



Round Hill Primary School
Participate, Excel, Be Proud!

Spring Term 2015

HEAD TEACHER'S REPORT

TO THE GOVERNING BODY

11th September 2014 – 5th January 2015

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

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Minutes of Governors' meetings

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APPENDICES

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Section A - Key Information (TOP)

Pupils on Roll as at 5th January 2015

CLASS NAME		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total in each class	Actual	PAN
FL	A	25							25	76	75
FR	B	24	1						25		
FW	C	26							26		
KS1D	D		11	13					24	123	60
KS1H	E		12	12					24		
KS1A	F		14	11					25		
KS1B	G		11	14					25		
KS1S	H		11	14					25		
3A	I				28	1			29	234	60
3Y	J				29	1			30		
4J	K					29			29		
4S	L					28			28		
5A	M						30		30		
5M	N						30		30		
6M	O							28	28		
6A	P							30	30		
TOTALS		75	60	64	57	59	60	58	433	433	

Attendance (TOP)

- There have been 41 applications (31 families) for holiday requests (in the autumn term) compared with 10 (6 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%	2.3%

Termly Attendance Data

	Spring 2013	Summer 2013	Autumn 2013	Spring 2014	Summer 2014	Autumn 2014	Spring 2015
Authorised Absences	2.9%	2.5%	1.7%	2.2%	1.5%	1.6%	
Unauthorised Absences	0.2%	0.1%	0.4%	0.5%	1.0%	0.7%	

Exclusions (TOP)

- There were no exclusions in the autumn term 2014

Racial/Hate Incidents (TOP) (now called Protected Characteristics Log)

- There were no reported racist/hate incidents in the Log Book in the autumn term 2014.

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 years 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

Pupil Characteristics (TOP)

The following table shows the number and percentage of pupils by pupil characteristics in each year group.

School Children by Groups 2014-15 (January 2015)																
	All Pupils		EYFS		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Group	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All Children	435	100%	76	100%	59	100%	64	100%	60	100%	58	100%	60	100%	58	100%
Boys	217	49.90%	38	50%	26	44.10%	38	59.40%	35	58.30%	20	34.50%	28	46.70%	32	55.20%
Girls	218	50.10%	38	50%	33	55.90%	26	40.60%	25	41.70%	38	65.50%	32	53.30%	26	44.80%
Pupil Premium	37	8.50%	4	5.30%	4	6.80%	2	3.10%	4	6.70%	3	5.20%	8	13.30%	12	20.70%
NOT Pupil Premium	398	91.50%	72	94.70%	55	93.20%	62	96.90%	56	93.30%	55	94.80%	52	86.70%	46	79.30%
Service Children		0%		0%		0%		0%		0%		0%		0%		0%
NOT Service Children	435	100%	76	100%	59	100%	64	100%	60	100%	58	100%	60	100%	58	100%
FSM	14	3.20%	3	3.90%	2	3.40%	1	1.60%	2	3.30%	1	1.70%	1	1.70%	4	6.90%
NOT FSM	421	96.80%	73	96.10%	57	96.60%	63	98.40%	58	96.70%	57	98.30%	59	98.30%	54	93.10%
School Action	26	6%	1	1.30%		0%	5	7.80%	3	5%	4	6.90%	6	10%	7	12.10%
School Action Plus	13	3%	1	1.30%	1	1.70%		0%	2	3.30%	2	3.40%	7	11.70%		0%
Statement/EHCP	2	0.50%		0%	1	1.70%		0%	1	1.70%		0%		0%		0%
ALL SEN	41	9.40%	2	2.60%	2	3.40%	5	7.80%	6	10%	6	10.30%	13	21.70%	7	12.10%
NOT SEN	394	90.60%	74	97.40%	57	96.60%	59	92.20%	54	90%	52	89.70%	47	78.30%	51	87.90%
EAL children	90	20.70%	24	31.60%	11	18.60%	13	20.30%	14	23.30%	10	17.20%	10	16.70%	8	13.80%
Not EAL children	345	79.30%	52	68.40%	48	81.40%	51	79.70%	46	76.70%	48	82.80%	50	83.30%	50	86.20%
Autumn Born	150	34.50%	26	34.20%	19	32.20%	26	40.60%	22	36.70%	24	41.40%	17	28.30%	16	27.60%
Spring Born	156	35.90%	28	36.80%	22	37.30%	25	39.10%	20	33.30%	15	25.90%	26	43.30%	20	34.50%
Summer Born	129	29.70%	22	28.90%	18	30.50%	13	20.30%	18	30%	19	32.80%	17	28.30%	22	37.90%

