups	Percentage
Boys achieving 32+ = 23 out of 27	85%
Scores of the boys who did not pass the check ranged from 0 – 3 out of 40	
Girls achieving 32+ = 16 out of 21	76%
Scores of the girls who did not achieve the pass mark ranged from 4 – 25 out of 40	

Pupils eligible for pupil premium achieving 32+ in both classes = <b>11 out of 15 children</b>	<b>73%</b>
Children achieving full marks (40) <b>3 out of 48</b>	<b>6%</b>

### **Phonics Attainment Trend in Our School, Newham and Nationally**

	2018	2019	2020	2021	2022
<b>School</b>	88%	89%	81%	84%	81%
<b>Newham</b>	88%	87%	No data	No data	No data
<b>National</b>	82%	82%	83%	No data	No data

### **Commentary**

- Phonics pass rate broadly in line with previous years
- Pupils not reaching age expected will retake in year 2.

### **Pupils not reaching expected standard**

<b><u>Pupil</u></b>	<b><u>Reasons for Recheck</u></b>
A	Possibly moderate learning difficulties/ADHD
B	Possible moderate learning difficulties Poor attendance/lacks concentration
C	EAL
D	SEN Severe autism

E	Poor attendance
F	Possible moderate learning difficulties
G	Speech impairment
H	EAL
I	Speech impairment

**MULTIPLICATION TABLES CHECK YEAR 4 summer 2022**

<b>Score (out of 25)</b>	<b>Number of children</b>	<b>Percentage</b>
24-25	28/52	54%
20 +	38/52	73%
15 +	47/52	90%
< 15	5/52	10%

**Multiplication Results and Trends**

<b>Score (out of 25)</b>	<b>2021</b>	<b>2022</b>
24-25	51%	54%
20 +	82%	73%
15 +	96%	90%
< 15	4%	10%

**Commentary**

- Over half the children attained maximum marks (24-25) This is up on last year

- Dip in attainment for 20+. See below and see Maths Targets 2022

### **Strategies in place**

- Multiplication Tables Check letter sent to parents and meeting to be held in the Autumn Term.
- ‘Times to climb’ multiplication facts for years 1 to 4, children are tested weekly and scores sent home.
- In mental maths sessions children have the opportunity to learn, rehearse and practice specific multiplication facts.
- Skills sessions once a week on multiplication facts.
- Arithmetic homework including multiplication sent home once a week from years 1 to 6.
- Yr 4 have extra sessions on times table practice and regular assessment of the multiplication tables check.

**Early Years Foundation Stage**

**Overall Attainment at end of Reception**

	<b>Below</b>	<b>Working above</b>	<b>Expected or above</b>
Mathematics	11/52 21%	7/52 13%	41/52 79%
Reading	11/52 21%	7/52 13%	41/52 79%
Writing	13/52 25%	5/52 10%	39/52 75%

**Cohort Attainment for 2021-2022**

	<b>Working at or above – FSM</b>	<b>Working at or above non FSM</b>	<b>Working at or above SEN</b>	<b>Working at or above - male</b>	<b>Working at or above - female</b>
<b>READING</b>	6/7 86%	34/45 76%	0/6 0%	16/21 76%	24/31 77%
<b>WRITING</b>	5/7 71%	34/45 76%	0/6 0%	16/21 76%	23/31 74%
<b>MATH</b>	5/7 71%	36/45 80%	0/6 0%	17/21 81%	24/31 77%

**Progress between on entry and end of Reception**

	Working at or above	Working above	Working at or above – FSM	Working at or above non FSM	Working at or above SEN	Progress EAL	Working at or above - male	Working at or above - female	Progress White British	Progress White Eastern European
<b>READING</b>	49/52 94%	15/52 29%	7/7 100%	42/45 93%	4/6 67%	38/41 93%	20/21 95%	29/31 94%	2/2 100%	9/9 100%
<b>WRITING</b>	46/52 88%	16/52 31%	4/7 57%	42/45 93%	3/6 50%	35/41 85%	19/21 90%	27/31 87%	2/2 100%	9/9 100%
<b>MATH</b>	49/52 94%	16/52 31%	6/7 86%	43/45 96%	3/6 50%	38/41 93%	19/21 90%	30/31 97%	2/2 100%	9/9 100%

**Commentary**

The attainment results show that children start below age expected at Roman Road. Whilst the end of Reception data shows the cohort below 80% for age expected (reading, writing and maths) by the end of Year 6 results are consistently above 90% in all areas. Further data is consistently above 50% GD in year 6 SATS. This demonstrates the exceptional value added at Roman Road school.

Progress on entry to end of reception is between 88-94%. This shows that children make outstanding progress from their starting points in Nursery to the end of Reception.

## Commentary on pupils not reaching age expected

### Reading

Not attaining at age expected reading	Reason for not making progress. Strategies already used and if part of any existing intervention programme.
<b>Pupil A</b>	<p>SEN Has been diagnosed with autism. She has been attending school for half day. She is at the self-directed stage. Speech and language delay.</p> <p>Carrying out Adult interaction - Imitate the sounds she makes.</p> <p>To begin to attend attention autism intervention to help develop attention</p>
<b>Pupil B</b>	<p>SEN Has been diagnosed with autism. He has delayed speech and still at the babbling stage. He did not attend school for the whole of spring term. Since returning, he has been displaying very challenging behaviour.</p> <p>Currently attending attention autism intervention.</p>
<b>Pupil C</b>	<p>Has been diagnosed with autism. She has delayed speech and still at the babbling stage and self-directed. Unable to follow simple instructions. Very emotional and struggles to regulate emotions.</p> <p>Currently attending attention autism intervention.</p>
<b>Pupil D</b>	<p>Has been diagnosed with dyspraxia. This affects his reading and writing. Currently working in small groups and one to one with small manageable tasks.</p>
<b>Pupil E</b>	<p>Has been diagnosed with autism. He has delayed speech. Currently attending attention autism intervention.</p>
<b>Pupil F</b>	<p>Joined our school mid-summer term 1. EAL - New to English and new to the country and school system. Provided with extra one-one catch up intervention. Also attending box clever intervention</p>
<b>Pupil G</b>	<p>Started our school late spring term 2. She has not had any previous experience of school. EAL – very early stages of speaking and listening.</p> <p>Poor attention and focus.</p> <p>Already attending box clever intervention Currently attending box clever intervention and provided with one-one catch up.</p>
<b>Pupil H</b>	<p>joined our school in spring 2.</p>

	EAL – she is at the early stages of speaking English. She has not had experience in school.
<b>Pupil I</b>	Is not consistent in her performances. She can recognise all initial sounds really well now. She is able to segment and blend. However, she is not doing this consistently.  Slight speech and language delay. Currently attending box clever intervention and provided with one-one catch up.
<b>Pupil J</b>	Slight speech and language delay. Struggles to express ideas. Extremely shy. Better in small groups Late starter Was seen by a speech and language therapist  Box clever 1-2-1 interventions in class
<b>Pupil K</b>	EAL- very early stages of speaking and listening.  Started late with no prior experience of schooling.  Poor attention and focus.

## Writing

<b>Not attaining at age expected reading</b>	<b>Reason for not making progress. Strategies already used and if part of any existing intervention programme.</b>
<b>Pupil A</b>	SEN Has been diagnosed with autism. She has been attending school for half day. She is at the self-directed stage. Speech and language delay.  Carrying out Adult interaction - Imitate the sounds she makes.  To begin to attend attention autism intervention to help develop attention
<b>Pupil B</b>	SEN Has been diagnosed with autism. He has delayed speech and still at the babbling stage. He did not attend school for the whole of spring term. Since returning, he has been displaying very challenging behaviour.  Currently attending attention autism intervention.

