



Round Hill Primary School
Participate, Excel, Be Proud!

Summer Term 2012

HEAD TEACHER REPORT

TO GOVERNING BODY

1st January 2012 - 13th April 2012

Autumn Term Report	(Apr - Sep)
Spring Term Report	(Sep - Jan)
Summer Term Report	(Jan - Apr)

CONTENTS PAGE

(Click on the link to jump to that Section)

INTRODUCTION

REPORT

- [Section 1](#) - PUPILS AND PERSONNEL
- [Section 2](#) - CURRICULUM AND STRATEGIC DEVELOPMENTS
- [Section 3](#) - FINANCE AND GENERAL PURPOSES
- [Section 4](#) - SCHOOL SELF-EVALUATION
- [Section 5](#) - SCHOOL IMPROVEMENT PARTNER REPORT

APPENDICES

- [Appendix 1](#) - Whole School Data (Apr 2012) and Historical Level of SEND
- [Appendix 2](#) - Overall Progress Made by SEN and Progress of FSM
- [Appendix 3](#) - EYFS Data Analysis
- [Appendix 4](#) - KS 1 Data
- [Appendix 5](#) - KS 2 Data
- [Appendix 6](#) - Devolved Formula Capital (DFC) Works Update
- [Appendix 7](#) - School Self-Evaluation Form (SEF)
- [Appendix 8](#) - List of Abbreviations

INTRODUCTION (TOP)

Autumn Term 2011

This report is a culmination of the work that has taken place in school over the Summer Term 2011 (16th Apr 2011 - 1st Sep 2011). The text box at the top of the report explains the report dates and this will now appear on each report: Autumn Term Report (Apr - Sep); Spring Term Report (Sep - Jan); Summer Term Report (Jan - Apr).

Spring Term 2012

This report is a culmination of the work that has taken place in school over the Autumn Term 2012 (2nd Sep 2011 - Jan 1st 2012). The text box at the top of the report explains the report dates:

Autumn Term Report (Apr - Sep); Spring Term Report (Sep - Jan); Summer Term Report (Jan - Apr).

You will notice that, after requests from Governors for further improvements to the Head Teacher Report, the sections from the previous term have been left in and greyed out. This will allow governors to see the connections over the course of the year. There are also additional sections on performance management, staff training and governor visits.

Five Stars have been awarded to Round Hill's Kitchen Staff - Round Hill kitchen staff who received the maximum number of stars possible in a recent kitchen inspection conducted by Broxtowe's food hygiene team. This is for the second year in a row and demonstrates the continued effort and thought that is put into the preparation of the highest quality school dinners.

Over the Christmas break we assimilated data to a new tracking system, made possible due to the upgrading of office computers. We are already seeing the benefits of the new system:

- 1) Faster data analysis
- 2) Easier identification of pupil groups
- 3) Staff can access securely from their computers

The system will allow for further enhancements to pupil target setting and reporting to parents in the coming year.

Summer Term 2012

This report is a culmination of the work that has taken place in school over the Spring Term 2012. (Jan 1st 2012 - 13th Apr 2012). The text box at the top of the report explains the report dates:

Autumn Term Report (Apr - Sep); Spring Term Report (Sep - Jan); Summer Term Report (Jan - Apr).

Once again the sections from the previous term have been left in and greyed out.

REPORT

SECTION 1 - PUPILS AND PERSONNEL (P&P) (TOP)

A Summary of Committee Business

Autumn Term 2011

The minutes of the P&P meeting on the 7th Jul 2011 reflect the fact that we discussed these main issues:

- The Physical Intervention Policy was discussed and approved
- The Equality Act 2010 was discussed
- The staffing compliment was reviewed and resignation letters were looked at
- It was agreed to conduct Exit Interviews as a standard practice in the future and to include the current leavers before the end of the Summer Term. It was also agreed to do an Exit Interview when Governors leave the FGB
- It was agreed to conduct a staff questionnaire (the same one as used in OFSTED Apr 2010) in the Autumn Term
- Governors were invited to leavers assembly
- AN was asked to investigate the Investors in People award (IIP)
- Link Governors would be asked to sign up to a subject area
- A questionnaire was being sent to the current Year 6 Parents before they left
- A list of staff training was requested

Spring Term 2012

The minutes of the P&P meeting on the 13th October 2011 reflect the fact that we discussed these main issues:

- The Chair was reappointed (JM) and vice Chair was reappointed (GH)
- The data from the staff exit surveys was discussed (Summer Term 2011)
- The data from the 'Annual Staff Questionnaire' was discussed
- It was agreed not to pursue the IIP award at this present time
- The prospectus was approved subject to date changes
- We agreed to look at the model Equality Policy and bring back to the next meeting
- We agreed to approve the changes to the Homework Policy
- We agreed to put items in School Newsletters related to faith groups in a 'Community News Section'
- A list of training events was discussed
- Governors were invited to staff training events

Summer Term 2012

The minutes of the P&P meeting on the 21st Feb 2012 reflect the fact that we discussed these main issues:

- A working party was set up to organise the process of appointing two community governors
- A discussion was held related to the staffing compliment for next year
- It was noted that the Complaints Policy was still work in progress and would be completed soon and taken to the FGB
- Work was still in progress on the schools response to the Equality Act
- A discussion took place about pupil behaviour and the actions that are being taken to make further improvements

1.1 Attendance (TOP)

1.1.1 Attendance Targets

Attendance Targets	2009/10		2010/11		Target 2011/12
	Target	Actual	Target	Actual	

Combined Authorised/ Unauthorised Absence	4.0%	3.1%	3.8%	3.5%	3.2% (was 3.5%)
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1.1.2 Termly Attendance Data

	Autumn 2009	Spring 2010	Summer 2010	Autumn 2010	Spring 2011	Summer 2011	Autumn 2011	Spring 2012
Authorised Absences	2.7%	2.9%	3.6%	4.9%	2.5%	2.5%	2.5%	2.4%
Unauthorised Absences	0.4%	0.3%	0.1%	0.2%	0.1%	0.2%	0.2%	0.1%

1.2 Exclusions (TOP)

<p>Autumn Term 2011</p> <p>There were no exclusions during this period.</p>
<p>Spring Term 2012</p> <p>One child received a 'fixed-term exclusion' during this term.</p>
<p>Summer Term 2012</p> <p>One child received a 'fixed-term exclusion' during this term.</p>

1.3 Racial Incidents (TOP)

<p>Autumn Term 2011</p> <p>There were no reported racist incidents in the Log Book this term.</p>
<p>Spring Term 2012</p> <p>There were no reported racist incidents in the Log Book this term.</p>
<p>Spring Term 2012</p> <p>There were no reported racist incidents in the Log Book this term.</p>

1.4 Staffing (TOP)

<p>Autumn Term 2011</p> <p>Since the last report the main staffing issues have been: Mr Hammond and Mrs Annison retired at the end of the summer term and Miss Winfield left to take a teaching post in Madrid. Miss Fletcher is on secondment until Sep 2012.</p> <p>The new staff has made a great start. As Deputy Head, Miss Hewitt has made a start at leading teaching and learning in school. Miss Amy Hind and Mr Sam Norris both join us on one-year fixed-term contracts. Miss Wilkinson is the new leader in our foundation unit. The intention is to review staffing arrangements as we receive budgets for next year.</p>
<p>Spring Term 2012</p>

Since the last report the main staffing related points to note have been:

- Amy Hind finished her NQT year in October 2011 and Sam Norris passed the first stage of his NQT year
- Rob Perkins finished his 'Leadership Pathways' course
- Nancy Lee has become an accredited coach for 'Achievement For All'
- Karen Rainford qualified as a Reading Recovery teacher

You may remember from the recent OFSTED training that the new OFSTED Framework will look at teaching 'over time'. To ensure we are doing our very best to ensure teaching and learning is given top priority in school, staff will receive the New OFSTED Framework training in Jan 2012; as part of an on-going programme of self-evaluation, the monitoring of teaching and learning will be in three forms:

(Please note that Performance Management is separate to the above and more details of this process can be found in section 1.5).