Life After Levels

As part of the 2013 Primary Assessment and Accountability consultation, The DfE consulted on a set of core principles to underpin effective assessment systems within schools. Following feedback from the consultation responses, these principles were further developed by an independent Expert Panel.

The principles are designed to help all schools as they implement arrangements for assessing pupils' progress against their school curriculum; Government will not impose a single system for ongoing assessment. Schools will be expected to demonstrate (with evidence) their assessment of pupils' progress, to keep parents informed, to enable governors to make judgements about the school's effectiveness, and to inform Ofsted inspections. The core principles can be found in Appendix 3.

Round Hill Primary School have established a partnership with other schools in the spring of 2014 and out of this, we have formed a group called the Joint Assessment Work Team – with John Clifford Primary and Nursery school. We plan to meet regularly and our aims are:

1. To develop collaboration between Round Hill and John Clifford and other schools in approaching the challenge of how the new National Curriculum is assessed.
2. To explore ways in which schools can share practice about current and future assessment without levels.
3. To share the use of School Pupil Tracker to assist in the assessment process.
4. To consider joint continued professional development for school leaders and teachers.

Under the system we are using at present (this may change) the tables below show the expectations starting from EYFS through to Year 6. The expectations are written in 'Golden Codes'. For example a child who has just started Year 3 and is at Age Related Expectations (ARE) will have a Golden Code of Year 3 Low. That child will be expected to make 2 further points of progress through the year and end Year 3 on Year 3 High (Making 3 Tracking points over the year) It should be noted that is generally widely accepted that the New National Curriculum has higher expectations than the old one and that comparison between the two is impossible. I.e. It may appear that children have gone backwards before they move forward, but this is not necessarily the case.

Children will be expected to make at least 3 Tracking Points progress during the year.

EYFS Curriculum									Key Stage 1						
	Nursery 1			Nursery 2			Reception			Year 1			Year 2		
Expectations	22-36E	22-36D	22-36S	30-50E	30-50D	30-50S 40-60T	40-60E	40-60D	40-60S	Y1 Low	Y1 Mid	Y1 High	Y2 Low	Y2 Mid	Y2 High
Tracking Point	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
EYFS Profile								Emerging	Expected	Exceeding					

	Lower Key Stage 2						Upper Key Stage 2						Key Stage 3									
	Year 3			Year 4			Year 5			Year 6			Year 7			Year 8			Year 9			
Expectations	Y3 Low	Y3 Mid	Y3 High	Y4 Low	Y4 Mid	Y4 High	Y5 Low	Y5 Mid	Y5 High	Y6 Low	Y6 Mid	Y6 High	Y7 Low	Y7 Mid	Y7 High	Y8 Low	Y8 Mid	Y8 High	Y9 Low	Y9 Mid	Y9 High	Above KS3
Tracking Point	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	

Primary School Grading System Explained

This next section aims to inform governors (and parents in a subsequent meeting in the spring term) about the changes that we are making to the grading systems we use at Round Hill, but please bear in mind this is still very much work in progress.

In September 2014 The National Curriculum levels were replaced by a new grading system. Below is an explanation of what governors and parents need to know about the new assessment levels. The full explanation of what is happening as well as the new KS1 and KS2 SATs from 2016 and the new Reception baseline assessment test can be found in Appendix 4.

What is the new primary grading system?

Prior to the changes children's progress was assessed using National Curriculum levels. As of September 2014, the government decided to remove 'level descriptors' from the National Curriculum. Schools will be expected to establish their own assessment systems to suit their children and parents.

Why the change?