<b>Pupil C</b>	<p>Has been diagnosed with autism. She has delayed speech and still at the babbling stage and self-directed. Unable to follow simple instructions. Very emotional and struggles to regulate emotions.</p> <p>Currently attending attention autism intervention.</p>
<b>Pupil D</b>	<p>Has been diagnosed with dyspraxia. This affects his reading and writing. His fine motor skills are very weak. He has a weak pencil grip and struggles to orientate his pencil to form letters.</p> <p>Has been provided with special writing tools to enable him to grip and mark make better and more comfortably.</p> <p>Currently working in small groups and one to one with small manageable tasks.</p>
<b>Pupil E</b>	<p>Has been diagnosed with autism. He has delayed speech.</p> <p>Currently attending attention autism intervention.</p>
<b>Pupil F</b>	<p>Joined our school mid-summer term 1. EAL - New to English and new to the country and school system.</p> <p>Provided with extra one-one catch up intervention.</p> <p>Also attending box clever intervention</p>
<b>Pupil G</b>	<p>Started our school late spring term 2. She has not had any previous experience of school.</p> <p>EAL – very early stages of speaking and listening.</p> <p>Poor attention and focus.</p> <p>Already attending box clever intervention</p> <p>Currently attending box clever intervention and provided with one-one catch up.</p>
<b>Pupil H</b>	<p>joined our school in spring 2.</p> <p>EAL – she is at the early stages of speaking English. She has not had experience in school.</p>
<b>Pupil I</b>	<p>Is not consistent in her performances. She can recognise all initial sounds really well now. She is able to segment and blend. However, she is not doing this consistently. Her pencil control is still weak. When writing CVC words. Unable to carry through multiple tasks so struggles to write and think of the sounds at the same time.</p> <p>Slight speech and language delay.</p> <p>Currently attending box clever intervention and provided with one-one catch up.</p>
<b>Pupil J</b>	<p>Slight speech and language delay. Struggles to express ideas. Extremely shy.</p> <p>Better in small groups</p> <p>Late starter</p> <p>Was seen by a speech and language therapist</p> <p>Box clever</p> <p>1-2-1 interventions in class</p>

<b>Pupil K</b>	EAL- very early stages of speaking and listening. Started late with no prior experience of schooling. Poor attention and focus.
<b>Pupil L</b>	Very poor fine motor skills – improved since starting but still very weak. Pencil control has improved but still hard to recognise his letter formations.
<b>Pupil M</b>	Struggles to maintain focus and attention and stay on task. Requires constant reminding to regain attention. Relies heavily on adult support.

## Maths

<b>Not attaining at age expected reading</b>	<b>Reason for not making progress. Strategies already used and if part of any existing intervention programme.</b>
<b>Pupil A</b>	SEN Has been diagnosed with autism. She has been attending school for half day. She is at the self-directed stage. Speech and language delay.  Carrying out Adult interaction - Imitate the sounds she makes.  To begin to attend attention autism intervention to help develop attention
<b>Pupil B</b>	SEN Has been diagnosed with autism. He has delayed speech and still at the babbling stage. He did not attend school for the whole of spring term. Since returning, he has been displaying very challenging behaviour.  Currently attending attention autism intervention.
<b>Pupil C</b>	Has been diagnosed with autism. She has delayed speech and still at the babbling stage and self-directed. Unable to follow simple instructions. Very emotional and struggles to regulate emotions.  Currently attending attention autism intervention.
<b>Pupil D</b>	Has been diagnosed with dyspraxia. This affects his reading and writing. Currently working in small groups and one to one with small manageable tasks.
<b>Pupil E</b>	Has been diagnosed with autism. He has delayed speech. Currently attending attention autism intervention.

<b>Pupil F</b>	<p>Joined our school mid-summer term 1. EAL - New to English and new to the country and school system.          Provided with extra one-one catch up intervention.          Also attending box clever intervention</p>
<b>Pupil G</b>	<p>Started our school late spring term 2. She has not had any previous experience of school.          EAL – very early stages of speaking and listening.</p> <p>Poor attention and focus.</p> <p>Already attending box clever intervention          Currently attending box clever intervention and provided with one-one catch up.</p>
<b>Pupil H</b>	<p>joined our school in spring 2.</p> <p>EAL – she is at the early stages of speaking English. She has not had experience in school.</p>
<b>Pupil I</b>	<p>Is not consistent in her performances. She can recognise all initial sounds really well now. She is able to segment and blend. However, she is not doing this consistently.</p> <p>Slight speech and language delay.          Currently attending box clever intervention and provided with one-one catch up.</p>
<b>Pupil J</b>	<p>Slight speech and language delay. Struggles to express ideas. Extremely shy.          Better in small groups          Late starter          Was seen by a speech and language therapist</p> <p>Box clever          1-2-1 interventions in class</p>
<b>Pupil K</b>	<p>EAL- very early stages of speaking and listening.</p> <p>Started late with no prior experience of schooling.</p> <p>Poor attention and focus.</p>

**Grade: Outstanding**

**SECTION 4 – Teaching and Learning, Monitoring and Observations**

**Lesson observation data September 2021 – to July 2022**

	<b>Good or better</b>	<b>Outstanding</b>	<b>Good</b>	<b>Requiring Improvement</b>	<b>Inadequate</b>
Maths	31/33 94%	6/33 18%	25/33 76%	2/33 6%	0/33
English	29/32 91%	5/32 16%	24/32 75%	3/32 9%	0/32
Maths/English	60/65 92%	11/65 17%	49/65 75%	5/65 8%	0/65

**Commentary**

- Teachers graded RI were able to attain a grade of Good in follow up observations. Support from Coordinators, Phase Leaders and Leadership facilitated improvement.
- Outstanding teaching for maths and English are on a par
- Over 90% of all lessons observed were good or better

## **Teaching and Learning - Ongoing Steps and Developmental Priorities for 2022-23**

### **Catch up in Reading and Phonics.**

In the first week of each unit of work in English, lessons are planned so that children in years 1 - 6 are explicitly taught reading skills appropriate to their level, such as predicting, inference, visualising, summarising etc. in their English lessons. Training around this has been provided . First half terms plans monitored .

- Children in Year 1 and 2 receive additional phonics teaching. There are 1 to1 interventions for phonics in the afternoons
- The AHT has supported teachers around delivering the new guided reading scheme.
- Children that have fallen behind in reading in years 3, 4, and 5 have an additional teacher for intervention at least twice weekly. They read to a TA at least once per week.
- Book Bag Books have been purchased to support children with additional reading practice at home. The books are matched to the children's phonics ability to help them make faster progress in reading.
- We have introduced new reading tests and assessment for the whole school, which are in line with KS2 SATS tests. Question level analysis has informed planning and priorities.
- Due to concern of the lowest 20% of reader's we have purchased home reading books. Books are both fiction and non-fiction. Books match children's phonics knowledge. These books are taken home and parents have been given guidance on using the to support their children with reading
- We are targeting ensuring parents and children complete their home reading journals as this was not happening to the expectation in summer 2022

### **Monitoring and Observations Standards and Rational**

#### **Observations**

- To maintain standard in teaching and learning
- To identify strengths and areas for improvement for both subject and teacher

- To identify teachers requiring support or subjects requiring improvement
- To identify teachers that may be failing
- To have an additional opportunity to monitor books ‘informally’ and at different points across a given term
- To ensure class standards are met ie displays
- To ensure support staff ie TAs are adding value to children education
- To provide one source of information to the Performance Management cycle

From this year we are carrying out three observations in either maths or English and fourth in topic ie science, History (or Geography) or ICT. As part of observations we look at book work for marking, responses and presentation, we are also developing the range of questions we ask children within the observations.

#### Learning Walks

Learning Walks are carried out for all subjects. Non core subject learning walks are carried out by subject leader with the DHT. The purpose is give the coordinator a snapshot of good practise and ascertain areas for improvement. It is not an observation and is not graded. If weaknesses emerge from a Learning Walk a teacher may be advised on how to make improvements. An overall brief report is provided to all teachers establishing the strengths and areas to improve in each Key Stage. Learning Walks have a specific focus. Learning walks inform required CPD. There is a specified learning walk day each half term so teachers are aware that they will be visited. The DHT also undertakes unannounced on the spot ‘drop ins’ to question children on their learning and understanding. Coordinators carrying out Learning Walks are given additional management time. We are aiming to hold Learning Walks in all non-core subjects moving forward

#### Questioning children’s understanding of their learning

In observations and learning walks we have started to ask children a wide range of questions about their learning. We are asking questions about the actual learning, about previous learning and learning in context to skills across the curriculum. We are developing our understanding of which questions to ask in context of ability and age. The type of questions school leadership is starting to use when monitoring or observing include:

- What are you learning about?
- What is the purpose of today’s learning?
- How does this relate to the previous lesson (this topic and previous topic)

- Can you think of how this learning links to any other skills taught in your other subjects?

#### Book and Planning monitoring

Books and plans are monitored each half term. Books are graded for Literacy, Numeracy, History and Science. The rationale for this is to inform the coordinator of strengths and areas to improve both in the subject and in teaching. It is also part of the Performance Management cycle. Grading books allow leadership and subject leaders to identify patterns of weakness in marking, AFL, presentation, response to marking. Half termly monitoring means that any slip in standards is noted quickly and support mechanisms can be put in place.

#### Subject Leader Reports

Subject leaders use the above evidence and end of unit assessment data to inform their yearly Action Plans and reports to Governors. The action plans feed into the school overall School Development Plan (to be action over the coming year). Monitoring and assessment inform coordinators of CPD needs and support required. It also high-light strengths in their areas and informs of catch up or intervention needs. The lead for Inclusion similarly uses monitoring and data to personalise learning needs or interventions for SEN pupils.

#### Reading, writing, maths - Assessment and Testing

Our rationale for assessment and testing are:

- Ensure standards are maintained
- Track that pupils make at least expected progress
- Track where pupils are in relation to age expectations
- Ensure catch up opportunities are not missed
- Use data in subject and pupil progress reports
- Ensure tests are aligned with test processes and formats in Year 6 SAT
- For Leadership and subject leaders to tackle under-performance

Assessment and tests help us identify where there are gaps in learning. This informs catch up and intervention requirements. Data feeds into leaders Action Plans and Pupil Progress Reports, which in turn inform the SDP and catch up/intervention requirements. We test three times a year for reading, writing and maths. This is followed by question level analysis to inform CPD and catch up requirements.