Regular monitoring of teaching and learning (notice given to staff)

The head and deputy together observed 13 lessons during this term: 3 (23%) were graded 'Outstanding', 8 (61.5%) were graded 'Good' and 2 (15.5%) were graded 'Satisfactory'. Those staff that had lessons graded as 'Good and Satisfactory' are being given support in the form of additional CPD opportunities. (Observations in Year 2 were postponed until Jan 2012 as the classes are being taught by 4th Year BEd students until Christmas) All monitoring work is collated, made anonymous and presented to staff for discussion.

A series of 10-15 minute 'drop ins' (no notice given to staff)

10 'drop ins' took place during this term. Although no formal grades were given, staff were given personal feedback on the quality of teaching and learning and the progress being made by groups of children.

Subject Leaders monitoring (notice given to staff)

This is still in the developmental stages and I will have more to report in the Summer Term. From Sep 2011, as curriculum leaders, staff are expected to monitor their subject area and give feedback to other staff about the progress being made.

Spring Term 2012

Since the last report the main staffing related points to note have been:

- I am pleased to report that after a successful induction period Gina Bore passed her NQT year with flying colours
- Amy Hind and Gina Bore have been appointed to school on permanent contracts (they are currently on Fixed Term Contracts pending staff reorganisations)
- Alison Lawrence was taken poorly and had a spell in hospital. She is currently recovering at home but remains off work for the foreseeable future
- Similarly Rick Johnson remains off work sick since Jan 2012. We are budgeted for an LA relief Site Manager who is picking up the majority of the work that Rick did
- You may have read in Newsletters that Rachel Bower had her baby this term and is hoping to return in Sep 2012
- I am still waiting to hear if Zoë Fletcher will return. I have been in regular contact with her, but she has until half-term to hand in her notice
- We have been required by the LA to have an additional number of children admitted to our school Foundation Unit as from Sep 2012. The year group will be 69 pupils instead of our Pupil Admission Number (PAN) of 60. This will attract additional funding and it means we will have 3 EYFS classes next year. There are a few accommodation issues we need to resolve, but we expect to do this over the next few months
- I will now be able to appoint one teacher on a Permanent Contract and one teacher on a Fixed Term Contract from the three staff currently on Fixed Term Contracts

1.5 Performance Management (TOP)

Autumn Term 2011

The Performance Management cycle will finish shortly and new targets will be set. Each member of staff has 3 targets and each senior leader has an additional target. There is a whole school focus on each cohort of children making the required minimum of 2 fine grades of progress and then accelerated progress for Year 6 children in writing of 3 fine grades. The other target is related to the use of FRONTER, our new learning platform.

Spring Term 2012

The Performance Management (PM) Cycle from 2010/11 was completed during this term. I am pleased to report that all members of staff completed their PM. (Some targets were carried forward to the next cycle).

The Performance Management Cycle for 2011/12 has been set for all teaching staff. After a little tweak from the above information, each member of staff has 3 targets:

Please note: All children must make the required minimum of 2 fine grades of progress in Reading, Writing and Maths:

- 1) Attainment for the 20% most vulnerable, 6 children in each class (not SEND cognitive learners) will make 5 average points of progress (across the group) in writing this year
- 2) To ensure that as a Middle/ Curriculum Leader teachers are contributing to school improvement
- 3) A personal target

Spring Term 2012

I have had my mid-term PM review with governors and teaching staff have all had a mid-term review of their PM targets and these have been fed back to the SLT.

Major changes are planned to the PM of teachers as from Sep 2012 and we await guidance from the LA in writing a new policy, however four SLT members have been on training in order to prepare for the new arrangements.

1.5.1 Training (TOP)

Spring Term 2012

Various staff training events have taken place this term. All staff receive an hour of training each week in our weekly staff training event. Some of the topics covered this year so far have been: Child Protection, Safeguarding, Improving Maths Teaching, Neurological Effects of Abuse on the Brain and Reading Recovery. The disaggregated Inset Days have been used to engage with the family of schools for bespoke training. The range of courses is very varied, allowing staff to select the training most appropriate to their needs. Some examples of courses chosen by our staff have been; Planning Educational Visits, How to Teach an Outstanding Lesson, Understanding Emotional Reactions, Engaging Starters, Sharing Good Practise in Maths and Behaviour in the Learning Classroom. In addition, in-house ICT training has taken place to develop a skills based ICT curriculum and ensure that all staff feel confident about using Interactive whiteboards and school software. In addition to the above, staff have had the opportunity to attend meetings with the SLT for further guidance on curriculum leadership.

Spring Term 2012

Staff training has continued this Spring Term covering topics such as teaching phonics, maths, gifted and talented and taking a fresh look at behaviour led by our teachers on the Middle Leaders Development Program.

As part of our role in delivering CPD for the family of schools we have offered four different twilight training events for the Academic Year 2012-2013. These include; Raising Attainment through Parental Involvement, Supporting Dyslexic Pupils in the Classroom, Successful Maths Coordination and PSHE.

Although the timetable for the twilight sessions is still under development and awaiting offers of CPD from other schools, the program is already looking varied and able to meet many of our staff's training needs.

1.6 Special Educational Needs (SEN) (TOP)

Autumn Term 2011

This next section highlights the progress made by our SEN children and their provision. There is a significant amount of data being used to evaluate, track and identify areas of strength and weakness. Below is just some of the work that is taking place.

Spring Term 2012

Our aspiration is for children with SEND to make a minimum of 4 points of progress per academic year. Some children with SEND are expected to make more progress than this in line with our aspiration to accelerate their learning more quickly.

We currently have more than 20 intervention programmes running in order to achieve these aims and improve the life chances of these children.

Children who have not made progress this term are the subject of close scrutiny between the class teachers and the SENCO. We are working together to further personalise Quality First Teaching, form learning alliances with parents and carers so learning can be supported more fully at home, and offer more intensive interventions to support these children in their learning and to assist progress.

We are pleased to report that in November our successes and the developments we have made in supporting children with SEND to achieve improved outcomes were acknowledged by the awarding of The Achievement for All Quality Mark. For more information about this prestigious award please see www.afa3as.org.uk

Spring Term 2012

Analysis of progress data shows some excellent progress and is discussed briefly in 1.6.2. Parental engagement with the learning of children with SEND continues to develop through the extensive provision of 'Structured Conversations'. This term saw 60 'Structured Conversations' take place. These conversations replace the traditional style parent's meeting. They are longer and more in depth and are aimed at being more collaborative and solution focused. The feedback from parents about this provision has been excellent.

1.6.1 Level of Special Educational Needs (TOP)

Autumn Term 2011

The level of SEN remains consistent at 15%. Nationally this was 20% in 2010.

Spring Term 2012

The level of SEN has risen slightly to 16.2% from 15% last term. Nationally SEN was 20% in 2010.

Spring Term 2012

The level of SEN remains the same as in the Autumn Term at 16.2%, however we have had a few children join us this term who may be in need of support and they are currently being assessed.

(See [Appendix 1](#) for more detail)

1.6.2 SEN Progress and Analysis ([TOP](#))

Autumn Term 2011

The attached Tables in Appendix 2 give a more detailed breakdown of the progress. The first Table shows the percentage of pupils with SEN making 2 levels of progress KS1-KS2 in 2010 and 2011. Some significant gains have been made.

The second Table shows the percentage of SEN pupils attaining combined Level 4 in English and Maths 2009, 2010 and 2011. Some significant gains have been made.

The data in Appendix 3 shows in detail SEND progress from Sep 2010 to Jul 2011. It tells us that:

Children with SEND have made greater progress since we joined the AfA project in most Year groups but Year 3 (now Year 4) are the SEND cohort most vulnerable to underachievement.

More children with SEND at School Action make 2 or more sub-levels of progress per year than formerly. This impact is visible throughout school but is most marked in Year 5.