The Department for Education feel levels are too vague and complicated for parents and not very good at helping them to understand their child's progress; there were also concerns that the levels system could contribute to children developing a "fixed mindset" about their ability and potential for growth. Levels were previously used in school to grade pupils from ages five to 14. At the age of 11, when children leave primary school, they are expected to have achieved at least a Level 4 in English, Maths and Science.

So how will children be awarded a grade after September 2014?

It is difficult to give a definitive answer to this question since it will be up to schools to decide how they assess pupils' progress. It is likely that teachers will use statements such as these to describe pupils' progress, as well as commenting on whether your child has made good progress over the year, giving details of curriculum areas where they have achieved well and areas that need more development and support:

Working within the expected level of attainment for his / her age
 Working towards the expected level of attainment
 Working below the expected level of attainment
 Working beyond the expected level of attainment

Progress Report (TOP)

The Local Authority (LA) will be paying us a 'Health Check' visit during in the spring term. The visit is to ensure we have the correct priorities in place to so we continue to achieve our 'Good' rating.

The tables below show the progress in Tracking Points from beginning of Sept 2014 to end of December 2014 for each year group – 1 Tracking Point equals Average progress for one term

Year Groups: Progress in Reading Sept - Dec 2014

Year Groups:	Autumn Half Term	End of Autumn
ALL CHILDREN	0.3	1.4
1	0.7	1.5
2	0.5	1.6
3	0.0	1.0
4	-0.1	1.2
5	0.7	1.3
6	0.6	2.0
R	-0.3	1.2

Year Groups: Progress in Writing Sept –Dec 2014

Year Groups:	Autumn Half Term	End of Autumn
ALL CHILDREN	0.2	1.11
1	0.3	1.2
2	0.1	1.1
3	0.5	0.6
4	0.0	1.1
5	0.5	1.2
6	0.2	1.5
R	0.0	1.1

Year Groups: Progress in Mathematics Sept – Dec 2014

Year Groups:	Autumn Half Term	End of Autumn
ALL CHILDREN	0.3	1.2
1	1.0	1.7
2	0.7	1.4
3	0.0	1.5
4	0.0	0.8
5	0.4	0.9
6	0.3	1.3
R	0.0	1.1

Attainment Report (TOP)

This table shows each year group and compares their attainment against Age Related Expectations (ARE) in tracking points – As at end of Autumn 2014/2015

Year Groups:	Writing	Reading	Mathematics
ALL CHILDREN	0.3	2.3	1.7
1	0.0	0.1	0.3
2	0.9	2.1	1.7
3	-0.4	1.5	1.0
4	0.4	4.6	3.3
5	-0.8	3.7	2.0
6	1.9	4.6	3.1
R	0.1	0.3	0.8

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)

The table below shows the number of SEN/D pupils who are at, above or below ARE:

Subject	Well below	Below	ARE	Above	Well above	TOTAL
Writing	13	21	2	4	0	40
Reading	9	16	3	7	5	40
Mathematics	11	15	4	9	1	40

The new SEN Code of Practice is now statutory and we have all the relevant documentation in place on the school website. A number of staff CPD events are planned in over the next 2 terms to ensure that the new Code of Practice becomes fully embedded into the daily life of the school although conversations with other schools and training partners indicate that we are well ahead of many other schools particularly with regards to the teaching of vulnerable learners and our deployment of TA's. As part of the new CoP we have reviewed our SEN register to ensure that we only have children with significant needs placed at SEN support (the new single category). We will continue to monitor any children who have been removed from the register as 'SEN concerns' or 'class concerns'

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 been selected for district moderation in February. During this visit, external moderators will visit to review the use of funding for one of our more complex children. This will enable us to validate our use of SEN funding in school

The Sensory Room is working really well and is an excellent resource which is being utilised for a number of our more complex children. At the moment we are borrowing resources from the sensory lending library at Fountaindale School however we have recently received further funding from the Saudi Government which we are able to use in order to buy some equipment for this room.