### Assessment in all other subjects

In subjects aside from maths and English teachers complete a 'traffic light' system (ie 1,,2,3 indicator) for all children each term at the end of each unit. This helps the subject lead identify children secure in, working toward or insecure in the unit taught and set targets. This data is then itemised in percentages. This informs the coordinator of strengths, CPD and areas to develop across the school, or in particular year groups, or to support teachers. From the data we are now asking coordinators to write a brief overview of the strengths and areas to improve in their subjects, around key skills.

### Pupil Progress Reports

Progress Report for reading, writing and maths are produced after testing. The reports focus on since strengths and areas to develop. They also focus on pupil intervention requirements and identify whether any teachers need support with planning, marking or teaching. The data measures both attainment and progress. The Foundation Stage Lead and SENCO also write reports based on the tests results. The SENCO, maths and Literacy leads then meets with each teacher to discuss the attainment and particularly progress of their class. Whole school targets are devised by those coordinators for each class. Children who have not made progress are given targets during a Pupil Progress meeting with the English, maths and SEN lead. Pupil progress data is part of the Performance Management cycle.

**Commentary and analysis**

Leaders and Managers have responsibility for standards in their subjects which they address through Next Steps Action Plans (see SDP)

- Leaders and Managers monitor teaching and learning across the school in book and planning scrutiny and through observations and learning walks
- NQTs undertake partner teaching with a teacher from Leadership in their first week
- Leadership and Senior Management structures is as follows. Head Teacher, Deputy Head Teacher, Assistant Head Teacher with overall responsibility for maths, Assistant Head Teacher with overall responsibility for English and Deputy DSL, Assistant Head Teacher with overall responsibility for SEN and Behaviour, Key Stage 1 Phase Leader (including English in KS1), Key Stage 2 Phase Lead (including maths in KS2), Reading coordinator, writing coordinator.
- The Leadership/Senior meet every week to discuss standards in English, Maths, FS, assessment, Child Protection, SEN, behaviour, Health and Safety, assessment, curriculum and AOB.

**Management of Wellbeing of staff**

We recognise that the COVID Pandemic created anxiety for some staff and that it is a Newham priority to support staff with wellbeing. We have supported staff in different ways. Our HT 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. Following lockdown returns, our school Councillor was timetabled to meet and support staff concerned or affected by COVID. This facility is offered ongoing. We signpost agencies that support with Wellbeing ie PAM (the Staff Assistance Programme) With the mutual agreement of staff, we make referrals to Occupational Health.

**Management of Workload**

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 work load. 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.

**Next Steps**

- From September 2022 two school middle managers have been appointed to lead Phonics and Reading. They are being supported to develop their roles by the AHT overall lead for English

- Two members of school management undertook the training course ‘Developing Middle Leaders’ via the Institute of Education. This is a career opportunity for middle leaders who want to proceed to AHT etc
- We have an in house appointed lead for all aspects of Mental Health and Wellbeing, who is also lead for PSHE and works alongside the schools SENCO.
- The Mental Health/Wellbeing lead undertook a Senior Mental Health Lead Course facilitated by Carnegie Centre of Excellence for Mental Health in Schools in association with Leeds Beckett University.

**Grade : Outstanding**

## **SECTION 6 - Behaviour and Safeguarding**

### **Behaviour**

- We encourage pupils to reflect on both their own behaviour and the behaviour of their friends.
- All staff model appropriate and courteous behaviour with each other and with pupils.
- Parents are fully informed of behavioural systems and they are made aware of unacceptable / good behaviour.
- We employ a specialist teacher and a councillor to work with children with behavioural and emotional needs and to improve social wellbeing.
- Pupils show respect for each other ie holding doors for others, and demonstrating good manners
- Pupils are supportive of each other in lessons and behaviour of all groups around school is good.
- Pupils and parents know that the school do not accept discrimination, racism or bullying.
- The school has a robust anti-bullying and behaviour policy. Children have a good understanding of what bullying is and how to deal with it. We use anti bullying strategies, assemblies. PSHE, the curriculum and SEALS to promote anti-bullying. Lunchtime cover is provided by TAs which ensures consistency of standards and familiarity for pupils.
- Senior leaders in the playground at the end of the day are highly visible.
- Reward assemblies weekly promote good behaviour

### **Rewards and consequences 2021-22 and trends**

	<b>Sep 17 – Jul 18</b>	<b>Sep 18 – Jul 19</b>	<b>Sep 19 – March 20 (Partial school closures due to COVID 19</b>	<b>Sept – 2020 July 2021 (Partial school closures Jan – March 2021 due to COVID 19</b>	<b>Sep 21- Jul 22</b>
<b>Rewards 3 / 4</b>	1,733	1,632	1,135	1,392	<b>2030</b>
<b>Consequence 3 / 4</b>	124	141	62	61	<b>108</b>
<b>Reward 5</b>	312	317	193	319	<b>254</b>
<b>Consequence 5</b>	3	7	3	1	<b>5</b>

### Three year trend for total number of rewards and consequences

	2018 – 2019	2019- (March) 2020	2020 – 2021 (excluding Jan – March 2021)	2021- 2022
<b>Rewards</b>	1,949	1,328	1,711	<b>2284</b>
<b>Consequences</b>	148	65	62	<b>113</b>

#### **Commentary**

- Significantly more rewards were issued in 2021 than any other year. Over two thousand for the first time
- The amount of consequences issued 2021-22 was the highest since 2018-19, but lower than the years before COVID.
- Rewards continue to outweigh consequences significantly (over 20 fold)

#### **Next Step**

- Selected teachers to receive training in Positive Handling
- to reinforce expected behaviour via assemblies
- to reintroduce Key stage behaviour assemblies
- To reintroduce a reward for Prefect Behaviour summer 2023
- we have TAs allocated across school to monitor behaviour whilst pupils are walking around for start of day, playtimes etc
- each class has a calm corner for self reflection or to calm down etc

### **Safeguarding**

- We have a Safeguarding team of three (DHT, Learning Mentor and AHT) All have a current DSL certificate from Newham
- The HT and SENCO also have ongoing input into CP and Safeguarding issues
- We provide statutory training in September and ongoing CPD for teachers, TAs and Governors
- Our Learning mentor is part of the CP and provides pastoral and administrative support
- We have a Governor lead for Safeguarding who also works in school
- We keep CP records manually and electronically

- We have an ECM meeting to discuss all vulnerable children termly
- The CP team is experienced in liaising with and have close links with external bodies such as Families First and Social Care
- The CP are well practised in making CP referrals and seeking appropriate and effective advice
- 2021 – 22 staff have received training around FGM, CSE, PREVENT and British Values, Peer on Peer and Sexualised abuse/harassment
- All staff know how to report a CP concern.
- All staff have read and signed key policies eg Keeping Children Safe in Education 2022, school CP / Safeguarding Policy, school Code of Conduct policy, school Acceptable use agreement and policy
- All staff have signed the disclosure by association declaration

### **Key Next Steps**

- To embed use of Safeguard programme for tracking and reporting and transferring child protection material
- To provide INSET on Domestic abuse
- To continue to parents with ongoing support around E-Safety
- To provide INSET about equalities legislation

## **SECTION 7 - Moral, Social, Cultural, Spiritual Development, SRE, Pupil and Staff Wellbeing**

### **Moral, Social, Cultural, Spiritual Development**

- In class teachers promote SMCS as normal part of school life ie teachers promote class rules, good manners, a positive attitude, tolerance and understanding and sensitivity to others.
- Circle time resources added and used effectively within classes, and showing a positive impact on communication and behaviour within the school.
- British Values has been promoted within the curriculum and samples of work have been collected as evidence.
- High moral standards are promoted and adhered to across the school. Pupils understand the difference from right and wrong and demonstrate this at school.
- For assemblies, PSHCE and RE we use SEALS materials. We use circle time to develop pupils' self-confidence and respect of others
- Assembly themes include anti-bullying, anti-racism, Internet Safety, PREVENT and British values
- All pupils have had Road Safety awareness assemblies
- PSHE SOW has a significant emphasis on e-safety and BV
- E-safety is in every ICT unit
- PSHE work and plans are monitored termly
- We have class assemblies focusing on religious festivals for parents
- Workshops from RE specialists, Met Police, TFL, Citizenship

### **Pupil Wellbeing**

The COVID 19 Pandemic created anxiety for some pupils and their families. In line with Newham priorities, we have supported in our learners and parents in many ways. During lockdown whilst providing a varied, comprehensive and enriched remote learning structure we did not put intense pressure or expectation on children or parents to complete all work. Indeed, leadership had some conversations with parents about how to manage remote learning where there were additional pressures. In certain cases wellbeing was prioritised above home learning. Our teachers made weekly calls and remained in touch with pupils on line to advice and support with all aspects of home learning. We have a wide and varied range of pastoral support available for our children and families, including an experience SENCO and CP lead and Learning Mentor. We have staff trained in supporting with bereavement. On first weeks back following lockdowns we redeployed the school Councillor to provide Wellbeing sessions for every class. She also worked additional days in these periods. Parents with SEN or safeguarding concerns were offered a school place during lockdowns. Calls were made weekly to SEN and safeguarding concern children to support them and their parents with any issues such as around remote learning. Throughout the Pandemic we have provided numerous information letters and emails to parents around all COVID issues arising. These have supported parents to understand Government procedures and directives and school specific procedures. Our office staff are embedded in explaining to parents our requirements around testing, communicating with school, school adjustments

around start/end times etc, understanding symptoms and isolation periods (COVID 19 Risk Assessment). Learning from COVID 19 we have Wellbeing/mental health strategies continuing and others that can be re-activated should the need arise.