Progress in Year 6 for SEND children slowed down after accelerated progress in Year 5.

Children with SEND are no longer remaining static in terms of measurable progress throughout a year.

In Sep 2010 the first cohort of Year 1 children with SEND entered the project. When comparing their outcomes with the Year 1 leavers in 2010 there are substantial gains.

Spring Term 2012

See 1.6 above.

Summer Term 2012

[Appendix 2](#) shows the average APS and average APS progress from Sep 2011-Mar 2012 for children at Round Hill with SEND. An analysis of the data shows some excellent progress in Years 1 and 6, with average APS gains of up to 4.8, good progress in Year 2. The national expectation is that children with SEND should make 3 APS per year to achieve average progress so it is excellent to see children exceeding that already with a term still to go. The progress of some SEND children is below average expectation and further analysis of this has been made. A relentless effort continues to be made to address this through a variety of means, which can be clearly evidenced.

1.6.3 SEND Interventions (TOP)

Autumn Term 2011

An increasingly wide range of interventions continue to be offered to all children on the SEND Register and a large number of children at risk of underachievement who are not identified as having a special need. These interventions are aimed at meeting the following needs; Cognition and Learning, Communication and Interaction, Behavioural, Emotional and Social Development and Physical and Sensory Needs.

Progress of SEND children is now rigorously monitored and tracked and used to plan additional provision. This Autumn our particular focus is on the delivery of the Switch On programme, an intervention to raise reading outcomes across the school.

Throughout the course of the year we will be working towards the Dyslexia Mark and our provision for Dyslexic learners has already been reviewed and improved.

Spring Term 2012

See 1.6 above.

Summer Term 2012

See 1.6 above

This term has seen the introduction of a new Maths intervention, 1st Class @ Number. One teacher and one teaching assistant have been trained in the delivery and management of this programme. It is aimed at children in Year 2 who are working significantly below age related expectations in maths. It is pleasing to note that SEND progress in maths in Year 2 is better this year.

1.6.4 Achievement for All (AfA) (TOP)

Autumn Term 2011

Achievement for All will continue to be used as a vehicle for School Improvement, focusing now on the 20% of vulnerable, special educational needs and disabled learners. Round Hill has signed up for the national roll out of the AfA programme and we will be working towards the Quality Mark.

The AfA project leader at school is now working with other schools as an Achievement Coach for the AfA (3A's) company.

Spring Term 2012

See 1.6 above.

Summer Term 2012

See 1.6 above.

The AfA Quality Mark was awarded to Round Hill in November 2011. The framework continues to offer a very effective vehicle for school improvement in provision for children with SEND.

1.6.5 Looked after Children (LAC) (TOP)

Autumn Term 2011

There are 2 Looked After Children (LAC) and 4 former LAC in school. A programme of support continues to be offered to them and their parents by the Designated Teacher and Parent Support Partners. Their academic progress continues to be closely monitored. Two former LAC have been part of Every Child a Reader (ECaR) and AfA and one LAC is currently on the ECaR programme.

Spring Term 2012

There are now 5 former LAC and 1 LAC in school. All the children are making pleasing academic and social progress and are supported by a number of interventions. We are now pleased to be offering a lunchtime club each day aimed specifically at offering support and structure to children with attachment difficulties who find unstructured time most challenging. Our provision for children with attachment difficulties was recently commended by Social Care at a whole school training event on this area of need.

Summer Term 2012

There are now no LAC children in school, however we continue to offer additional support to newly adopted children and their parents of whom there are now 8 in school following 2 new admissions. Statutory training has been undertaken this term by the Designated Teacher for LAC.

1.6.6 SEND and LAC Training (TOP)

Autumn Term 2011

A rolling programme of training continues to be offered. Reading Recovery training has already been delivered by our ECaR teacher to TAs and the SENCO. The Autumn Term will see specific SEND training in lifting and handling, the neurological impact of abuse on learning and physical intervention. A full days INSET in June will equip all staff with techniques in Managing Actual and Potential Aggression (MAPA) training.

Spring Term 2012

Last term's training provision has already had a positive impact on our practice at school. Increased understanding has enabled us to work more effectively with children with attachment difficulties and their parents and the feedback we have received from them has been very positive.

This term will see more training for teachers and teaching assistants in working with children with Dyslexia and those with Down Syndrome.

Summer Term 2012

Positive impacts on practice can be quantified from training attended last term. Our skill set was further enhanced by training in Anaphylaxis and the use of an EpiPen.

1.6.7 Extended Services (TOP)

Autumn Term 2011

Last Year saw a number of exciting developments, which enhanced parental engagement as part of our Extended Services Agenda. These included a Parent Literacy Class for 15 weeks, A Parent Computer Club, A Parent First Aid course, Drop In sessions with the school nurse and a coffee morning for LAC parents.

This Autumn we are hoping to offer a Positive Parenting course, A Seasonal Event and further support to the parents of vulnerable children.

Spring Term 2012

This term we are pleased to be offering a new after school club in cookery, facilitated by Whisk Kids. The opportunity to take part in this club is being offered specifically to children in receipt of free school meals in order to improve our provision for this vulnerable group.

Summer Term 2012

Provision for children in receipt of free school meals continued with the extension of the Whisk Kids Cookery Club, which has now offered provision to 12 children very successfully. This provision will continue throughout the Summer Term. More targeted provision has been developed, this time in the form of a Music Club for children with SEND. A very successful Easter event was offered by our Parent Support Workers who also facilitated a coffee morning for adoptive parents.

1.7 Foundation Stage Report [\(TOP\)](#)

Autumn Term 2011

Annie Wilkinson has joined the staff team as Foundation Leader and made a positive impact already. Over the first few weeks I will work with Annie to look at the data from 2010-11 and this will be formulated into an action plan. At the time of going to press this information was not ready, but will be presented at the next relevant sub-committee.

Spring Term 2012

It's all change in Foundation! September 2011 brought together a new team of staff in addition to a County directive for a single point of entry for all F2 children. With so many changes it seemed an ideal opportunity to look at how things worked in the unit and implement some new ways of working to address some of the issues.

The first half-term was designated for allowing the children to settle into full-time education and setting the ethos of how things will run this year. There is a very strong emphasis on developing independence, both in action and thought. We have been really pleased with how the children have responded to this and we feel confident that they are now ready to take on a little more structure and direction. This is not to say that the children haven't been learning or indeed that we haven't been teaching core skills in Literacy and Numeracy.

We have completed assessments of each child in three key areas: Communication Language and Literacy, Problem Solving and Reasoning about Numbers and Personal, Social and Emotional Development to find out their level of attainment at the point of entry. This has given us a clear overview of the needs of all the children in this cohort, enabling us to now plan specific learning opportunities for different groups to move them on to the next steps in achievement.

Our 'Meet the Teacher' event for parents was very well attended and our 'Literacy Workshop' was equally supported. Feedback from both of these events has been extremely positive. The induction process and staggered entry system that was set in place for this year threw up some challenges for staff, children and parents. We sought parent's views on a number of matters regarding this process in the form of a questionnaire. The response was quite positive with 22% replies. Comments were encouraging and ideas for moving forwards in the future were very constructive. We have already been able to act on some of these suggestions.

We have held three successful open mornings for prospective Statutory Aged Children (F2) parents who are about to make applications for starting school in Sep 2012. Again the feedback has been warm and positive. Applications for pre-school (F1) places from Jan 2012 were strong and we are running a morning session with thirteen children. We are hopeful that applications for places from Apr will enable us to run an afternoon session too.

The RHA have generously given us £500 to spend on extending our provision in our outdoor learning environment. We have been able to purchase a range of toys to engage our active boy-heavy cohort. See Appendix 3 for data analysis.

Summer Term 2012

The children settled back at school very quickly after the Christmas holidays. We were delighted to welcome our 13 pre-school (F1) children who began attending school daily for three hours in the mornings.

