



Round Hill Primary School  
Participate, Excel, Be Proud!

## Autumn Term 2014

### HEAD TEACHER'S REPORT

### TO THE GOVERNING BODY

22<sup>nd</sup> April 2014 – 10<sup>th</sup> September 2014

<b>Autumn Term Report</b>	<b>(Apr - Sep)</b>
Spring Term Report	(Sep – Jan)
Summer Term Report	(Jan – Apr)

### CONTENTS PAGE

(Click on the link to jump to that Section)

This is the new and improved Head Teacher's Report. It is split into 7 sections A to G. The first part relates to the key information that needs reporting each term. The next 5 parts relate to the 5 areas of the School Improvement Plan. The School Self Evaluation Form (SEF) is the final section.

<b>A</b>	<a href="#"><u>Key Information</u></a> Pupils on Roll Attendance Exclusions Racial/Hate Incidents		
<b>B</b>	<a href="#"><u>Priority 1 - Achievement and Standards</u></a> Foundation Stage Report KS1 Report KS2 Report SEN/D Report Pupil Premium Pupil Premium Plus Curriculum	C&SD	Karen Rainford/Jo Hewitt
<b>C</b>	<a href="#"><u>Priority 2 - Pupils Personal Qualities - Personal Development and Well Being</u></a> Staffing Appraisal Training	P&P	Emma Pye/Jo Hewitt
<b>D</b>	<a href="#"><u>Priority 3 - Maximising Resources</u></a> Health and Safety Building Maintenance	F&GP	Adrian Nash
<b>E</b>	<a href="#"><u>Priority 4 – Leadership, Management and Governance</u></a>	C&SD	Adrian Nash
<b>F</b>	<a href="#"><u>Priority 5 – X Factor</u></a>	C&SD	Karen Rainford
<b>G</b>	<a href="#"><u>Self-Evaluation Report (SEF)</u></a>		

### APPENDICES

[Appendix 1](#) - Minutes of Governors' meetings  
For details of the committee business for the spring term 2014 [please click this link.](#)

[Appendix 2](#) - List of Abbreviations

## Section A - Key Information (TOP)

Pupils on Roll as at 10<sup>th</sup> September

CLASS NAME		EYF S	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total in each class	Actual	PAN
FL	A	25							25	75	75
FR	B	24	1						25		
FW	C	25							25		
KS1D	D		12	13					25	123	60
KS1H	E		12	12					24		
KS1A	F		14	11					25		
KS1B	G		10	14					24		
KS1S	H		11	14					25		
3A	I				30	1			31	232	60
3Y	J				30	1			31		
4J	K					29			29		
4S	L					27			27		
5A	M						30		30		
5M	N						28		28		
6M	O							28	28		
6A	P							28	28		
TOTALS		74	60	64	60	58	58	56	430	430	

### Attendance (TOP)

- There have been 41 applications (32 families) for holiday requests (in the summer term) compared with 80 (64 families) during the same period last year.

### Attendance Targets

Attendance Targets	2010/11		2011/12		2012/13		2013/4		Target 2014/15
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Combined Authorised/Unauthorised Absence	3.8%	3.5%	3.2%	2.8%	2.6%	2.6%	2.4%	2.5%	2.4%

### Termly Attendance Data

	Autumn 2012	Spring 2013	Summer 2013	Autumn 2013	Spring 2014	Summer 2014	Autumn 2014
Authorised Absences	2.9%	2.9%	2.5%	1.7%	2.2%	1.5%	
Unauthorised Absences	0.1%	0.2%	0.1%	0.4%	0.5%	1.0%	

### Exclusions (TOP)

- There were no exclusions in the summer term 2014

### Racial/Hate Incidents (TOP)

- There was one reported racist/hate incidents in the Log Book in the summer term 2014. This was dealt with appropriately and parents were spoken to.

## Priority 1 - Achievement and Standards - C&SD (TOP)

### Aims (2014-15)

These aims and subsequent action plans have been generated from the evaluation of last year's SIPs and the contributions from stakeholders at the training event at the beginning of September 2014:

- To ensure that pupil progress continues to be significantly above national levels.
- To significantly close gaps in the achievement of Pupil Premium children and SEN children.
- To ensure that the overall quality of teaching over time is outstanding
- Improve the achievements of higher attaining boys across school to those of the girls.
- Improve the number of children attaining the higher levels at SPaG and Mathematics is above national expectations.
- Ensure we have a 'Dyslexic Friendly' school
- Continue to achieve 'Achievement for All' Quality Mark
- Ensure that the appraisal process is linked closely to meeting the differentiated teaching standards and the closing the Gap Agenda

### Foundation Stage Report (TOP)

#### EYFS REPORT – EYFS Profile data 2014

All assessments for the end of year data were validated at the LA moderation meeting in June where discussions with LA moderators showed our judgments to be accurate, consistent and in-line with those of the LA.