#### Wellbeing and mental health within the curriculum

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). This a behaviour and safegurading area that we take very seriously. All staff have had recent training with this.

#### **Next steps:**

- All classes to have a calm corner- a place for children to emotionally regulate. Link to PSHE and Mental health assemblies. This is so children have a safe space to calm themselves down and consider how they are feeling. Worry boxes in corner.
- All classes to follow Jigsaw scheme weekly. Jigsaw scheme is in place now, all teachers teach weekly. Work in books.
- To carry out a PSHE learning walk. For coordinator to get a feel for lessons and see how lesson are- feedback from children and staff.

#### Staff INSET around Mental Health and Wellbeing 2021 - 2022

January 2022 - On line training in awareness of children's mental health and wellbeing.

January 2022 Introduction to new SOW for PSHE including links with wellbeing and mental health

February 2022 – Awareness of mental health and mindfulness and strategies to support via school counsellor

## SECTION 8 – SEN/Inclusion

### Year 6 SATS attainment data for FSM and SEN

	Reading below	Reading at expected	Reading GD	Reading expected+	writing below	writing at expected	writing GD	writing expected+	maths below	Maths at expected	maths GD	maths expected+
<b>FSM</b>	0/12 0%	5/12 42%	7/12 58%	<b>12/12</b> <b>100%</b>	0/12 0%	5/12 42%	7/12 58%	<b>12/12</b> <b>100%</b>	0/12 0%	4/12 33%	8/12 67%	<b>12/12</b> <b>100%</b>
<b>SEN</b>	1/7 14%	3/7 43%	3/7 43%	<b>6/7</b> <b>86%</b>	2/7 29%	3/7 43%	2/7 29%	<b>5/7</b> <b>71%</b>	1/7 14%	3/7 43%	3/7 43%	<b>6/7</b> <b>86%</b>

#### Commentary

All 12 FSM pupils in year 6 achieved at expected or above for reading, writing and maths

6 of 7 SEN pupils achieved expected or above for reading and maths. The pupil who didn't was a 1:1 student with severe and complex needs

### Whole school attainment data for FSM and SEN

	reading	writing	maths
<b>FSM Expected or above</b>	76%	70%	85%
<b>Non FSM- Expected or above</b>	84%	79%	88%
<b>SEN - Expected or above 63 pupils)</b>	57%	43%	58%

#### Commentary

FSM against non FSM broadly in line (less than 10% difference) for reading, writing and maths

More than half FSM children achieved GD for reading, writing and maths.

More than half the 53 SEN pupils are at or above age expected for reading and maths

43% of SEN pupils are at age expected for writing. See writing targets for 2022-23

### **Curriculum Support and Catch up including Pupil Premium**

#### **current**

- The pupil premium funding allowed us to have an additional teacher in year groups 2, 3, 4, 5 and 6 allowing for smaller group teaching focussed at the ability and needs of particular groups of children. (we group by ability for English and mathematics).
- Additional allocated teachers are then able to offer intervention teaching in the afternoons.
- Teacher allocated for small groups of KS1 children to work mostly on numeracy and literacy intervention programmes 2 days a week, including phonics daily
- Teacher allocated to run intervention mathematics groups for years 6
- Teacher allocated to work on literacy and booster groups for year 6.
- Teacher allocated to provide intervention in mathematics, reading and writing in year 5.
- Teaching Assistant allocated to work afternoons with our year 1 and 2 children using a one to one phonics programme. Our phonics results historically show the impact this intervention has had. This Teaching Assistant also provides additional literacy support for KS1 in the mornings and has a focus group of children to work with.
- Teaching Assistant allocated to provide 1:1 booster reading for children in KS2
- Teaching Assistant allocated to provide intervention programmes across the school.
- As mentioned above we have also introduced smaller teaching groups (based on attainment) in years 2, 3, 4, 5 and 6. In addition, classes that are identified as having greater levels of need, in terms of social/emotional, are allocated to work with the Learning Mentor. The aim is to remove barriers to help the children to flourish in the school environment both academically and socially.
- Much of the pupil premium money is spent in these areas and is having a significant impact on attainment.

#### **SEN Provision**

- SEN and/or disabilities attain the same high standards of learning as all other pupils. All pupils show a desire to achieve and participate in all aspects of school life.
- Pupil Review Meetings 3 times a year with 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
- Every Child Matters meetings are held termly. They include the SENCO, CP officers and Attendance Leads
- Our Provision Mapping is supported by high quality resources, which enables for the effective deployment of human resources. We hold a complete SEN Register.
- We have developed a tracking system for all pupils on intervention programmes
- Intervention decisions are reviewed termly following Pupil Progress meetings
- We are part of the RLI reading pilot for pupils with Downs Syndrome
- SENCO works closely with outside agencies e.g EP, CNS, LCIS,NHS and we bought in extra speech and Language, school councillor, Dyslexia/dyscalculia services
- CPD for staff - staff are trained when needs arise for particular pupils
- Training for therapy friendly school-ongoing
- On going +EpiPen training, epilepsy training
- On going First Aid training
- Supporting medical needs policy in place in order to reduce the absent from school
- Continue to develop pupil's self-esteem and confidence through a range of physical and creative activities
- Support staff involved in planning and evaluation of 1:1 supported pupils
- Care plan in place for pupils with asthma and other medical needs
- Through meeting with teacher/SENCO continue to try to engage parents to participate to help them support their children
- The school SENCO writes '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.
- 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 learning that is suited to pupils with SEN. It allows access and teaching for smaller groups and has specialised resourcing.
- Continue to develop pupil's self-esteem and confidence through a range of physical and creative activities
- Support staff involved in planning and evaluation of 1:1 supported pupils
- Care plan in place for pupils with asthma and other medical needs
- Through meeting with teacher/SENCO continue to try to engage parents to participate to help them support their children
- The school SENCO writes 'Case studies' each year to qualify the progress that some SEN children have made and how they have made it, linked to interventions they receive

- Our Communications room is embedded. It provides a specialised programme for pupils with SEN. This room allows access to play based individual learning and is suited to pupils with SEN. It allows access and teaching for smaller groups and has specialised and [personalised resources.

## Next Steps

- Whole school refresher training on Asthma Awareness and Whole School Asthma Approach to cut down the absent from school.
- To improve attainment and progress for SEN pupils, planning to show clear differentiation and personalised learning. At SEN progress meetings clear strategies to be identified for SEN children- which are followed up and reviewed at the next meeting. Ensure that provision for children with SEND meets their needs and enables them to be fully included, work alongside their peers and not over reliant on a model of 1:1 support; IMPACT- Children with SEND needs will make good progress whilst working with increasing levels of independence. Further develop the foundation subject curriculum to meet the needs of disadvantaged pupils and SEND.
- A range of targeted intervention (Catch –up) that support the most vulnerable to catch up and make accelerated progress. Through high quality 1-1 or small group tuitions to be offered to the most requiring it. TA’s set 3 teachers to deliver interventions throughout the week. IMPACT – Children needing to catch up make rapid progress.
- SEMH to improve and support wellbeing for children who have demonstrated SEMH Needs-Quality control of sessions monitoring of data and attendance
- Training for staff for Wellbeing Time – Children will have an enjoyable Non –pressurised start to the school day. Teachers will have time to teach wellbeing strategies and listen to children who are struggling.
- Well planned and targeted differentiation in lessons to ensure appropriate challenge for highest achieving pupils. Higher attaining pupils reach GDS and attain end of year targets. Accelerated progress and attainment of disadvantage and vulnerable pupils especially lowest 20% to reach targets.
- Use of newly formed Communication Room to support pupils both academically and pastorally.(KS1)
- Strategies to be included in teaching from Literacy/Dyslexia team CPD.
- Additional time provided to all staff in reviewing and writing IEPs. (involving support staff who support some children) IMPACT- Ensure that regular communication between SEN Support staff and class teacher is taking place and contains relevant information.
- Embed good practice in Dining Hall and movement around the school. Continue to link to assemblies.
- There is regular communication with the attendance lead on pupils with SEN not having 95% attendance. IMPACT to improve attendance with SEN