Bev Shipley, who was appointed as the key worker for the F1 children, has made a real impact on the provision we are offering for these children. Parent-teacher consultations for the F1 children were very well received with 100% attendance, and extremely positive and complimentary feedback about the structure of the sessions and the progress the children were making. The children have responded well to more structure to their learning and approach any given task with confidence and enthusiasm. They are beginning to apply some of their skills independently. Good progress has been made in PSRN as a result of developing language and social skills in Term 1.

Feedback from F2 consultations was very positive about children's happiness, confidence and progress. We ran a half-term intervention program for our most needy EAL children with some positive results. Five F2 children (boys) have been identified as higher achievers in PSRN. They have been given access to *Mathletics* to provide further support for their learning at home. We are forging ahead in phonics, for F1 & F2 groups, in anticipation of the reading test required of these children at the end of Year 1.

1.8 Pupil Progress in KS1 (TOP)

Autumn Term 2011

At the start of this term the Local Authority publishes a Nottinghamshire Performance Handbook. This is a compilation of the data that school submitted in Jul 2011. The following analysis has been carried out by Karen Rainford.

KS1 results at the end of 2010-2011 have shown an upward trend. Outcomes in all subjects were higher than the Nottinghamshire average (no national comparisons yet). Percentages at Level2+ and at Level3 were higher than the Nottinghamshire average. Girls outperformed boys in every subject, however all percentages for boys as well as girls were higher than the five year average.

Spring Term 2012

Year 1 Progress since Sep 2011

Year 1 has 58 children, 24 boys and 34 girls. Progress in Year 1 in the Autumn Term has been good, particularly in Maths.

(Some of the children who appear to have made no progress is due to the amalgamation of Foundation Stage Profile (FSP) levels in the new Pupil Tracker system)

In reading 45 children (77%) have made at least 1 APS progress with 10 children (17%) having made 3 or more APS.

In writing 51 children (88%) have made at least 1 APS progress with 19 children (33%) having made 3 or more APS.

In maths 56 children (97%) have made at least 1 APS progress with 16 children (28%) having made 3 or more APS.

Year 2 Progress since Sep 2011

Year 2 has 58 children, 29 boys and 29 girls. Progress in Year 2 in the Autumn Term has been very good. In reading 57 children (98%) have made at least 1 APS progress with 14 children (24%) having made 3 or more APS.

In writing 55 children (95%) have made at least 1 APS progress with 8 children (14%) having made 3 or more APS.

In maths 57 children (98%) have made at least 1 APS progress.

In KS1 the progress of boys and girls is similar.

Summer Term 2012

Year 1

Reading: 47 out of 57 children (82.5%) are on track to meet age related expectations.

Writing: 44 out of 57 children (77.2%) are on track to meet ARE.

Maths: 45 out of 57 children (79%) are on track to meet ARE.

These are conservative estimates and all staff in Year 1 are working hard with targeted children to exceed these expectations.

We are also working towards the new phonics screening for Year 1 children in Jun 2012.

Year 2

Reading: 51 out of 58 children (88%) are on track to meet ARE.

Writing: 48 out of 58 children (82.8%) are on track to meet ARE.

Maths: 53 out of 58 children (91.4%) are on track to meet ARE.

1.8.1 KS1 Vulnerable Groups [\(TOP\)](#)

Autumn Term 2011

Black and Ethnic Minority (BEM)

9 children were identified as BEM. Their performance in Maths and Science was similar to that of white British groups. Their performance in Writing was slightly below the other group (3% below), Reading and Speaking and Listening was significantly below (8%+).

Free School Meals (FSM)

9 children identified as FSM. Their performance in Maths and Science was slightly below the non-FSM children. Performance in Speaking and Listening, Reading and Writing was further below, however this did only relate to 2 children.

SEND

6 boys and 1 girl were identified as having SEND. These children performed better in Reading, Maths and Science than in Writing and Speaking and Listening.

All children from our vulnerable groups, who have been underperforming, have been identified and a series of interventions have been put in place beginning with 'Switch-On' (a reading intervention).

Spring Term 2012

See 1.9.1

Summer Term 2012

See 1.9.1

1.8.2 KS1 Strengths (TOP)

Autumn Term 2011

Results in all subjects had improved from last year and were higher than our five-year average.

Spring Term 2012

See 1.8

Summer Term 2012

See 1.8

1.8.3 Year 2 Predictions (TOP)

Autumn Term 2011

Our current Year 2 are predicted to achieve the following end of KS1 results, assuming every child makes 2 fine grades of progress over the year.

	Reading	Writing	Maths
% predicted to be at L2+	82%	73%	87%
% predicted to be at L3	18%	15%	25%

However experience has shown that many children make 3 fine grades of progress, which would mean that our results are very likely to be exceeded. Interventions are in place to support our vulnerable groups, including ECaR and extra support for our BME children. Teachers are aware of children who receive FSM and their progress is closely monitored.

Spring Term 2012

Based on progress so far in Year 2, current predictions for the end of the year are as follows:

	Reading	Writing	Maths
% predicted to be at L2+	88%	88%	90%
% predicted to be at L3	12%	13%	21%

We are confident that more children will progress through the year to give us a greater proportion at Level 3.

Summer Term 2012

Current predictions for the end of KS1 are as follows:

	Reading	National	Writing	National	Maths	National
% predicted to be at L2+	88.0%	85.0%	83.0%	81.0%	91.4%	90.0%
% predicted to be at L3	25.0%	26.0%	15.5%	13.0%	27.0%	20.0%

1.8.4 KS1 Areas for Improvement (TOP)

Autumn Term 2011

Girls continue to outperform boys across all subjects. The engagement and progress of boys continues to be a challenge despite improvements in this area. INSET in October will focus on this area.

Writing results have increased, however they are still behind those of Reading and Maths. Pupil progress meetings, which focus on progress in all areas of the curriculum, will make Writing a priority.

Vulnerable groups continue to need careful monitoring.

Spring Term 2012

- We are working hard to support the progress of our vulnerable groups, with regular discussions about their progress.
- Writing is a whole school focus for Performance Management.
- Staff are attending training on supporting our least able at Maths.

Summer Term 2012

We continue to work hard as a team to bring our writing results in line with other areas of the curriculum.

1.9 Pupil Progress in KS2 (TOP)

Autumn Term 2011

At the start of this term the Local Authority publishes a Nottinghamshire Performance Handbook. This is a compilation of the data that school submitted in Jul 2011. The following analysis has been carried out by Rob Perkins.

The table below is a summary of the KS2 Results 2011 (see last Head Teacher Report to Governors).

The percentage of pupils making 2+ levels progress between Key Stage 1 and Key Stage 2 are as follows: English 93% (54 / 58 children - The individual children who did not make the 2+ levels have been part of a study e.g., looked for common factors / periods of absence etc...).

Maths 86% (50 / 58 children - The individual children who did not make the 2+ levels have been part of a study e.g., looked for common factors / periods of absence etc...).

Spring Term 2012

Progress in Years 3 and 4 in APS since Sep 2011

It is expected that all pupils at Round Hill will make 4 APS per year.

In Year 3 most pupils (56% Reading, 44% in Writing, and 49% in Maths) have made 2 APS since Sep 2011 in all subjects.

In Year 4 most pupils (68%) have made 2 APS in reading since Sep, however in Writing and Maths most pupils have only made 1 APS (34% Writing, 59% Maths) (See Appendix 6) and therefore they are being given targeted support with Jo Hewitt leading this initiative.

Progress in Years 5 and 6 in APS Autumn Term 2011

It is expected that all pupils at Round Hill will make 4 APS per year.

In the Autumn Term 88% of the Year 5 children have made at least 1 APS point progress in Reading with 41% making 2 or more APS points.

74 % of the Year 6 children made at least 1 APS point in Writing, with 31% making 2 or more APS points. In Maths 81% of the children made at least 1 APS point, with 28% of the children making 2 or more APS points.

The girls made significantly more progress in all subjects compared to boys.