Pupil Premium (TOP)

Pupil Premium Groups: Progress in Reading 2014/2015 (Tracking Points as compared to ARE)

Pupil Premium Groups:	Autumn Half Term	End of Autumn
ALL CHILDREN	0.3	1.4
Pupil Premium	0.3	1.6
NOT Pupil Premium	0.3	1.4

Pupil Premium Groups: Progress in Writing 2014/2015 (Tracking Points as compared to ARE)

Pupil Premium Groups:	Autumn Half Term	End of Autumn
ALL CHILDREN	-0.1	0.8
Pupil Premium	0.1	1.1
NOT Pupil Premium	-0.1	0.8

Pupil Premium Groups: Progress in Mathematics 2014/2015 (Tracking Points as compared to ARE)

Pupil Premium Groups:	Autumn Half Term	End of Autumn
ALL CHILDREN	0.3	1.2
Pupil Premium	0.3	1.0
NOT Pupil Premium	0.3	1.2

As previously reported, last year we received £38,700 Pupil Premium funding. There are currently 37 children eligible. This is 8.5% of the 435 children on roll. (These numbers vary during the year as children come and go)

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:

- has been in looked after for 1 day or more.
- has been adopted from care
- has left care under a special guardianship order, a residence order or a child arrangement order.

As previously reported, 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

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 Sports 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)

Stakeholders were consulted on the new curriculum and as a consequence a new curriculum statement was devised and written. ([Click here](#)). See also the additional section of this report related to Life after Levels.

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:

- The Deputy Headteacher, Jo Hewitt, started her maternity leave last term and Karen Rainford stepped up to the role of Acting Deputy Head. Emma Pye has taken on the role of Acting Assistant Head for the duration of the maternity leave. As previously reported Emma will continue to carry out her role as Inclusion Leader. The current duties of the Deputy have been split between the Head, Acting Deputy, Acting Assistant Head and the Business Manager. Jo has indicated she will return to work in the summer. I have a plan for consultation at the next P&P meeting to talk about the slight restructuring on the Leadership Team upon Jo's return from maternity leave.
- Alex Barto-Smith remains on Maternity leave and has also indicated she will return to work in the summer months.
- The two Initial Teacher Trainees (ITTs), from Nottingham University, Miss Flo Bond and Miss Kirsty Owen, are making good progress. They joined school in September 2014 and have been working with Miss Hawkes and Miss Bore. Mrs Emma Pye, The ITT mentor, reports that Miss Bond and Miss Owen are making good progress.
- The three new teachers welcomed on to the team in September 2014, Mr Matt Joyce, Miss Jodie Stephenson and Mrs Gemma Abasspour have all made a great start. Mrs Stacey Yates has worked hard on their induction and we are very pleased that the children are making good progress in her Lower Key Stage 2 team.
- Amy Morgan left school at the end of the autumn term 2014 to join another school in the City of Nottingham. Mrs Val Hodgkin was appointed as her replacement as from January 2015. There was a thorough handover of information with Mrs Morgan including getting to know the class routines, the children and their individual needs by shadowing the class for a whole week. Mrs Hodgkin knows some of the class already as she has been taking groups of children since they were in year 5. She is an experienced teacher and is also a specialist mathematics teacher. As previously mentioned Mrs. Maggie Stevens, who is also a very experienced teacher will continue to work in the class four mornings per week and both teachers will be supported by Ms. Munro as the phase leader. This will continue to assist in the smooth transition of information to ensure that no learning opportunities are lost, but a teacher leaving at such a in the school year will inevitably have an impact on the children. However so far any disruption has been kept to a minimum.
- The staff questionnaire was completed at the end of the autumn term. Overall, there are lots of strengths however there are some areas requiring attention, in particular CPD.. An initial

analysis of the results has taken place and these, will appear as agenda item at the next P&P meeting.

- Thank you to Jane and Louise for taking on the role of staff welfare governors which was introduced last term. After a further meeting to tweak the rationale behind the role Jane and Louise will meet initially with Jill Munro (or equivalent staff representative) termly in line with other Link Governor Roles.