## SECTION 9 – Extended School Services and Community.

### Uptake for Extended School Services - clubs did not open March 2020 to late September 2021 due COVID 19

	Sep – Dec 2018 Sessions attended	Sep – Dec 2019 Sessions attended	27 <sup>th</sup> Sep – 22 <sup>nd</sup> November 2021 (7 weeks)	Apr-July 2021	Sep – Dec 2022
<b>Breakfast Club</b>	<b>1,349</b>	<b>1,400</b>	<b>196</b>	<b>180</b> (low uptake following reintroduction after COVID)	
<b>After School Club</b>	<b>700</b>	<b>781</b>	<b>342</b>	<b>575</b>	
<b>Sports clubs (including lunch/after school))</b>	<b>4,900</b>	<b>4,300</b>	<b>147</b>	<b>960</b>	
<b>Total</b>	<b>6,949</b>	<b>6481</b>	<b>685</b>	<b>1,715</b>	

#### **Commentary**

- Reintroduction of clubs post COVID resulted in a reduction of places taken.
- There are no lunch time sports clubs currently.
- To again analyse uptake for period September – December 2022

#### **Breakfast, After-School and activity/sports clubs**

- Our Sports and Activities Clubs cost £2.00 per session, which is subsidised for pupil premium children. Our clubs offer a range of sports such as football, dance, athletics, handball, basketball, tennis and badminton and ICT and Art.
- Our Breakfast club offers a range of opportunities such as puzzles, reading and board games. The cost of the club costs £3.50 per session. There are 20 spaces available.
- Our After school club offers a range of opportunities such as cooking, arts and crafts, board games, film, ICT, photography, construction, gardening. The cost is £8 if pre booked and £13 on the day. The club finishes 5.45pm. There are 20 spaces available

#### **Forest school club**

This runs from September to December week beginning 19th September and lasting for 10 weeks. The intake is 20 children for group 1 (Years 4, 5 & 6) and 20 children for group 2 (years 1, 2 & 3). The forest school after school programme is designed to enable the children to become more

familiar with nature. We aim to nurture their understanding of their environment and to make them more aware of how we can aid in sustainability of our world. We hope the children are able to adopt a positive approach to sessions in order for them to improve their social, moral, physical, emotional and spiritual skills. Ideally, we would like for the children to come away from sessions feeling impacted by their own decisions and risk taking through making safe choices with outdoor learning.

### **Community Activities and Events**

We hold many events for parents, children and the community. We collect and contribute to local and national initiatives and charities. We engage with parents through a variety of events across the school year.

- We visit the local community church for Easter services and carol singing
- We have special religious festivals termly for each year group to which parents are invited
- We hold a Summer Fair each year
- For Harvest Festival we collect food and distributed to old people's homes and the homeless
- We provide parents with voluntary work experience positions
- We collect for Remembrance Sunday by selling poppies
- We collect for Save the Children by having a Christmas Jumper Day
- We hold a Christmas Bazaar too which parents are invited
- We provide many work experience opportunities for children that attended Roman Road
- We hold a cultural food day after school for parents and children

**SECTION 10 - Attendance**  
**Five Year Attendance Percentages**

Attendance Year 1 to 6 (%)				
	Autumn Term	Spring Term	Summer Term	Year
<b>2017-18</b>	96.1	95.0	95.7	95.6
<b>2018-19</b>	96.9	95.9	94.4	95.8
<b>2019-20</b>	95.5	94.6	99.0	95.2
<b>2020-21</b>	95.2	95.2 (96.% 8/3/21- 3/4/21)	94.3	94.9
<b>2021-22</b>	93.5	93.4	94.3	93.7

**Commentary**

The table above shows the percentage figure per term. Even though our attendance has dropped, which is line with national data. There were a lot of unauthorised absences in the second half summer term. Although not declared they were most likely for holidays. Places were booked earlier than usual possibly for financial reasons and possibly as first chance for a holiday for a few years. However we are working on strategies to ensure this does not happen again in summer 2023

**Persistent Absence**

	<b>Number of children with persistent absence  (10%)</b>
<b>2017-18</b>	87
<b>2018-19</b>	68
<b>2019-20</b>	80
<b>2020-21</b>	89
<b>2021-22</b>	105

The table above shows the number of children with attendance of 90% and below. There are 13 nursery children on the PA list compared to 3 from the previous year. Also we have had 1 child with Long Covid and another with a serious health issue. Both these children have had 100% in the previous year. Two children with severe sickness ongoing in 2021-22 that would not allow them to attend school are now back at school. This accounts for a significant rise in 10% PA in 2021-22. These two children should not concern the data to a larger extent in 2022-23. Two other children have contributed to the 105 figure. These four cases would be our only 50%+ PA. The 2 children (siblings) are being targeted for strategies to ensure an improvement in attendance in 2022-23. The HT has been involved in this particular case.

### Comparative attendance against National and Newham

	<b>Roman Road</b>	<b>National</b>	<b>Newham</b>
Attendance	93.4	93.1	93.5
Persistent Absence	23.7	8.8	12.9

### Commentary

Nationally and locally the attendance figures would have been higher but due to the changing in the coding for COVID-19 all figures have dropped. Also as the travel restrictions were lifted, families took term time leave. 'Pupil A' has had serious health issues and only returned to school in May 2022. If we exclude this data, the school attendance figure would be 93.7%

### **Comparative data of Penalty Notice issued**

Year	No of PNs Issued
2017 - 18	10
2018 - 19	7
2019 - 20	<b>N/A due to COVID</b>
2020 - 21	<b>N/A due to COVID</b>
2021 - 22	18

### Encouraging full attendance

We have a trophy for the class with the highest attendance weekly. We have provided an additional playtime for the highest attending class. We reward 100% attendance at the end of each school year. 100% attendance receive a certificate and an opportunity to receive a substantial gift such as a bike via 'ticked draw'. Unfortunately, in 2021-22 this did not happen due to COVID but will start again in 2022-23.

### **Tackling and monitoring attendance and persistent absence**

- Letters /phone calls are now made where attendance is between 80-96%
- The amount of children arriving late for school was 268 and there were 1042 late sessions. A reason for this may be that siblings in Newham are still being allocated different schools due to shortage of vacancies; therefore, some parents have to drop off their children to different schools. Local authorities have extended catchment areas and many pupils are now coming from further afield. Also many of the reasons we received was because of traffic/London Transport. Some of our children live out of Borough and use public transport.
- We have a few ‘persistently’ late pupils which inflate figures. There is a weekly attendance meeting with the DHT and Attendance Officer to discuss and minute all concerns and agree solutions. We will prioritise and target the parents of ‘persistently late’ pupil
- The class with highest attendance are given the attendance trophy in assembly each week and they can use the pitch and the park as a reward for the class.
- Termly certificates are issued.
- There is an attendance trip and an attendance raffle at the end of the school year, where a pupil will win a bike.
- 2022/23 we will now be issuing Penalty Notice’s for poor attendance.

Our Attendance Policy on our website sets out our expectations around attendance and punctuality. Attendance is monitored and tracked by our Attendance Lead, and attendance falling behind expectation is followed up through procedures ie reminder or warning letters, meetings and in some cases fines. The Attendance Lead meets regularly with the DHT to discuss attendance percentages, persistent absences, target areas ie a particular pupil or class falling behind expected attendance and CMEs. We also look at trends and particularly children that have historically poor absence. We have a borough AMO working with our Attendance Officer weekly to tackle and resolve more complex cases. On school returns following Covid partial closures we have been even more vigilant in ensuring children return to school via immediate communications with non-returners and tracing CME’s. We have also supported and informed our parents about periods to isolate, if returning from abroad and for COVID cases within the household. Communicate clear and consistent expectations to families regarding attendance and punctuality We have identified pupils who had anxiety around returning to school through discussion and engagement

### **Next Steps**

- To work robustly to improve persistent absence by holding parent's surgeries, tracking data, sending reminders, issuing Penalty Notices, targeting PA as soon as a concern occurs.
- To target and focus on PA in Autumn term 1 which can be the most significant term for PA.
- To hold parent's surgery for lateness
- To 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.