In the Autumn Term 98% of the Year 6 children have made at least 1 APS point progress in Reading with 57% making 2 or more APS points.

100 % of the Year 6 children made at least 1 APS point in Writing, with 82% making 2 or more APS points. In Maths 98% of the children made at least 1 APS point, with 82% of the children making 2 or more APS points.

There was no significant difference between the progress of boys and girls in Reading, Writing or Maths. Only one child made no progress in Reading and Maths and all children made progress in Writing.

Summer Term 2012

Progress in Years 3 and 4 in APS since Sep 2011

It is expected that all pupils at Round Hill will make 4 APS per year.

In Year 3, 61% of children have made 3 APS so far in Reading, 36% have made 3 APS in Writing and 54% have made 3 APS in Maths.

In Year 4, 59% of children have made 3 APS so far in Reading, 33% have made 3 APS in Writing and 21% have made 3 APS in Maths. Year 4 continue to receive targeted support from Jo Hewitt in Maths.

Progress in Years 5 and 6 in APS since Sep 2011

In Year 5 (59 children), children have made an average 2.7 APS so far in Writing, with 56% making 3+ APS so far. Only 3 children are not on track to achieve the required progress.

Children have made an average 2.6 APS so far in Reading, with 58% making 3+ APS so far. Only 5 children are not on track to achieve the required progress.

Children have made an average 2.4 APS so far in Numeracy, with 46% making 3+ APS so far. Only 4 children are not on track to achieve the required progress.

In Year 6 (55 children), children have made an average 3.1 APS so far in Writing, with 85% making 3+ APS so far. Only 1 child is not on track to achieve the required progress.

Children have made an average 2.4 APS so far in Reading, with 45% making 3+ APS so far. 8 children are not on track to achieve the required progress.

Children have made an average 3.3 APS so far in Numeracy, with 78% making 3+ APS so far. Only 2 children are not on track to achieve the required progress.

1.9.1 KS2 Vulnerable Pupil Groups (TOP)

Autumn Term 2011

8.6% (5) of the pupils in the cohort are eligible for free school meals (FSM). Of these 40% (2 pupils) achieved a level 4+ in both English and Maths compared to 81.1% of pupils who are not eligible for FSM. The FSM gap for Round Hill Primary is 41.1%. This is higher than Nottinghamshire's FSM gap.

19% (11) of the pupils in the cohort have a Special Educational Needs and Disabilities (SEND). Of these 27.3% (3 pupils) achieved a level 4+ in both English and Maths compared to 89.4% of pupils with no SEND. The SEND gap for Round Hill is 62.1%. This is higher than Nottinghamshire's SEND gap.

8.6% (5) of the pupils in the cohort are eligible for free school meals or are children who are looked after (FSM & LAC). Of these, 40% (2 pupils) achieved a level 4+ in both English and Maths compared to 81.1% of pupils who are not eligible for FSM & LAC. The FSM & LAC gap for Round Hill is 41.1%. This is higher than Nottinghamshire's FSM & LAC gap.

Spring Term 2012

Vulnerable learners are children who are in danger of not achieving Age Related Expectation (ARE). At Round Hill we have identified all vulnerable learners. Teachers have selected 6 children, roughly 20%, of the most vulnerable learners in their class and these children are being given targeted support to ensure the gap between their current attainment and ARE is narrowed. The other children are given other interventions.

Summer Term 2012

Vulnerable, non-SEN pupils APS since Sep 2011 (total 70).

In Reading 50% of children have made 3 or more points progress so far. In Writing 61% have made 3 or more points progress so far. In Maths 54% have made 3 or more points progress so far.

Targetted support for the vulnerable learners has led to some children making up to 7 APS since Sep 2011. (See [Appendix 1](#) for more detail)

1.9.3 KS2 Key Strengths:

Autumn Term 2011

Results show a significant improvement in the area of Writing, which has been a whole school priority for the last two years. Both girls, and particularly boys, attainment in Writing has increased and is well above local and national averages.

Reading and English attainment overall were also above local and national averages for both boys and girls. Boys level 4+ & 5+ were above local and national levels in Numeracy.

Performance of FSM and SEND children, despite still being below national averages, improved upon 2010 data.

The performance of the BME group was significantly above local and national levels in Literacy.

Spring Term 2012

The progress made by children in Year 3 in reading and maths is pleasing and the progress being made by children in all subjects is very good.

Numeracy progress in Years 3, 4 and 6 is up on the previous year - this is due to a lot more focus and support being placed on Numeracy - 1:2:1 tuition, Mathletics, staff training etc...

Summer Term 2012

The progress made in Year 3 particularly in reading and Maths is pleasing.

The progress made in Reading in Year 4 is pleasing.

The progress made in all subjects by both Year 5 and 6 is extremely positive, particularly in Writing where both cohorts have made accelerated progress. This reflects well on the extra training, time and energy that have been put into developing the teaching of writing across the school over the last couple of years, notably the 'Let's Write' initiative.

After a slightly disappointing set of results for last year's Year 6 in Numeracy, a real focus has been placed on supporting children (particularly those making slow progress through KS2) with targeted 1-2-1 support, an additional Maths tutor in class, extra after-school workshops and focused streaming during the Spring Term, the results of these show that, this year, the children in Year 6 are making accelerated progress in Maths.

The progress made by FSM children in both Years 5 & 6 is also a real positive. The SEN children in Year 6 have also made some very good progress so far this year.

1.9.4 KS2 Areas for Improvement: [\(TOP\)](#)

Autumn Term 2011

Numeracy results are still broadly in line with national figures, but were below the LA and have dipped 5% from 2010 results. This dip has been analysed and actions incorporated into the Numeracy development plan for 2011-12.

While the performance of boys was vastly improved on previous years, the performance of girls (particularly in Numeracy) dipped - the ongoing curriculum review / Numeracy development plans are currently tackling this issue.

The FSM and SEND groups were still underperforming compared to the national picture for these vulnerable groups - this requires further analysis and development across the school.

Spring Term 2012

The progress in writing for children in Years 3, 4 and 5 needs to be addressed through upcoming pupil progress meetings - these children will be given targeted support in literacy and additional interventions will be put in place where appropriate.

Further moderation of writing levels will take place to help improve staff confidence and skills in terms of levelling writing.

The Deputy Head (JH) will be supporting the Year 4 team with a particular focus on the teaching of Writing and Numeracy to tackle the issue of children not making the required progress in these areas.

Additional Numeracy support is being put into place in Year 5 - this will particularly focus on challenging the More Able and Gifted and Talented children.

Summer Term 2012

There was much discussion at pupil progress meetings with the Year 3 and 4 teachers, the Deputy and the SENCO about how to support progress in writing. Teachers already have strategies such as TA intervention in place. Jo Hewitt is still supporting Year 4 in Maths in order to aid progress.

During the recent pupil progress meetings for Years 5 & 6 the progress made by all pupils, target children and vulnerable groups was discussed. The individual children who are not so far making expected progress were discussed and ideas for targeted support / intervention were agreed. In Year 6 the progress in Reading is not at the same level as Writing, mainly due to the heavy focus on Writing during the Autumn Term. This term there are additional reading skills lessons taking place on a weekly basis in Year 6.

In Year 5 the additional support provided by a specialist maths teacher will continue on a two hourly weekly basis. This support will potentially increase to 4 hours per week after the Year 6 SATs. This support will shift focus from the more able pupils to help support the SEN / less able children who have made less progress so far.