The 2013/14 cohort:

TOTAL	BOYS	GIRLS	STAT	EAL	FSM	PP
60	27	33	1	11	3	5
Two classes of 30 with full-time T & TA	45%	55%	1.7%	18.3%	5%	8.3%

GLD	2013		2014	
	School	National	School	National
All children	60.3%	52%	83.3%	
Boys	44.7%	44%	70.4%	
Girls	80%	60%	93.9%	
FSM	50%	36%	66.7%	
EAL	28.6%	44%	63.6%	
BME	33.3%	48%		
Pupil Premium	n/a	-	80%	
<b>Average total points score</b>	38.9	32.8	34.9	
Boys	37.5	31.6	34.8	
Girls	40.8	34.1	35.0	
FSM	38.0	29.9	33.0	
Non FSM	39.0	33.5	35.0	
BME	33.2	-		
Non BME	41.0	33.4		
EAL	31.6	30.8	33.0	
Non EAL	40.9	33.3	35.4	

- The overall Good Level of Development, known as GLD is up by over 20% on last year; GLD of boys and girls higher than last year but more significant in boys.
- Average total points score is lower than last year but on the whole there are narrower gaps between different pupil groups; this reflects more accurate judgments this year through

experience of working with new curriculum and compiling new profile & targeted support through interventions

- The gap between the overall attainment of boys compared to girls has narrowed: 23.5% compared to 35.3% last year
- The data positively reflects interventions this year for various targeted groups and areas of learning e.g.; EAL, CLL, physical, reading and writing

## KS1 Report (TOP)

This report is based on the data outcomes from the end of year Key Stage 1 (KS1) assessments. The information is taken from the Nottinghamshire School Performance Handbook Achievements of pupils at KS1 and schools own tracking systems.

KS1 Round Hill Primary School 2014 (Provisional at Jul 2014)														
Subject:	Measure	2010 result	2011 result	2012 Result	2013 Result	2014 Result	National 2014	National 2013	School Target	Groups				
										Girls (24)	Boys (35)	Pupil premium (3)	SEN (4)	EAL (13)
Reading:	%L2+	85.0	93.2	90↓	88.3↓	93.2		89		91.7	94.3	66.7	50	92.3
	%L2b+	73.3	83.1	83.3↑	83.3	83.1		79		87.5	80	33.3	0	69.2
	%L3	25.0	32.2	35↑	40↑	39.0		29		45.8	34.3	0	0	15.4
	APS				17.6	17.1				17.5	16.8	x	x	x
Writing:	%L2+	81.7	89.8	90↑	90.0	89.8		85		91.7	88.6	33.3	50	92.3
	%L2b+	65.0	79.7	73.3↓	80↑	64.4		67		75	57.1	0	0	46.2
	%L3	15.0	22.0	23.3↑	18.3↓	25.4		15		29.2	22.9	0	0	7.7
	APS				16.3	15.5				16.1	15.1	x	x	x
Maths:	%L2+	90.0	93.2	90↓	93.3↑	93.2		91		95.8	91.4	66.7	50	92.3
	%L2b+	81.7	84.7	80↓	85↑	79.7		78		83.3	77.1	0	50	69.2
	%L3+	23.3	25.4	31.7↑	30↓	40.7		23		37.5	42.9	0	0	23.1
	APS				17.4	17.0				17.1	16.9	x	x	x
Phonics Check:	met	-	-	73.0	80↑	82.8		69						
APS														

Please note that there was no national data for 2014 available at the time of writing this report.

The data above shows:

- In reading we are slightly above national data (2013) except at L3 where we remain significantly above. We are broadly in line with school historic data.
- In writing there is a similar picture, however the percentage of children at L2b+ and L3 are not as high. This will become a focus for this group of children as they progress into year 3.
- In Mathematics we are slightly above national data except at Level 3 where we remain significantly above. The schools historic data shows that children at L2+ remain at a similar level and the number of L3 children is significantly above previous years. However, the number of children attaining L2b+, whilst in line with national data is below our five year average.
- The Phonics Check data shows an improvement on the previous year and again this is significantly above national data where comparing it with national data 2013.

## Groups

Girls perform better than boys in most areas apart from at the high levels in mathematics. Our children who speak English as an Additional Language (EAL) are in line with all pupils at L2+ but there is a significant difference between their attainment at L2b+ and L3.