### **Self Evaluation - Good**

## SECTION 11 – Sport and Sports Pupil Premium

### Uptake for Extended School Services - clubs closed March 2020 to late September 2021 due COVID 19

	Sep – Dec 2018 Sessions attended	Sep – Dec 2019 Sessions attended	27 <sup>th</sup> Sep – 22 <sup>nd</sup> November 2021 (7 weeks)	Apr-July 2021	Sep – Dec 2022
Sports clubs (including lunch/after school))	4,900	4,300	147	960	

#### Commentary

- Uptake down on pre COVID, partly because there are no lunch time sports clubs currently.
- Our Sports and Activities Clubs cost £2.00 per session, which is subsidised for pupil premium children. Our clubs offer a range of sports such as football, dance, athletics, handball, basketball, tennis and badminton and ICT and Art.
- After school sports clubs restarted late September 2021. For children attending they aim to allow the catch up opportunities in physical activity and education. See also Extended School activities section.
- Children have now returned to taking swimming lessons (in year 5)
- PE lessons are well balanced and inclusive, incorporating FMS (Fundamental Movement Skills) from the Create Development programme.
- Active playgrounds (fun stations set up around the play grounds). Educational markings and games in FS and KS1 playgrounds
- Sports Day: Children get the opportunity to develop basic fundamental athletic skills. Competitions are set up between the houses in the school: Red; Blue; Green; Yellow and white.
- Swimming: Children go swimming in Year 5 every week for three terms. Their sessions last an hour.
- We have two specialist coaches in our school. These coaches provide high quality PE lessons across the school.
- All children have access to a minimum of two hours PE every week. PP children now receive after school sports clubs for free and continue to receive free lunchtime clubs daily and about half the children attending after school clubs are pupil premium children

### Data from PE assessments 2021-22

	Average (over the year)		
	1. Emerging	2. Expected	3. Exceeding
1A	3%	75%	22%
1B	1%	78%	21%
2A	1%	69%	31%
2B	3%	71%	27%
3A	3%	73%	24%
3B	2%	75%	23%
4A	1%	76%	23%
4B	0%	76%	24%
5A	2%	75%	23%
5B	4%	72%	25%
6A	1%	71%	28%
6B	2%	74%	24%

### Commentary

- This table shows that the vast majority of children are working at age expected or better in the PE skills
- In most year groups about a quarter of the children are working above age expected on the PE skills
- Roman road has achieved Gold accreditation from School Games Mark. The School Games Mark is a government led awards scheme launched in 2012 to reward schools for their commitment to the development of competition across their school and into the community. Participating in this process allows schools to evaluate their PE provision and assists them in developing an action plan for future progress.

## SECTION 12 – Foundation Stage – Data in Section 2

- ✦ **Classes:** At Roman Road, we provide Nursery and Reception provisions. In our nursery, we offer 42 part-time places where all children can attend for 15 hours per week either in the morning or afternoon and 10 30 hour places. In our Reception year, we have 2 classes with the capacity to have a maximum of 30 children. We have a class teacher and a support staff in each nursery session and each reception class. We have an additional support staff in FS to support our children with Special educational needs (SEN).
- ✦ **30-hour:** As part of our commitment to support working parents, Roman Road Primary school is offering 30 hours free funding to eligible parents. We currently offer 10 places.
- ✦ **Learning through play:** At Roman Road, we view our children as autonomous learners and hold a strong belief that children learn best when they are given appropriate opportunities to have ownership over their own learning in a safe environment that allows responsibilities, errors, decisions and choices to be made. Children have a natural ability and a drive to want to play and it is through the power of play that children learn and develop many essential skills and knowledge. Our curriculum is very play based and we provide our children with many opportunities to play through-out the day. Through play, our children explore and develop learning experiences which help them make sense of their world.
- ✦ **NEW Early Years Framework:** A new Early year’s framework and develop matters has been introduced and made statutory this academic year (September 2021). At Roman Road we adhere to this new framework.

The Unique child: responding to the uniqueness and difference of all our children, who are constantly learning and can be resilient, capable, confident and self-assured

Positive relationships: Children learn to be strong and independent through a focus on a range of relationships, such as with peers, and with practitioners

Enabling environments: Children learn and develop well in environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers

Learning and development: Children develop and learn in different ways and at different rates. We offer a rich and stimulating environment with a play based curriculum in which children can reach their full potential.

- ✦ The EYFS framework also includes the **Characteristics of Effective Learning**. At Roman Road Foundation Stage, we plan activities within the classrooms with these principles in mind. They highlight the importance of a child’s attitude to learning and their ability to play, explore and think critically about the world around them. We consider the Characteristics of Effective Learning within our [observations, assessments and planning cycle in the EYFS](#)

- ✚ Along with the new framework, a new non-statutory development matters has also been introduced this year (September 2021). We use the new development matters for guidance in planning and assessment. The EYFS Development Matters outline seven areas of learning. At Roman Road, we ensure that we allow children to develop in all 7 areas on a day-to-day base.
- ✚ **Reception Baseline Assessment:** As of September 2021, the government has introduced a statutory Reception Baseline Assessment (RBA). Every child in Reception must carry out the assessment and it must be completed within the first six weeks of a child starting Reception. At Roman Road, we are committed to this. Our Reception class teachers will carry out the assessments.
- ✚ **Indoor and Outdoor Learning:** We allow our children to develop their skills, knowledge, understanding and curiosity both indoor and outdoor. We create a stimulating environment both inside and outdoor and children have the opportunity to free-flow between the two areas. The classroom and outdoor areas are thoughtfully set up to meet the requirements of the seven areas of learning as well as the children's needs and interests.
- ✚ Our aim is to ensure that every child progresses through the development matters and achieve their full potential. We intend to encourage our children to achieve Expected level and very able children to achieve Exceeding level in all areas of learning by the end of Reception year.
- ✚ We value all our children as individuals at Roman Road and celebrate differences in ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals.
- ✚ We recognise that some children may have special educational needs (SEN). Together with our school's SENCO, support staff, class teachers and management team, we have put into place many provisions to support our SEN children. A sensory/communicational room has been set up to support our SEN children and this is showing great positive impact in our children's learning and development. We have also received positive feedback from our outside agencies who come to support our SEN children and also from parents.
- ✚ We believe it is important to give our children the opportunity to have the freedom to take responsibility of their own learning through making independent choices of what learning/activity they would like to explore and engage with. This is also known to us as "Child Initiated Learning".
- ✚ We provide carefully planned activities where children's learning is led by an adult to provide children the opportunity to focus on specific learning needs. This is also known to us as "Adult Directed Learning".
- ✚ Each child at Roman Road School Nursery and Reception will have a key worker who understands his/her individual needs. The key worker will observe the child continuously and assess him/her regularly, identifying the next steps for learning and development.

- ✦ **Assessment:** Assessment is at the heart of learning and teaching at Roman Road Foundation Stage. Assessments are an ongoing part of EYFS practice and are made in a variety of ways including teacher, keyworker observation of children playing, photographic evidence, staff notes, and parent feedback.
- ✦ **Assessment – Internal data:** Identifying where a child started when first entering nursery or reception is important in order to ensure that the child makes sufficient progress over the year. As a school we have created our own internal tracking system to monitor children’s progress and attainment. Our internal data is used for:
  - Early identification of vulnerable children falling behind.
  - Planning of early intervention and support for vulnerable children.
  - Identification of whole class strengths and weaknesses.
  - Planning of lessons and continuous provision.
- ✦ Identification of children working at exceeding level so planning can challenge and continue to move children working above expected.
- ✦ Every child in Nursery and Reception have their own “Special Folder” containing their work, observations and photographs as well as parent input that has been collated over the year. Parents have the opportunity to view their child’s folder at 3 drop in sessions and whenever they wish to.
- ✦ **Parent Partnership:** At Roman Road, working in partnership with parents is a key principle of effective practice. We strive to create and maintain partnership with our parents and carers as we recognise that together, we can have a significant impact on a child’s learning. We welcome and actively encourage parents to participate, confidently in their child’s education and care. We actively seek parental contributions to the assessment process, including, verbal, photographic and written contributions to their child’s ‘Special Folder’. We welcome parents to volunteer in the EYFS by taking part in “Stay and Play”.
- ✦ Towards the end of Reception, in the summer term, children begin to carry out writing activities in books within a more structured literacy lesson. As well as challenging children’s writing ability, this also helps with transition into Year 1.
- ✦ **Transition:** At Roman Road, we understand that the transition from home to school, Nursery to Reception, and Reception to Year 1 can be a very difficult time for children and parents. We organise transitions around the needs of the individual child. We understand that we have a statutory duty to ensure continuity for children during periods of transition. We believe that a smooth transition supports the personal, social and emotional development, learning and future success of every child. We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. Children have the opportunity to visit their new classes in the summer term. In Nursery and Reception, we allow our parents to initially stay and play with their child in child’s new classroom. We also visit our new children at home. This allows parents and children to have the opportunity to form a relationship with the class practitioners which allows children to settle in better.