Section 2 - CURRICULUM AND STRATEGIC DEVELOPMENTS (C&SD) (TOP)

A Summary of Committee Business

Autumn Term 2011

The minutes of the C&SD meeting on the 28th June 2011 reflect the fact that we discussed these main issues:

- ✓ AN held a School Vision Launch Event at Open Afternoon in the Summer
- ✓ School reported on ways it was helping FSM children and we agreed to look at this in terms of all vulnerable groups in school (see above)
- ✓ The following policies were approved with minor amendments to be made: Homework, Behaviour, Physical Intervention, Teaching and Learning Policy

Spring Term 2012

The minutes of the C&SD meeting on the 13th December 2011 reflect the fact that we discussed these main issues:

- SS was appointed chair and SV Vice Chair

- The following policies were approved:
 - ✓ Violence to Staff
 - ✓ Physical Intervention Policy
 - ✓ Anti-bullying Policy
- We discussed the new version of the SEF
- It was resolved to accept the Decision Planner
- We discussed the Annual Parent Questionnaire

Summer Term 2012

The minutes of the C&SD meeting on the 13th March 2012 reflect the fact that we discussed these main issues:

- An update on the curriculum review was given
- Implications from the new OFSTED framework were discussed
- Transition arrangements for Year 6 were discussed
- The EYFS action plan was discussed
- A discussion about the Gifted and Talented Policy took place

2.1 Curriculum (TOP)

Autumn Term 2011

Jo Hewitt has been given the task of building on our creative curriculum. She will carry out an audit and review the whole curriculum over the next few months. The conclusions and recommendations will then be acted upon.

Spring Term 2012

Jo Hewitt has been looking at the curriculum as part of her role of leading Teaching and Learning. The topic based creative curriculum runs in a two-year cycle and teachers adapt them to ensure that they are relevant and interesting to the particular cohort of children.

We are working towards a review for all subject coordinators to ensure that the key programmes of study from the national curriculum are met in their subject across Key Stage 1 and Key Stage 2. A section regarding the Curriculum has also been added to the school's Teaching and Learning Policy. A link governor meeting about the curriculum has been organised for Jan 2011.

Summer Term 2012

Subject Coordinators continue to gain confidence in their role of leading a subject area across the school. This includes looking at evidence in books and displays, analysing data, identifying vulnerable groups and looking at how to support them and simply promoting enjoyment in their subject.

The shadowing program, where a less experienced member of staff shadows a more experienced subject leader, is proving to be invaluable in creating subject teams that are in effect working parties that work as a team to analyse data and present staff training. This shared expertise also means that should a leader wish to perhaps move into another subject area for their CPD, that there is already someone in a position to become their replacement.

Link Governor Visits continue to provide a useful way for subject leaders to demonstrate how their subject is moving forwards.

2.1.1 Information and Communication Technology (ICT) update (TOP)

Autumn Term 2011

The office computers have become increasingly unreliable. I have spoken with the LA who are giving us a quote to upgrade the systems we have. This work will include linking our Administration and Curriculum Networks and thus improve access to data and electronic diaries.

Spring Term 2012

I am pleased to report that the upgrading of the office computers has made a real difference. The new machines bring up to date an aging system and provide greater opportunities for improved communication and better data analysis. As I write this report there are still a few elements of the process left to complete, but the vision is for staff to be able to enter and better analyse their own data; to speed up the process of and the quality of data analysis for SLT. I will explain more at the meeting if governors wish, alternatively my report on 15th Nov 2011 to F&GP explains all of the details.

Summer Term 2012

The school budget has allowed for £8,000 to be spent on ICT this year. Mrs Yates has conducted an audit of the existing hardware and infrastructure and we are currently seeking quotations to upgrade several Interactive White Boards (IWBs).

2.2 Governors Visits (TOP)

Spring Term 2012

There were several governor visits this term including the first 'Governors' Learning Walk' in Dec 2011. Governors were escorted on a tour of school by Year 5 children and then spoke to curriculum leaders. (Governors who were unable to attend meetings took place at a mutually agreed time). The Governor Learning Walk is due to take place at the end of term and a Staff Governor social event is being planned for later this half-term.

Summer Term 2012

A second round of Governor visits took place in the form of a 'Governors' Learning Walk' this term. Several Governors met with the curriculum leaders, reports were written and shared with all governors. These Link Reports are also shared with Senior Leaders and are used to inform PM discussion.

Lesley Eddison is organising a Staff/Governor event in the Summer Term.

Section 3 - FINANCE AND GENERAL PURPOSES (TOP)

A Summary of Committee Business

Autumn Term 2011

The minutes of the F&GP meeting on the 12th Jul 2011 reflect the fact that we discussed these main issues:

- The Lettings Policy was approved
- We discussed progress on the Outdoor Learning Environment (OLE)
- We discussed the capital works that would be carried out over the Summer Term
- We discussed the current budget situation
- We discussed financial reporting arrangements to parents and agreed to put an item in the School

Newsletter

- The Governors Expenses Policy was discussed
- Amendments to the Finance Policy were approved so school could use a credit card to aid purchases on the internet and by telephone

Spring Term 2012

The minutes of the F&GP meeting on the 15th Nov 2011 reflect the fact that we discussed these main issues:

- HC was appointed as the new chair of F&GP and RJ as Vice Chair
- An update was given on the Governor's Walk Round
- There was an update on capital works and the outdoor environment plan
- There was an in depth look at updating the office computers
- We agreed to look in more detail at how we can use SIMS and not to adopt the proposed cashless payment system at this time
- Period 6 Report for 2011/12 and projections for rest of year were discussed
- We agreed to allocate funds available in the current year budget to additional maintenance, reading materials, office computers and projectors. A further £20,000 would be held back towards next year's carry forward
- We agreed to leave the Lettings Policy as it was
- We approved the Finance Policy
- We discussed the new Financial Management Standard in Schools (deferred to summer)
- We agreed to approve the decision planner
- There were no objections to the RHA using Gift Aid or using direct debit donations (see minutes for details)

Summer Term 2012

The minutes of the F&GP meeting on the 27th March 2012 reflect the fact that we discussed these main issues:

- A finance report which included the prediction for the end of the financial year was distributed and looked at in detail
- It was resolved to approve the school budget for 2012-13, the Best Value Statement, the Services to Schools buy back and £10,000 towards KS1 playground developments
- AN gave a verbal update on the Health and Safety Audit
- HC offered to participate in the termly H&S walk rounds with AN and Site Manager
- AN and HC agreed to meet to discuss the new Schools Financial Value Standard (SFVS)
- A discussion took place about the use of the school minibus

3.1 Health and Safety, Building Maintenance [\(TOP\)](#)

Autumn Term 2011

As you will be aware a great deal of work was carried out in the Summer Holiday. The following summarises the work carried out and gives an indication of work still in the planning stage.

Electrical Supply

The electrical supply to the school has been upgraded to cope with the increased load that the work creates. An automatic electricity meter reading system has been installed.

Fire Doors

New Fire Doors have been fitted around the school, mainly in corridors and to rooms off the Staff Room

Corridor. Most of these doors have been fitted with electronic holdback devices connected to the Fire Alarm System. The system releases the doors in the event of an alarm.

Fire Alarm

A new fire alarm system has been installed. The new system has far more modern devices (over two hundred of them). As an example of the sophistication of the system the detector in the Foundation Unit changes from a Smoke Detector at night to a Heat Detector during the day. Most sounders incorporate a flashing beacon.

The school is now divided into 9 rather than the previous 4 Fire Alarm Zones. The modern Control Panel also indicates the individual device that has triggered the alarm. The panel has been connected to a Central Monitoring Station. The Fire Brigade will be called automatically in appropriate circumstances.

Emergency Lighting

A new Emergency Lighting system has been installed. This is far more extensive than before (some Classrooms now have three Emergency Lights where before there were none). Emergency Lighting has also been provided in all corridors, above all Manual Call Points, on stairs and above all Final Exits (internally and externally).

Water Supply

Two large Hot Water Storage Tanks (Calorifiers) have been removed from the Boilerhouse. A number of Electric Hot Water Storage Heaters have been sited around school. In the Kitchen two gas-fired Instantaneous Hot Water Heaters have been installed.

The two large Cold Water Service Tanks (used previously to top up the Hot Water Storage Tanks and the Heating System) above the IT Suite have been drained and bypassed and all cold water is now supplied directly from the mains.

Fire Hose Reels

All Fire Hose Reels around the school have been removed.