## KS2 Report [\(TOP\)](#)

KS2 Data - Round Hill Primary School 2014 (Updated 5th Septmebr 2014)																
Subject:	Measure	2010 result	2011 result	2012 result	2013 RESULT (updated Feb 2014)	2014 RESULT	National 2014	National 2013	School Target	2013 FFT D	2014 FFTD (top 25%)	Groups 2014				
												Girls (27)	Boys (30)	Pupil Premium (8)	SEN (10)	EAL (7)
Reading	%L4+	81.5	89.7	85.5	88.3	91↑	89	86		93	93	100	83	63	50	71
	%L5+			56.4	48.3	56↑	50	45		60	60	67	47	0	10	14
	%L6			2.0	0.0	2↑	0	0				4	0	0	0	0
	APS			29.3	28.9	29.5↑	x	28.5				31.2	28	24	24	25.3
	2+LP				90.0	96↑	91	88				100	92	86	78	80
	3LP					40.0	x					42	39	29	44	40
Writing	%L4+	60	84.5	87.3	82.0	86↑	85	83		91	89	96	77	50	40	57
	%L5+			34.5	33.0	42↑	33	30		42	43	59	27	0	0	14
	%L6			2.0	0.0	0.0	x	2				0	0	0	0	0
	APS			28.4	27.3↓	28.6↑	x	27.5				30.3	27	23.3	22.8	24.4
	2+LP				93.0	98↑	93	91				100	96	85.7	88.9	80
	3LP					31.0	x					35	27	14.3	22	20
GPS	%L4+				80.0	74.0	76	74				85	63	13	10	57
	%L5+				48.3	53.0	52	47				70	37	0	0	29
	%L6				0.0	11.0	4	2				19	3	0	0	14
	APS				28.4	28.7	x	28.0				31	26.5	21	21	26.1
Maths:	%L4+	85	79.3	80.0	87.0	90.0	86	85		91	92	96	83	50	50	71
	%L5+	48	43.0	51↑	50.0	32.0	42	41		53	54	30	33	0	0	14
	%L6			11.0	10.0↓	5.0	9	6				4	7	0	0	0
	APS	28.8	28.2	29.4↑	29.3 =	28.5	x	28.7				28.7	28.2	24	24	26.1
	2+LP	87	86.0	94.4↑	88.1	96.0	89	88				96.2	96	100	88.9	100
	3LP					14.0	x					12	15	0	0	20
R, W & M	%L4+				80.0	80.7	79.0	75.0				93	70	38	20	43
	%L5+				27.0	28.1	24.0	21.0				30	27	0	0	14
	%L6				0.0	0.0	x					...	...	0	0	0
	%L4B+					66.7	67.0					74	60	13	10	14.3
KS2*	APS				28.8	28.8		28.3				29.8	27.9	23.2	22.6	25.1
AOE		0.1	0.1	-0.9	0.5	0.6						G	B	PP	S	E
APS				14.3	15.8	15.8										

The KS2 National data (provisional) has been used to compare the school data.  
The data shows:

- Attainment in reading at shows the %L4+ is above national data for Levels 4, 5 and 6. The %L5 children is also higher than national. The progress the children made from KS1 is significantly above national with 96% of children making the required 2LP and 40% making 3LP. Both in terms of progress and attainment the reading results are our best in the last 5 years. Girls outperform boys in reading at both L4+ and L5+. The results of the vulnerable groups are mixed. Whilst 2LP of these groups is not as good as that of all pupils when one looks at 3LP both SEN and EAL children make the same progress as all pupils.
- In writing attainment shows the %L4+ to be broadly in line with national data, but significantly above at L5+. The progress the children made from KS1 is well above national with 98% of children making the required 2LP and 31% making 3LP. Compared to school historical data the %L4+ is broadly in line, but the %L5+ children is well above the 3 year average. Girls outperform boys and vulnerable groups are all lower than when compared to all pupils.
- In Grammar Punctuation and Spelling (GPS) the percentage of children who achieved a L4+ is in line with national and above at L5+. The %L6+ is significantly above. Broadly, girls outperformed boys again.
- In mathematics attainment shows the %L4+ to be above national data, but below at both L5+ and L6. Compared to school's historical data the %L4+ is our highest in the last 5 years, but the lowest in the last 5 years at %L5+. The %2LP is significantly above national data. Girls outperform boys once again at L4+ but this is reversed at both L5 and L6.
- The data for R, W and M combined shows that it is broadly in line or slightly above the national comparisons.