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

### Next Steps for EYFS 2022

- **How to involve parents more actively in Nursery and Reception:** Unfortunately, due to COVID-19, we have not had the opportunities to invite parents for stay and play and face to face contact with parents has been restricted and difficult. Remote learning took place during both lockdowns (March 2020 and again in January 2021) and this meant we had to direct our involvement of parents in a different way. We moved into providing online learning with pre-recorded phonic and math lessons as well as stories via google classroom which were uploaded daily. Parents provided very positive feedback with regards to our pre-recorded lessons. Parents commented that the lesson videos provided a great insight into how reading, writing and number work is taught in reception and this helped parents to then take the role of teaching. Parents also liked that they were able to revisit lessons as they were pre-recorded as well as carry out the lesson at their own convenience. We do ensure that class teachers and other adults are available at the end of the day should parents/carers want to talk. With the restriction of COVID slowly being lifted and removed, we can now begin to look for ways to involve our parents again.
- **To continue to develop outdoor areas –through resourcing and storage:** We wanted children to take ownership of their own learning where they can choose the resources they would like to use. We have achieved this through investing into storage cupboards for each learning area – maths, literacy, expressive arts, UW and PD. The storage cupboards are resourced regularly and children have access to this. Storage cupboards have also reduced the time taken to set up outdoors each day. We continue to replenish our outdoor resources and use the children’s interest and needs to guide us with this as we purchase resources that children show interest in and need improving r support in. for example, we recognised that COVID has affected fine and gross motor skills as children did not have the opportunities to develop these areas due to lockdown. We therefore have purchased resources that promote fine motor skills such as tweezers, squeezers, ribbon etc. and that promote gross motor skills such as large wooden blocks, bricks, brooms etc.
- **Continue to ensure all staff are familiar with the new EYFS development matters, review and adapt accordingly:** In July 2021, EYFS Lead led an INSET on the new development matters where the document was looked at thoroughly as a team in order to familiarise with it before starting to use it when returning to school in September 2021. EYFS Lead and Nursery teacher then attended a course regarding the new develop matters in September. Another INSET was then carried out for the whole EYFS team after this course and as a team we went through the document more thoroughly. EYFS will continue to carry out INSETs on the development matters with the team throughout the year to ensure staff are confident and competent at delivering it. As a team and primarily led by EYFS Lead and class teachers, we have adapted our long term plan, topic, learning outcomes and activities for both Nursery and Reception to meet the demands of the new development matters. We will review our long term plan throughout the year and adapt accordingly as and when we need to do so.

- **Early Reading:** It is our aim to ensure that every child in Reception know their initial sounds can blend to read simple CVC words by the end of reception. We will start RWI sessions of teaching letter sounds early in Nursery where children will learn a letter sound a week. This is will encourage children to be familiar with the sounds letters make and how they look before coming up to Reception which we hope will have an impact. RWI in reception will start right from the second week of when children start school in September to ensure reading develops immediately. We will target our lower 20% who are struggling right from the beginning of the school year and provide 1:1 session.
- **Early pencil control and mark making:** It is our aim to ensure that every child in Reception is able to hold a pencil correctly and use it with confidence to mark make and form letters. We will provide children with resources that encourage fine motor skills and muscle development. We will carry out explicit pencil control sessions right from the beginning. Reception children will begin the day with pencil control/ mark making at least three mornings a week. We will target our lower 20% who are struggling right from the beginning of the school year and provide 1:1 session.
- **Forest School:** We have established our forest school area and commenced forest school sessions in summer term of 2022/2022. We aim to provide forest school sessions to our Nursery and Reception children once a week throughout the year. We hope that forest school will facilitates children's ability to:
  - Problem solve
  - Be creative
  - Develop gross and fine motor skills
  - Develop their social skills to work as part of a team
  - Develop their communicational skills
  - Help them build a positive image of themselves by developing their self confidence and self-esteem
  - Help them develop the ability to focus and concentrate
  - Become independent learners
  - Develop a respect for nature and our outdoor environment
  - Develop an early understanding of sustainability and climate change.

## **SECTION 13 – Curriculum, Standards and Rationale**

### **School Motto**

#### **Our school motto is ‘In Pursuit of Excellence’**

We define this as each child reaching their full potential whilst with us and maximising their progress from their starting points, across the curriculum and in their moral, social, cultural and spiritual development

### **Curriculum Statement**

We are an inner city school and our children are from a diverse range of cultures and ethnic backgrounds, pupil premium and other socio economic factors mean that many of our children start school at well below age expected standards.

With this in mind we have organised our curriculum to meet the needs of the community we serve.

At Roman Road we have a curriculum which is strong in meeting the Basic Skills of Reading, Writing and Mathematics as our children start school significantly below average for their age. Reading is taught through phonics in Key Stage 1 and Guided Reading in Key Stage 2. English lessons are based around a high quality text and is book based. English lessons include reading, oracy, grammar and writing. Reading and oracy skills permeate through all curriculum areas.

Fluency in Basic Skills helps equip our children so that t when they leave KS2 they are happy, respectful, confident and resilient learners, ready to take their place in the wider world. 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.

We provide an inclusive curriculum, which meets the needs and ability of each individual child. We group children in Reading, Writing and Mathematics based on their needs as and their previous experiences.

Teaching is focussed on their educational needs to maximise their learning and progress. Our curriculum is taught and planned to ensure that children are supported and challenged by providing differentiation, small group work and Intervention for our SEN, EAL and G and T children. We address difficulties early in order to maximise learning.

We have a subject based curriculum which focusses on transferable skills and knowledge. We teach Science, ICT, History, Geography, Religious Education, Music, Art, DT, PE, RSHE and MFL (French in Key stage 2). Our curriculum is broad and balanced, yet also contains depth, with enrichment opportunities which our children might not otherwise have. Cross curricular links are made as appropriate and progression has been planned throughout the key stages.

### **Subject Concept Maps and Subject rationale**

All subject leaders have designed a 'concept maps' which places the subject at its core and then branches out to identify key skills, transferrable skills and cross curricular links. The Curriculum lead has written a subject rationale for each subject which explains what is taught and the reasons why.

### **Cross Curricular links - Rationale**

Our Cross Curriculum Map shows the links between different subjects and units of study. Our Cross Curriculum Map also includes many opportunities to learn about life skills, wellbeing, environmental issues, e-Safety, British Values, locality, current issues and good ethics SEE EXAMPLES BELOW

### **Examples of units that make links with key issues**

#### English

The year 4 unit 'The Varmints' make links with and opens debate of environmental issues. The year 6 unit 'Stories from other cultures' (The Librarian of Basra) makes links to diversity. The Y5 unit 'The Island' makes links with current issues ie immigration /refugees. It also opens debating opportunities. The year 3 unit 'The Roman' makes links with local history ie Roman Road. Black History Month which is celebrated yearly makes links with locality, diversity and current issues. Each year we have a different focus for Black History month. This year the focus was diversity. Each year group studied the impact and importance of an historical figure. We have also had art, science and music as the main focus or stimulus.

#### Science (environmental issues)

Science is taught with a large weighting on transferable skills and knowledge. Skills developed particularly feed into developmental literacy and numeracy skills (including graphs and data). We teach the progressive unit Evolution and Inheritance within the Science Curriculum. Our children learn about established formal religion and about the science of evolution. This allows for reflection and debate.

#### ICT

We have increased the amount of monitoring and assessment for ICT. Teachers are expected to save all work produced (where possible). Samples of work are used for the purpose of monitoring, CPD and next steps. In most classes ICT is taught by our IT Lead. This means in many classes it is taught by a specialist. ICT units allow for cross curricular links to English and Maths (such as tessellation). E-safety and related topics (behaviour on line, child protection, stranger danger) is taught the first week of every term across the school.

#### History and Geography

In history children study local maps to compare the past and present. This helps to identify differences and similarities. Children also learn about the impact of WWII on London. In Geography they study rivers and docklands. They learn about the relatively recent development of the Docklands in East London. In year 6 pupils learn about the development of the Olympic Village in Stratford for the 2012 Olympics and how this affected the environment, housing and social infrastructure. A year 5 geography unit looks at air and water pollution and looks at ways to resolve these environmental concerns.

### Religious Education

Our RE curriculum is representative of our community. It also teaches faiths that are not represented at school. SEALS assemblies explore religious and faith principles and concepts further. Our termly 'Religious Festival' assemblies, where parents are invited to watch their children have provided educational opportunities to our children and their wider families. They are pleasurable events and bring the community together in the most positive of ways. The assemblies promote equality and tolerance. Parental uptake has grown over the years, which demonstrates the impact of this initiative. Some Literacy units, assemblies, History, PSHE and RE allow children to learn about diversity and issues such as racism and bullying. This helps them understand at an early age that prejudice and hatred are not tolerated.

### Music

Music is an important part of our curriculum. We employ two music teachers. Years 3-5 receive weekly ukulele lessons and Year 6 weekly guitar lessons. All other year groups teach music within class.

### Modern Foreign Language

#### Modern Foreign Language

Year 4 have scheduled time of 15 minutes to learn basic phonetics and everyday vocabulary (oral) to prepare them for phrase / sentence work in Year 5. In Year 5, children begin to develop their understanding of semantics (oral). Year 6 uses the hour to build on what they have learnt in Year 4 and 5 to help them gain a better knowledge of the French language. By Year 6 children should have an understanding of how to pronounce certain words and the basic phrases of everyday life. In Year 6 they also start writing in French- vocabulary, Phrase work and sentences in order to prepare them for MFL in secondary school.