Accommodation Works

These works were planned by the school for implementation in the Summer Holiday. Nottinghamshire County Council agreed to incorporate this work into their programme using their contractors.

The work included removing the existing sinks outside the KS2 Toilets, enclosure of a room for use by Cleaner's and Midday Supervisors, enclosure of a new Art Store, and installing new sinks and drinking fountains nearby.

The resources from the existing Art Store are to be moved to the new Art Store, the photocopiers are to be moved to the Stationery Store and the old Art Store will be converted to a second Meeting Room.

Future Works

In and around the Autumn Half-Term more doors are to be fitted (e.g. to the Hall), more holdback devices are to be fitted (e.g. to Classroom 8A) and more Fire Alarm devices are to be fitted (e.g. under the Stage). The construction of a Hygiene Suite aside the Foundation Unit Toilet is expected to gain Planning Permission in a few weeks. This includes a toilet, two washbasins and a changing bed.

Various flooring-related works are planned for this Financial Year. Further improvements to the front of school are also planned.

Spring Term 2012

Remedial Works

The various remedial works started in August have now been completed. This work included installation of

new emergency lighting and fire alarm systems.

Accommodation Work

Various accommodation works has been carried out since the last report. The Head has moved to a new office near the Staff Room and his old office converted into a Meeting Room. The new Art Store and Cleaner's/Middy's Room are now in use.

Stage Works

Additional lights have been fitted above the hall and these and the other auditorium lights fitted with hand winches. The annual safety check has recently been completed.

Car Park Works

Parking bays have been marked on the part of the car park nearest to the Library.

Reception Ladies Toilet

This toilet has been decorated.

Future Work

Windows

Quotations are being sought for the replacement of the Front Room windows and the application of privacy film to low level windows in the Hall and Kitchen Corridors.

Hygiene Suite

A Hygiene Suite is to be built alongside the existing Foundation Unit Toilet commencing in late January.

Summer Term 2012

Hygiene Suite

After discussion with the Contractors about the disruption this project would cause the life of school the Hygiene Suite, built alongside the existing Foundation Unit Toilet, will commence in the final two weeks of the Summer Term. It will then be completed over the summer holiday.

Reception Ladies Toilet - Water Leak

A water leak was discovered underneath the ladies toilets in the entrance hall. This unexpected cost of approximately £2000 will have to come out of the predicted underspend. The good news was that there was no disruption to the running of school.

Accommodation Work

As previously mentioned we are currently looking into how to accommodate the additional intake in EYFS.

3.2 Devolved Formula Capital (DFC) Works Update [\(TOP\)](#)

Autumn Term 2011

Appendix 5 contains an update on progress of the Devolved Formula Capital Works - 2011/2012.

Spring Term 2012

Appendix 4 contains an update on progress of the Devolved Formula Capital Works - 2011/2012.

Summer Term 2012

[Appendix 6](#) contains an update on progress of the Devolved Formula Capital Works - 2011/2012.

Section 4 - SELF-EVALUATION FORM (SEF) (TOP)

Autumn Term 2011

I have worked on sections of the New SEF during the summer after being given some help by Sue Vasey. I will share this with her first before discussing at sub-committee.

Spring Term 2012

As you are aware I have shared the New SEF with Governors last term and a copy of this is attached in the email with this report.

Summer Term 2012

An update on the SEF is attached.

Section 5 - SCHOOL IMPROVEMENT PARTNER REPORT (TOP)

Autumn Term 2011

A report by the School Improvement Partner, Pat Peel, is attached at Appendix 6.

Spring Term 2012

We no longer receive support from the Local Authority in the form of a School Improvement Partner. Therefore no report has been received.

Summer Term 2012

As previously stated we no longer receive support from the Local Authority in the form of a School Improvement Partner. Therefore no report has been received.

Adrian Nash
Head
April 2012

Appendix 1 - Whole School Data (Apr 2012) (TOP)

	TOTAL	Boys	Girls	SA	SAP	Statement	EAL	In Care	FSM
All Pupils	411	217	194	48	16	2	64	2	26
	100%	53%	47%	12%	4%	1%	16%	1%	6%
FSM	26	12	14	10	0	1	11	0	26
	100%	46%	54%	38%	0%	4%	42%	0%	100%
SEN	66	46	20	48	16	2	13	2	11
	100%	70%	30%	73%	24%	3%	20%	3%	17%
F2	72	40	32	0	1	0	15	0	2
	100%	56%	44%	0%	1%	0%	21%	0%	3%
Year 1	60	24	36	4	6	1	11	1	2
	100%	40%	60%	7%	10%	2%	18%	2%	3%
Year 2	58	29	29	8	3	0	7	1	1
	100%	50%	50%	14%	5%	0%	12%	2%	2%
Year 3	59	32	27	7	0	0	9	0	8
	100%	54%	46%	12%	0%	0%	15%	0%	14%
Year 4	59	32	27	9	2	0	6	0	4
	100%	54%	46%	15%	3%	0%	10%	0%	7%
Year 5	59	37	22	7	4	0	10	0	3
	100%	63%	37%	12%	7%	0%	17%	0%	5%
Year 6	55	29	26	13	0	1	8	0	6
	100%	53%	47%	24%	0%	2%	15%	0%	11%

Historical Level of SEND

	Summer Term 2011	Autumn Term 2011	Spring Term 2012
Children without SEND	359	346	368
School Action/Early Years Action *	44	44	47
School Action Plus/Early Years Action Plus	11	14	16
Children with Statements	2	2	2
Total children with SEND	57	60	66
Looked After Children (LAC) *	2	2	2
Percentage of children on the SEND Register	14.7%	15.0%	16.0%

* Please note that former Looked After Children and current LAC are on the register as a means of acknowledging their vulnerability to underachievement.

Appendix 2 - Overall Progress Made by SEN (TOP)

Progress of Children with SEND: Sep 2011 to Mar 2012 - Average APS and Average Progress

	Av APS Writing	Progress	Av APS Reading	Progress	Av APS Maths	Progress
Year 1 ARE July	11.0		11.0		11.0	
SEN - 9 chn March 2012	8.4	4.2	9.6	4.8	9.4	4.1
Year 2 ARE July	15.0		15.0		15.0	
SEN - 11 chn	10.0	3.2	11.0	2.4	12.0	3.5
Year 3 ARE July	18.0		18.0		18.0	
SEN - 7 chn	11.7	1.9	12.3	1.9	12.9	1.6
Year 4 ARE July	21.0		21.0		21.0	
SEN - 11 chn	14.4	1.4	16.0	3.4	17.6	2.5
Year 5 ARE July	24.0		24.0		24.0	
SEN - 11 chn	16.4	2.2	17.3	1.6	17.5	1.6
Year 6 ARE July	27.0		27.0		27.0	
SEN - 14 chn	23.0	3.5	23.5	2.8	23.0	3.0

ARE = Age Related Expectations

Progress of FSM

The following table shows the progress from Sep to Dec 2011 of our FSM pupils in Year 1 to Year6. There are 26 pupils (28 including 2 pupils in Foundation).

Progress in APS	Reading		Writing		Maths	
0	1	4%	1	4%	1	4%
1	1	4%	6	23%	2	8%
2	6	23%	7	27%	12	46%
3	8	31%	5	19%	4	15%
4	5	19%	2	8%	3	12%
5	1	4%	2	8%	1	4%
Missing Data	4	15%	3	12%	3	12%
TOTAL	26	100%	26	100%	26	100%

The progress of these pupils is regularly monitored during PPA sessions, pupil progress meetings.