As we have mentioned in previous reports, to address some of the issues this data flags up we have reorganised the way we use interventions across school to make better use of this resource. Below is a synopsis of the rationale behind deployment of TAs:

- The Deployment of TAs will be based around the research taken from the [Sutton Trust](#), The [Blatchford Report](#) and [Hattie Research](#). (click on the words to take you to the research)
- It is our belief that 'Quality First Teaching' (Wave 1 intervention – whole class) should still be placed at the heart of what we do in school.
- It is the remit of every teacher to be accountable of the progress of all the children in their class/group – Not the TAs
- The premise of the deployment of all resources in school is that it is fit for purpose and clearly targeted at improving the progress and raising the attainment of children in school; fit for purpose targeted interventions with clear expected outcomes. If it isn't having an impact why are we doing it?
- To increase release time for Team Leaders as well as Curriculum Leaders to monitor the use of interventions.
- Wave 2 and 3 Interventions (individual interventions) will be used to support vulnerable children. Interventions will usually take place in the class (new code of Practice recommendations) and be carried out by the most appropriate person, usually the class teacher. Not in the corridors or a separate area unless this is deemed the best solution. This places a clear emphasis on teachers overseeing the interventions.
- Interventions will be time limited and evaluated each half term by the Senior TA/Inclusion Leader. These will be tracked for impact on School Pupil Tracker.
- A reorganisation of timetables so that all TAs use directed time to attend half of all staff training events.
- TAs will be expected to take larger groups in the class whilst the teacher targets those children who are falling behind.
- Karen Rainford's ECaR time is another example of the Wave 3 interventions Year 1 and early year 2.

### **Special Educational Needs and/or Disabilities (SEN/D)**

As mentioned elsewhere in this report the new code of practice and model policy arrived in school at the very end of the summer term 2014. This will be assimilated into our current practice and the new policy has been updated and is ready for review and to sign off at a governors' meeting. A draft holding policy page has been placed on the school website to make sure we are compliant. A number of staff meetings have been planned in the autumn term in order to ensure that all staff are fully up to

date with current practice in SEND particularly with regard to provision mapping and recording of interventions for children with SEND.

The changes to the SEN code of practice also have an impact upon funding as we now have to put in the first 9 hours of support from the school budget before applying for top up funds. We have however secured additional funding from the Saudi government to help support one of our most vulnerable children in school (£21,077). This money will enable us to free up resources and use it with other children.

The Sensory Room which has been adapted over the summer will provide some of our most complex children with the required 'timeout' in order to help them re-engage with learning as well as further establishing us as an excellent setting for children with SEND.

### **Pupil Premium (TOP)**

Subject	All Pupils	Pupils not PP	Pupils PP	Gap	Pupils PP+	Gap
Reading	+2.1	+2.2	+1.0	-1.2	-1.1	-3.2
Writing	+0.7	+0.9	-0.8	-1.7	-3	-3.7
Maths	+1.5	+1.6	+0.1	-1.5	-1.5	-3

Last year we received £38,700 Pupil Premium funding. There were 41 children eligible. This is 9.5% of the 433 children on roll.

We have spent our pupil premium in 3 main areas:

- Providing academic support to raise attainment.
- Providing enrichment to encourage aspirational learning and engagement in school life.
- Providing emotional support to foster the resilience and self-confidence to be a lifelong learner.

For a more detailed look at how the money has been spent please [click here](#) to take you to the school website.

### **Pupil Premium Plus (PP+) (TOP)**

Pupil Premium Plus is new funding from April 2014 for children who:

- have been looked after for 1 day or more
- were adopted from care on or after 30 December 2005 left care under:
- a Special Guardianship Order on or after 30 December 2005
- a Residence Order on or after 14 October 1991

Currently on roll there are 10 PP+ children in school and each child receives £1,900. We have allocated the money to be spent on the following:

The Inclusion Leader met with the parents of qualifying children in the summer term to discuss how this funding could be used.

The following have already been put in place: (It should be noted that whilst the PP+ funding is a substantial amount of money, as part of school being an Achievement for All school we have continually invested in the provision for our looked after and post adoptive children for the last 3 years. This funding will enable us to both continue and enhance our provision)

- A designated TA for looked after and post adoptive children who has allocated time to work with the children on both their academic needs but also their social and emotional needs.
- 3 way transition meetings took place in the summer term to enable a smooth transition of these Children to their new classes.
- All Looked after and post adoptive children have additional support via a structured intervention.
- Training for all staff on attachment and trauma is booked for the autumn term.
- Release time for staff to attend various meetings
- Boxall Profile resources have been purchased so that we can track social and emotional development so we can measure the impact of any interventions



Over this academic financial year, we also intend to look into:

- Additional structured activities for lunchtimes
- Private psychology provision for children who have been unable to access it thus far
- After school provision

### **Sports Funding (TOP)**

The government is providing additional funding of £150 million per annum for academic years 2013 to 2014 and 2014 to 2015 to improve provision of physical education (PE) and sport in primary schools. This funding - provided jointly by the Departments for Education, Health and Culture, Media and Sport - will be allocated to primary school head teachers.