### PSHE

Year 3 study the unit Anti bullying of different groups. It tackles bullying and the equal right of all groups ie disability, SEN. 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). All staff have received recent training in this area. Year 2 study what it means to be part of a group and that everyone is special and unique. It teaches how to respond to being bullied. Year 4 unit teaches British Values notably about Democracy. A year 3 unit teaches about stranger danger.

### Sex and Relationship Education

We taught the new SRE Curriculum summer 2021 and summer 2022. We followed all required due processes including consultation with parents and the right to withdraw for Sex Education. The new SRE SOW and lessons were delivered by the DHT and SRE Lead this year. Pupils in their feedback confirmed that they enjoyed the lessons and particularly the opportunities to ask questions. Some parents took up their right to withdraw from Sex Education (but not from Relationship Education).

### Art and PE

Art and PE were subjects that were difficult to maintain during the lockdowns. To catch up we reopened our activities, before and after school clubs as soon as possible in September. They offer a wider range of sports activities. We also have a weekly art club for those interested in developing their artistic skills.

## **Environmental Projects**

### Planting Trees Project.

We have been given free trees from Woodland trust and we are planting them for the following reasons:

- We believe that planting trees enhances where we live, work and study.
- Trees create homes and food for the wildlife.
- Produce beautiful autumn colour for the children when studying seasons over time
- To provide children the thrills of planting their own trees and making a real difference to everyone and the environment.
- To fight climate change

### TFL STARS Gold award accreditation

We have been awarded a Gold award accreditation with TFL STARS for our excellent travel plan. This is an environmental award for encouraging children to walk to school. We have been inspiring children and adults to travel to school sustainably, actively, responsibly and safely by championing walking, scooting and cycling. We are supporting pupils, parents and staff health and wellbeing. We have worked hard to reduce congestion at the school gate which in turn has improved local road safety and air quality.

### School Farm

We have a small school farm with goats and chickens, that we are very proud of. We have invested in this as we feel this is an enrichment opportunity for our students. Children have the opportunity to see and interact with the animals daily and this may be an experience many of our pupils do not have often enough. Children ask how we feed and care for the animals which is an educational aspect. We are developing units in science to specifically linked to this facility. We are also developing specific links between the farm and Forest Schools teaching. The farm provides a wellbeing experience which is of particular relevance post COVID.

### Forest school

Forest school follows a child-led ethos in an outdoor setting. The aim is to allow the children to take small manageable risks in a safe environment. It promotes positive impacts on the children's physical, social, emotional and spiritual well-being. This approach develops the knowledge and understanding of nature, in order to develop a connection to it, and the environmental impact that we have. We aim to develop a sustainable approach by nurturing and developing our forest school area and maintaining the wildlife and habitats. The EYFS phase leader and Geography/History co-ordinator are currently training to become forest school leaders and will receive full qualification to lead forest school sessions by November 2022. We are also hoping to send our Nursery and Year 1 teacher on the course to become forest school leaders. This will mean that there will be a forest school leader in every phase allowing more sessions to make place across the school. Once we have our qualified forest school leader, we will create a coherent timetable that will allow the majority of children across the school to experience forest school sessions:

### Forest school in EYFS:

- To problem solve
- Be creative
- Develop gross and fine motor skills
- Develop their social skills to work as part of a team
- Develop their communicational skills
- Help them build a positive image of themselves by developing their self confidence and self-esteem
- Help them develop the ability to focus and concentrate
- Become independent learners

- Develop a respect for nature and our outdoor environment
- Develop an early understanding of sustainability and climate change.

### **Curriculum Changes and Next Steps for 2022-23**

#### **Maths**

White Rose have updated and modified their scheme of work. Many concepts are broken down further into smaller manageable steps so children find it easier to grasp and gives them more of an opportunity to gain a deeper understanding. Recap of previous learning is built in the new scheme meaning teachers can build on prior knowledge and identify if there are any gaps before progressing further. With this increased focus on planning a learning journey, children will have a greater chance of gaining mastery.

#### **Development of Writing across the Foundation Subjects**

To ensure consistency of writing across the Foundation Subjects. We at Roman Road expect children to be consistent with their writing and presentation across the Foundation Subjects as this shows real understanding of pupils' literacy skills. There will be an audit of writing and presentation skills to ensure the standard is consistent with English books. Opportunities for links to English genres will also be identified in order to ensure links can be made. Impact- children are confident writers across all subjects.

#### **Consolidation of beginning of topic questions and self evaluation.**

As part of teacher assessing prior knowledge and building upon it teachers are to complete an introduction to the topic with the class (or pupils can complete individually). The questions are : What do I know? What do I want to find out? And at the end of the topic What did I find out? This is to be introduced for RE and Art/DT. Impact - Teachers assess what the children already know and build upon it.

#### **Forest School**

Forest School was introduced with the intention of maximising the use of the school outdoor area, bringing children in touch with nature and the outdoors, enabling the children to take ownership of their outdoor learning and to compensate for not going on educational visits during the lockdown and pandemic. The Science Curriculum is completely following the National Curriculum with no omissions. When it was formulated the Science curriculum was completed in five terms for each year group. Therefore one of the Science units was a reinforcement or project of one of the other units. Therefore Forest School has replaced this unit as the benefits, outlined above, outweighed the previous curriculum. One

example in Year 3 was the additional unit of Dinosaurs. This unit has been amalgamated with the Science unit of Rocks and been replaced with Forest School ( which has a Rocks focus.) Children learn the names of different plants and animals as well as about their habitats. They learn life and survival skills eg how to work in a group, how to build a shelter, how to tie a knot.

### **To develop outdoor education.**

We want to develop outdoor education and better use of the farm so that all children benefit from experiential learning (VAK) in order to improve learning through real experiences which aid memory, spark ideas and make connections to life experiences. Inset is to be provided by Learning through Landscapes - the charity which provided some equipment for Forest School. Links will need to be made with the current curriculum. Impact- children are aware of their environment and develop an affinity with nature and the natural world.

### **RE**

We follow the Newham Agreed Syllabus which has been updated this September 2022. Inset has been given to Staff to enable them to teach what is required and to improve their teaching. Teachers need to assess in the first lesson eg What I know, what I want to find out? The RE curriculum is inclusive for everyone- those with a faith or those with no faith as everyone has influences on their life and children are encouraged to discuss where their influences come from and to justify their values and beliefs.

### **Music**

We have a new specialist Music teacher who teaches Recorder to Year 2, Ukulele to Year 3 and Year 4 and Guitar to Year 5 and 6. Specialist teaching in Year 2 is a new initiative. We now have whole class guitar lessons in Year 5 so that children learn guitar for two years. Next step is to develop a new assessment system for Music.

### **Geography**

Geography curriculum has been updated to make it more interactive and engaging for the children so that it is not just paper based eg instead of learning about the rainforest the children make a class model of the rainforest.

We have introduced map skills which progress from Year1 to Year 6 as previously the skills were very similar. These are based on the Geographical Association Map Skills for Progression. We have introduced a termly lesson with the theme of Explorers. This is so that the children gain an understanding of one theme across different periods of time and place.

### **History**

We have introduced a termly lesson with the theme of children. This is so that the children gain an understanding of one theme of how children have changed across different periods of time and place eg what was life like for children in the Stone age? What was life like for rich and poor children in the Victorian age? How is this similar or different to the life of children nowadays.

### **PSHE**

To continue with the implementation of the new Jigsaw scheme of learning with weekly lessons and to evaluate its effectiveness. This approach is inclusive and all pupils are able to access the learning at their individual level.

To run Forest Schools as an extended after school club service. Intake is 20 children for group 1 (Years 4, 5 & 6) and 20 children for group 2 (years 1, 2 & 3). The forest school after school programme is designed to enable the children to become more familiar with nature. We aim to nurture their understanding of their environment and to make them more aware of how we can aid in sustainability of our world.

### **To fully reinstate enrichment activities.**

Due to disruption in education because of the pandemic some educational activities were suspended and these are to resume eg educational visits including visiting places of worship and art galleries, festival assemblies and fundraising for different charities. We also wish to embed Forest School and write units of work for every year group. Impact - children have a rich learning experience which they can bring to their learning in class.

## SECTION 14 Review from OFSTED 2017

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

	2017 Greater Depth	2018 Greater Depth	2019 Greater Depth	2019 national	2020 in house data	2021 in house data	2022 In house data
Achieved Greater depth Reading	18%	41%	24%	31%	55%	85%	58%

### Commentary

- Despite school closures for COVID SATS reading GD was outstanding for summer 2020, 2021 and 2022. This shows that remote learning and additional support was effective and COVID did not have an impact of detrimental effect on our results.
- GD for reading 2020, 2021 and 2022 have been significantly above the last published National data (2019) which was 31%
- Greater Depth in reading has been consistently higher than the 18% achieved 2017 at last OFSTED Inspection (consistently three or four fold better)
- The average Greater Depth percentage for the last three years is 66%