Progress of Vulnerable Groups (Sep 2011 - Mar 2012)

The table below shows the progress of Vulnerable, non-SEN pupils APS since Sep (total 70)

Point Progress	Number of Children in Reading	Number of Children in Writing	Number of Children in Maths
0	3	1	0
1	8	11	8
2	24	15	24
3	13	20	21
4	17	16	10
5	1	6	5
6	2	1	1
7	2	0	1

Appendix 3 - EYFS Data Analysis (TOP)

EYFS Data as at March 2012					
	POINT OF ENTRY September 2011	END OF SPRING March 2012	PROGRESS SO FAR	PREDICTIO NS FOR END OF SUMMER July 2012	ACTIONS
PSED	3.3	5.6	2.3	TBC	Concentrate on social and emotional development as these are the weakest areas.
Language for communication and thinking (LCT)	2.2	5.4	3.2	TBC	Continue to support EAL children in this area. Develop speaking for an audience.
Linking sounds and letters (LSL)	1.5	5.6	4.1	TBC	Continue daily phonics sessions. Lots of consolidation for majority of children to be very secure in Phase 3 and 33% in Phase 4.
Reading	1.5	4.3	2.8	TBC	Focus on reading skills other than phonics - characters, plots and non-fiction books.
Writing	1.2	4.4	3.2	TBC	Continue to foster positive image as writers. Encourage more application of phonics in free writing.
Numbers as labels for counting (NLC)	3.2	6.1	2.9	TBC	Continue daily counting and number recognition activities. Develop problem solving tasks.
Calculating	No baseline score	3.5	2.9	TBC	Daily focus on addition and subtraction and applying skills to solve problems.
Shape space and measures (SSM)	No baseline score	4.6	4	TBC	Continue to develop appropriate language and understanding of measures and position.
Physical development (PD)	2.3	4.6	2.3	TBC	Concentrate on fine motor skills for those children who are making slower progress. Introduce using tools at the workbench.

EYFS TOTAL SCORES March 2012				
LESS THAN 45	45-55	56-65	66-78	78+
5%	23%	36%	31%	5%
WORKING WITHIN EARLY LEARNING GOALS (4-8 POINTS)				
PSED	D&A: 98.3%	SD: 98.3%	ED: 86.7%	
CLL	LCT: 91.7%	LSL: 88.3%	R: 95%	W: 73.3%
PSRN	NLC: 93.3%	C: 38.3%	SSM: 86.7%	
KUW: 45.0%		PD: 91.7%	CD: 88.3%	

Appendix 4 - KS1 Pupil Progress Sep 2011 - Apr 2012 (TOP)

Year 1 57 pupils: 23 boys and 34 girls

Reading

Progress in APS	All		Boys		Girls	
0	1	2%	1	5%	0	0%
1	3	5%	1	5%	2	5%
2	7	12%	3	14%	4	10%
3	11	20%	4	18%	7	21%
4	16	28%	5	23%	11	32%
5+	19	33%	8	35%	11	32%

Writing

Progress in APS	All		Boys		Girls	
0	0	0%	0	0%	0	0%
1	0	0%	0	0%	0	0%
2	9	16%	23	23%	4	10%
3	15	26%	29	29%	9	26%
4	11	20%	18	18%	7	21%
5+	21	37%	29	29%	15	44%

Maths

Progress in APS	All		Boys		Girls	
0	0	0%	0	0%	0	0%
1	0	0%	0	0%	0	0%
2	3	5%	2	80%	1	3%
3	16	28%	6	28%	10	28%
4	22	39%	8	35%	14	41%
5+	16	28%	6	28%	10	28%

Year 2 58 pupils: 29 boys and 29 girls

Reading

Progress in APS	All		Boys		Girls	
0	3	5%	2	7%	1	3%
1	4	7%	1	3%	3	10%
2	12	21%	5	17%	7	24%
3	9	16%	4	14%	5	17%
4	24	41%	14	48%	10	35%
5+	6	10%	3	10%	3	10%

Writing

Progress in APS	All		Boys		Girls	
0	0	0%	0	0%	0	0%
1	3	5%	1	3%	2	7%
2	12	21%	6	20%	6	20%
3	24	41%	13	44%	11	39%
4	11	18%	5	17%	6	19%
5+	9	16%	5	17%	4	14%

Maths

Progress in APS	All		Boys		Girls	
0	0	0%	0	0%	0	0%
1	3	5%	3	10%	0	0%
2	12	21%	6	20%	6	20%
3	11	18%	4	14%	7	24%
4	21	37%	10	35%	11	39%
5+	11	18%	7	24%	4	14%

Appendix 5 - KS2 data analysis (TOP)

Current predictions for the end of KS2 (and comparison with National results for 2011) are as follows:

	Prediction for Reading	2011 National Reading	Prediction for Writing	2011 National Writing	Prediction for Maths	2011 National maths
% to be at L4+	82%	84%	80%	75%	78%	80%
% to be at L5	60%	29%*	30%	29%*	53%	35%

* This is Level 5 % for English Overall

The tables shows the percentage of children achieving levels in both English and Maths combined

School	National	School	National
L4+ Predicted 2012	L4+ 2011	L5+ predicted 2012	L5+ 2011
75%	74%	46%	21%

Appendix 6 - Devolved Formula Capital (DFC) Works Update (TOP)

Code	Element	Category	Location	Work	Cost (£)
1	Air Conditioning	-	Front Room	Install Air Conditioning Unit	410.00
1	Shutters	H & S	PE Store	Mechanise PE Shutter	465.00
1	Toilets	H & S	FU Toilet	Adapt cubicles, etc.	560.90
1	Stage Works	H & S	Stage	Various Works	4,382.35
2	External Works	-	Entrance	Carry out various improvement works	10,000
2	Accommodation Works	-	Various	Various	7,200
TOTAL					23,018.25

Code 1 - the work is complete.

Code 2 - the work is substantially complete.

Appendix 7 - SEF (TOP)

For a copy of the SCHOOL SELF-EVALUATION SUMMARY SHEET please see the attachment in the email that this report was sent with.

Appendix 8 - List of Abbreviations (TOP)

AfA	Achievement for All
AHT	Assistant Head Teacher
APD	Annual Performance Dialogue
APP	Assessing Pupil Progress
APS	Average Point Score
ARE	Age Related Expectation
BEd	Bachelor of Education
BEM	Black and Ethnic Minority
BME	Black and Minority Ethnic
C&SD	Curriculum and Strategic Development Committee
CLT	Communication for Language and Thinking
CPD	Continued Professional Development
DFC	Devolved Formula Capital
EAL	English as an Additional Language
ECaR	Every Child a Reader
ECaW	Every Child a Writer
ELG	Early Learning Goals
EYA	Early Years Action
EYFS	Early Years Foundation Stage
F&GP	Finance and General Purposes Committee
FGB	Full Governing Body
FMSiS	Financial Management Standard in Schools
FSM	Free School Meals
FSP	Foundation Stage Profile
FU	Foundation Unit
GTC	Gifted and Talented Children
H&S	Health and Safety
ICT	Information and Communication Technology
IEP	Individual Education Plan
IIP	Investors in People
INSET	In-service Training Day
IWB	Interactive White Board
KS1	Key Stage 1
KS2	Key Stage 2

LA	Local Authority
LAC	Looked After Children
LSL	Linking Sounds and Letters
MAPA	Managing Actual and Potential Aggression
MSR	Monitoring Summary Report
NCC	Nottinghamshire County Council
NLC	Numbers as Labels for Counting
NQT	Newly Qualified Teacher
OFSTED	Office for Standards in Education
P&P	Pupils & Personnel
PAN	Pupil Admission Number
PHSCE	Personal, Health, Social and Citizenship Education
PM	Performance Management
PPA	Planning, Preparation and Assessment
PSED	Personal, Social and Emotional Development
PSRN	Problem Solving, Reasoning and Numeracy
RHA	Round Hill Association
SA	School Action
SAP	School Action Plus
SEAL	Social Emotional Aspects of Learning
SEF	Self-Evaluation Form
SEN	Special Education Needs
SENCO	Special Education Needs Co-ordinator
SEND	Special Education Needs and Disabilities
SFVS	Schools Financial Value Standard
SIP	School Improvement Plan
SLT	Senior Leadership Team
SM	Site Manager
STAT	Statement
TA	Teaching Assistant
TBC	To Be Confirmed