#### **Purpose of funding**

This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools. Schools must spend the additional funding on improving their provision of PE and sport, but they will have the freedom to choose how they do this.

#### **Accountability**

From September 2013, schools will be held to account over how they spend their additional, ring-fenced funding. Ofsted will strengthen the coverage of PE and sport within the 'Inspectors' handbook' and supporting guidance so that both schools and inspectors know how sport and PE will be assessed in future as part of the school's overall provision.

Schools will also be required to include details of their provision of PE and sport on their website, alongside details of their broader curriculum, so that parents can compare sports provision between schools, both within and beyond the school day.

### **Round Hill Provision [See page on website](#)**

In 2013/14 our school received: £6011

In 2014/15 our school will receive: £10,000 (estimated)

This is how we are using the funding:

- Training courses for staff – 5 staff have attended specific PE training course this year. Cost £500.
- Staff training has also been arranged for the new playground equipment
- Staff Meeting/ INSET training for September £188
- Sports festival to coincide with National Sports Week June 30th– Engaging with local providers and an inspirational speaker for assembly. Cost - £500
- Membership of Youth Sports Trust – Support for all areas of PE including free and discounted training - Cost £300
- Scheme of work – Rawmarsh Community School – LF, KS1 and KS2 coverage of all areas of the new curriculum – Cost £160
- Involvement in Pro-kick fund-raising event – Football speed kicking event - All children in school to take part – raises money for school and charity. Cost - free
- Cover for teachers being sent on professional training to raise their confidence and competence in teaching PE and sport
- Cover for a teaching assistant to attend meetings with local schools
- Provision of a lunch time play worker to encourage uptake in organised sport.
- Paying for transport, pool hire and instruction to provide swimming lessons.
- Training for all staff through the use of a sports instructor (£5,000)

The impact of additional funding on improving the quality and breadth of PE and sport provision:

- Staff will be better equipped to deliver more specialised P.E instruction.
- All teachers will have access to new curriculum planning
- All P.E. lessons will be graded good or better.
- All pupils will be able to swim at least 50m.
- Pupils will have access to organised sports at lunchtime play.



## **Curriculum (TOP)**

After receiving training relating to the new national curriculum staff spent time in their phase teams to work on planning to ensure that there was a smooth start to the autumn term. Key Stage 1 teachers also spent extra planning time together to ensure that curriculum organisation for mixed age classes was ready for September 2014.

Stakeholders were consulted on the new curriculum and as a consequence a new curriculum statement was devised and written.

## **Priority 2 - Pupils Personal Qualities - Personal Development and Well Being - P&P (TOP)**

### **Aims (2014-15)**

These aims and subsequent action plans have been generated from the evaluation of last year's SIPs and the contributions from stakeholders at the training event at the beginning of September 2014:

- Continue to extend existing links with parents and carers, and with businesses within the local community, in order to raise pupils' aspirations for what they can achieve even further
- Ensure we gather feedback from all stakeholders
- Ensure there is an active 'pupil voice' in school
- Ensure transition arrangements are effective including school expansion
- Make progress towards 'Healthy Schools Gold' accreditation
- Make progress towards 'Eco Schools Gold' accreditation
- Make progress towards 'International School' accreditation

### **Staffing (TOP)**

Since the last report the main staffing issues have been: (previously circulated in an email)

- Alex Barto-Smith started her maternity leave and has subsequently given birth during the summer and Jill Munro worked full time to cover her absence for the last few weeks of the academic year.
- Two Initial Teacher Trainees (ITTs), Miss Flo Bond and Miss Kirsty Owen, joined school in September 2014 and have been working with Miss Hawkes and Miss Bore. Mrs Emma Pye will take over from Mrs Jo Hewitt as their mentor for the duration of their time here.
- We are very pleased to welcome 3 new teachers to school Mr Matt Joyce, Miss Jodie Stephenson and Mrs Gemma Abasspour. They will all join Mrs Yates in Lower Key Stage 2.
- Jo Hewitt will start her maternity leave soon. Karen Rainford will step up to the role of Acting Deputy Head when the maternity leave starts. Emma Pye will take on the role of Acting Assistant Head for the duration of the maternity leave. Emma will continue to carry out her role as Inclusion Leader. The current duties of the Deputy will be split between the Head, Acting Deputy, Acting Assistant Head and the Business Manager.

### **Appraisal (TOP) (Written by Jo Hewitt – Deputy Head Teacher)**

All staff passed their mid-term appraisal which means that their target group of children were making good progress towards their agreed targets. All staff were graded good or outstanding for their teaching over time in their lesson observation conducted by Adrian and their Team Leader. At the start of September we began the end of year appraisal cycle. All team leaders are currently receiving their final reviews from a member of SLT. A timetable is now in place ready for the team leaders to take the lead on appraisal with their Key Stage team.

Adrian is attending additional training on the changes to leadership standards & changes to the pay policy from September 2014. It will help to support head teachers to respond to the new leadership standards and the national requirements for leadership pay and to consider the implications for appraisal for head teachers and senior leaders.

### **Training (TOP) (Written by Jo Hewitt – Deputy Head Teacher)**

Staff have received more training regarding keeping their own individual professional development portfolios as a record of their own training and development. Staff complete a training record form

each time they receive training. The form states the purpose of the training and how they plan to use new skills and knowledge within school. There is also a section relating to advice and support that they may be able to offer to other staff members. This form is then displayed on the CPD board in the staffroom so that other staff can read the form and ask the staff member to disseminate anything that might be relevant or helpful in supporting their development.

In house training for staff members has included:

ICT, computer coding and the use of a programme called Purple Mash, the new SEN code of Practice 2014, transition preparation and several sessions given over to planning in teams for the new curriculum.

Individual staff members have received training:

First Aid training and the renewal of qualifications to ensure that there are sufficient staff members in each phase that are trained to deliver first aid to pupils and staff.

Many staff received training regarding their curriculum responsibility in relation to the new curriculum.

Squid and school meals training for the Office Staff

Training for the role of Mentor for the ITT students from Nottingham University for Emma Pye. In addition Emma has started Dyslexia training so that she will be qualified to diagnose and support children with dyslexia.

Training on 'Chernobyl Children's Life Project' for global learning for Rachel Smith and Amy Morgan.

Jo Hewitt has continued her compulsory and elective modules of the NPQH and has applied to go to final assessment in January.

Subject Coordinators attended a subject leader network meeting in June and are preparing for the next meeting on 24th of September.

Midday Meals Supervisors have received training relating to Child Protection, dietary requirements, dealing with first aid and completing records, dealing with allergies and EpiPen training.

### **Priority 3 - Maximising Resources – F&GP (TOP)**

#### **Aims (2014-15)**

These aims and subsequent action plans have been generated from the evaluation of last year's SIPs and the contributions from stakeholders at the training event at the beginning of September 2014:

- Ensure we use the Pupil Premium money to support our most vulnerable learners
- Ensure we use the Pupil Premium Plus money to support our most vulnerable learners
- Ensure we use the Sports Premium money to support our most vulnerable learners
- Further development of community and e-learning using our new VLE and to ensure school has an effective strategy for technological developments
- Ensure we engage successfully with the LA to upgrade the existing infrastructure of the building including new accommodation for the large school size and a new staff room.
- Further enhance the outdoor learning environment developing the KS1, EYFS and KS2 play areas and to engage with outside agencies to ensure we secure funding for outdoor learning projects.
- Further investigate links with teaching schools and how this can benefit RH (see L&M)

The ICT action plan is now complete and we are about to train staff on the use of the school's new Virtual Learning Environment (VLE). We now have a Virtual Private Network (VPN) which gives the facility to remotely access and share schools files. We plan to change the way we report to parents/carers to make better use of a gap analysis tool which is part of the current tracking systems.

### **Health and Safety, Building Maintenance (TOP)**

#### **Whole School**

- Whilst the children have been away over the summer holidays, there has been a whole raft of maintenance work that has taken place in school. Special thanks must go to Lynn Cunningham who has made sure the school was ready for the start of term.
- The new staff room is almost complete and bar a few snagging issues it is a vast improvement on the previous one. New seating, air conditioning, more storage space, new flooring and ceiling have enhanced the look and feel of the room.

- The old staffroom has become the new technology room and should be completed in the next few weeks. Brand new integrated cookers and extraction and additional storage units will enable cooking to continue to be a strong feature of the curriculum provision.
- A new 'calming room/sensory room' has been created along the KS1 corridor. We have secured additional funding to kit out the room with sensory equipment, but in the first instance we will use the loan facility from Fountaindale School.
- A double doorway was created in the Foundation Unit which enables internal access through all three rooms.
- There have been 2 New IWBs fitted, new members of staff have had new laptops and the old ones will be recycled around school when the new classrooms are completed. The wireless infrastructure was also updated to accommodate the addition of new iPads.
- The playground has had new covers to protect the drain pipes. We have also bought benches so that children have somewhere to sit at playtimes. A new long jump sandpit has been built with the sports funding money.
- Almost every classroom has had new energy efficient LED lighting installed as well as the main corridors downstairs.
- The 5 year electrical test took place and the biennial health and safety audit by the Local Authority. Both were completed with only a few minor issues which have now been addressed by Mrs Greenhalgh.

Along with a few other minor repairs and maintenance the term was again a busy one. (Notably a new carpet in year 3Y, the front door was repainted; and the units in the car park were shuffled round to make more spaces. It will have the white lines repainted in the very near future) This continued investment will not just keep school looking its best but also help us to achieve one of our aims, to provide the best environment for children to learn in.

### ***School Expansion***

The new classrooms are almost complete and we are very pleased so far with the outcome. In the short term this will give us breathing room and allow us to use the rooms as overflow areas. We intend to move into the new classrooms as soon as we can. The access gate and pathway into the Lidl Car Park will be opened soon too.

## **Priority 4 – Leadership, Management and Governance – C&SD (TOP)**

### **Aims (2014-15)**

These aims and subsequent action plans have been generated from the evaluation of last year's SIPs and the contributions from stakeholders at the training event at the beginning of September 2014:

- To ensure that the quality of middle leadership has an increasing impact on the school's performance (a one-year objective).
- Continue to further develop effective curriculum leadership
- Ensure Governors have an effective role in shaping the strategic direction of school
- Ensure we further develop links with other schools & partner organisations including investigating becoming part of a teaching school alliance and strengthening links with local business

The leadership of the school remains strong with a Leadership Team now fully in place. The Senior Leadership Team (SLT) met regularly in the summer term and addressed the issues that arose from the raft of initiatives that needed to be in place ready for September 2014. The Team Leaders have now successfully completed their first year. They will continue to receive training and support where required by the SLT.

- We successfully trialled the introduction of the Universal Infant Free School Meals (UIFSM) and made changes accordingly.
- At the very end of term we worked on the new SEN code of practice and completed the new policy ready to be approved by governors.
- A new safeguarding policy has been adapted from a new LA Model and is ready for approval at P&P. A new staff code of conduct will also need approval at P&P.
- Although this is still work in progress, all the school policies have been organised into categories so eventually they will become easier to access. There will be a timetable for review created so that this can happen in a timely fashion and make sure we are statutorily compliant.

- We worked on an assessment strategy for life after levels. Whilst this is still work in progress we believe we have a system we can run with which will give us the flexibility to adapt should we need to.
- We continued to work on the New National curriculum and we published the relevant information on the school website. A curriculum statement was written and should be reviewed at C&SD.
- As mentioned previously there have been several staffing appointments and we have worked hard to ensure we deployed TAs in a more effective way.
- We have developed strategies for using the funding streams that now come into school including, Pupil Premium, Pupil Premium Plus and Sports Funding.
- We have managed the impact of the new build and the adaptations to the building. Although things have mostly gone according to plan, there inevitably has been a drain on the amount of leadership time this has taken to complete. However the outcomes are very positive and will improve the school building for years to come.
- We continued to work on the introduction of mixed aged classes and I hope to report on the impact of this initiative more in the spring term.
- We were able to analyse the end of year data more efficiently in the summer term due to tweaks we made to timetables.

## **Priority 5 – X Factor – C&SD (TOP)**

### **Aims (2014-15)**

These aims and subsequent action plans have been generated from the evaluation of last year's SIPs and the contributions from stakeholders at the training event at the beginning of September 2014:

- Further develop the unique qualities of our school, which make us stand out from other schools.
- Ensure we continue with the outstanding music provision and extend to more children across KS2 including Pupil Premium children
- Ensure we develop the new curriculum in a way which celebrates the efforts of the whole child
- Create 'Enrichment Activities' which further develop pupil engagement
- Work in partnership with stakeholders to further enhance the outdoor learning environment
- Develop our sporting achievements, including chess and links with local sporting organisations
- Make progress towards 'Eco Schools Gold' accreditation
- Make progress towards "Arts' mark accreditation
- Make progress towards International mark accreditation
- Make progress towards "Gold Healthy Schools" accreditation

During the summer term we made sure we continued to provide quality learning opportunities for all children. Written below is a snapshot of the good work:

- We surveyed Year 6 children and their parents/carers to gather their opinions on the way we support children in their final year at school. The results of which were shared with parents and Miss Hewitt worked with the Year 6 staff to ensure the key messages are integrated into our current practice.
- The Year 6 children took part in various transition events to other schools, including a 3 day visit to Alderman White. IN addition Year 4 also had a taster day at the Alderman White School.
- The Year 6 took part in their usual fun days, including inflatable afternoon and a water fight. They also went on a visit to the cinema and were able to have fun during a ten pin bowling session.
- Equally the Year 6 production 'School Daze' was a real highlight at the end of the term as was the Special Leavers' Assembly. The children were able to demonstrate their acting, singing and musical ability.
- The end of year school orchestra and choir concert was amazing once again. Please do make a note in your diary to come along and see one of these concerts as they definitely have the X Factor.
- Each term every class takes part in class assemblies which celebrate the good work that is taking place in school. These were very well received and will continue to be a feature of the work we do this year.

- Year 3 and 4 had a visit from the animal man who brought in a range of animals from the Brazilian rainforest. And they were also treated to a visit from a drama group about medieval Britain. There was also a medieval day in Year 4.
- The 2 night residential Year 4 trip to Ilam Hall in May was again a huge success. The children had a fantastic time and were able to use the experience to enhance the curriculum.
- The annual overnight Year 2 Camp on the school field was another successful event that took place during the summer. The teachers integrated the experience into the learning experience for that week.
- The e-Newsletters contain regular updates on the success stories that happen in school.
- Mr Abdy sent children on Sports Leader training and these children helped make the sports days a brilliant time for all. A new Sports Council will start soon. Mr Abdy also ran an athletics club for the first time.
- Years 3 and 5 went swimming during the summer months.
- We enhanced our transition arrangements for children moving from EYFS to KS1. The children had additional afternoons when they spent time with their new teachers. The feedback from staff has been positive and has allowed the children to settle quicker at the beginning of the autumn term.
- EYFS had to rearrange their planned day in the park due to poor weather and instead held a picnic day with ice creams in the wild area.
- EYFS held their celebration of the year concert which was not only well attended but also well received by the watching parents.
- A child with complex needs joined our school and we have been able to offer several induction days to assist the smooth transition.
- EYFS staff visited all local nursery feeder placements.
- A whole school art exhibition was a huge success. Every child created a piece of art which was displayed in the hall.
- Other highlights from the summer term included a healthy living week, the annual community celebration event, and the rha summer fair.
- We welcomed the attendance of many of the governors at several of the above events.
- The Summer Fair and the Community Celebration events were once again highlights on the school calendar.



What a busy and fantastic term.

### SELF-EVALUATION FORM (SEF) (TOP)

The SEF has been updated in light of the recent data analysis and the amendments to the School Improvement plans are reflected in this report. The SEF can be found by clicking [here](#).

For details of the Ofsted School Data Dashboard for 2013 please [click here](#). I will send the link to the 2014 data when it becomes available. The School Data Dashboard provides a snapshot of school performance at Key Stages 1 and 2. The dashboard can be used by school governors and by members of the public to check the performance of the school in which they are interested.

The School Data Dashboard complements the Ofsted School Inspection report by providing an analysis of school performance over a three-year period. Data can be filtered by key stage or by topic:

- Expected progress
- Attainment
- Attendance
- Narrowing the gap between disadvantaged and other pupils

Users are asked to refer to the guidance document for additional information on the measures contained in the reports.

Adrian Nash  
Head Teacher  
September 2014



**Appendix 1 – 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

## Appendix 2 – Early Years Foundation List of Abbreviations ([TOP](#))

### Glossary of Key Terms

**GLD** Good Level of Development (reaching at least expected in all early learning goals in all prime areas and in the specific areas of literacy and mathematics)



<b>ELG</b>	Early Learning Goals
<b>BME</b>	Black or Minority Ethnic background. Includes all those with an ethnicity classification other than White British
<b>EAL</b>	English as an Additional Language. Includes all those with a first language classification other than English or believed to be English
<b>COM</b>	Communication and Language
<b>PHY</b>	Physical Development
<b>PSE</b>	Personal, Social and Emotional Development
<b>LIT</b>	Literacy
<b>MAT</b>	Mathematics
<b>UTW</b>	Understanding the World
<b>EXP</b>	Expressive Arts and Design
<b>LA</b>	Communication and Language: Listening and attention
<b>UN</b>	Communication and Language: Understanding
<b>SP</b>	Communication and Language: Speaking
<b>MH</b>	Physical Development: Moving and handling
<b>HSC</b>	Physical Development: Health and self-care
<b>SCA</b>	Personal, Social and Emotional Development: Self-confidence and self-awareness
<b>MFB</b>	Personal, Social and Emotional Development: Managing feelings and behaviour
<b>MR</b>	Personal, Social and Emotional Development: Making relationships
<b>RE</b>	Literacy: Reading
<b>WR</b>	Literacy: Writing
<b>NU</b>	Mathematics: Numbers
<b>SSM</b>	Mathematics: Shape, space and measures
<b>PC</b>	Understanding the World: People and communities
<b>WO</b>	Understanding the World: The world
<b>TE</b>	Understanding the World: Technology
<b>EM</b>	Expressive Arts and Design: Exploring and using media and materials
<b>BI</b>	Expressive Arts and Design: Being Imaginative

- **Communication and language (C&L)** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development (PD)** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development (PSED)** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy (L)** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics (M)** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world (UtW)** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design (EAaD)** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.