Appraisal (TOP)

The appraisal cycle for 2013-14 was completed and new objectives for 2014-15 were set. An Annual Appraisal Report was presented to the Pay Committee providing them with an overview of the application of the policy concentrating on the operation of the Appraisal Policy.

An overview of the operation of the appraisal process within school

- The Appraisal Process in 13/14 followed the timeline set out, with all activities achieved.
- All Appraisers briefed and confident in role.
- Objectives were linked to the School Improvement Plan priorities 2013-14, with differentiated success criteria matched to career stage expectations.
- In total there were 31 teaching observations completed during the year.
- Half termly pupil progress meetings take place in every year group.

Staff CPD/Training (TOP)

All staff continued to receive training during the autumn term. All teaching staff attend weekly Continuing Professional Development (CPD) training events. Karen Rainford the Acting Deputy, formulates the staff CPD training programmes by gathering information from a variety of sources including:

- The latest/ongoing national initiatives
- Curriculum Leaders' Action Plans
- School Improvement Priorities
- Requests from Staff as part of CPD audits

In house training for staff members has included:

- Assertive Mentoring training
- Rainbow Grammar presentations
- SEN New Code of Practice/ Provision Mapping
- School Pupil Tracker and the use for SEN tracking
- Writing moderation training in teams x2
- Inference training
- Introduction to Phonics and Phonics screening
- In-service training day on Spelling
- Looked After Children (LAC) training
- Safeguarding training
- and several sessions given over to planning in teams for the new curriculum.

Individual staff members have received training:

- On-going training for the role of Mentor for the ITT students from Nottingham University for Emma Pye. In addition Emma has continued her dyslexia training so that she will be qualified to diagnose and support children with dyslexia.
- 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. 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.
- Foetal alcohol spectrum disorders training (FASD)
- Football Training
- OFSTED training on mathematics

- Primary Languages training
- Meeting KS1 Statutory Requirements Training
- Teaching Level 6 training
- On-going ECaR 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)

Health and Safety, Building Maintenance (TOP)

- During the autumn term three classes moved to their new homes in the brand new extension. The teachers report positively that the classrooms are a great addition to the school and that the children settled well. The opening ceremony was well attended and we have a new plaque on the wall as a permanent reminder.
- The new gate leading onto the Lidl car park was opened during the autumn term and after a few tweaks to the opening times and risk assessment procedures things seems to be working well. We will keep the use of the gate under review, but potentially we might need to create a path before one is worn into the football pitches.
- We are currently reviewing the security implications and risk assessments with the Pearson Centre. Isy and I have already met with the staff at the Pearson Centre and we are working together to ensure the site is as safe as it can possibly be. I suggest we look at this in more detail at F&GP.
- Unfortunately the school had to be closed one day last term. A leaking heating system resulted in excessive condensation forming in the stair wells making the floors unsafe. As these were the main means of escape in the event of a fire we immediately called in specialist help to address the issue, in addition to hiring equipment to dry the rooms out. As the day progressed it became increasing obvious that the situation was not getting any better and the decision was taken to close the school. I am immensely proud of the staff team for dealing with the situation admirably. We have since put measures in place to prevent the issues from reoccurring but we have not yet got to the bottom of the issue as we are still awaiting an engineer for the LA to assess what needs to happen to permanently prevent this from happening again. Again an item for F&GP around the heating system is needed.
- The new staff room is now complete and as previously reported 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.
- There has a new Interactive White Board (IWB) fitted in each of the three new classrooms.
- Hilary Craik came on a Health and safety walk round school in the autumn term.

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

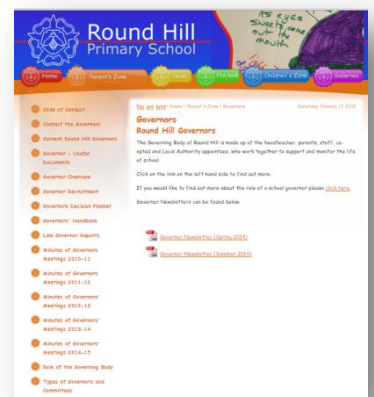
Aims (2014-15)

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 Team meet weekly and focus on strategic school improvement issues. The Leadership Team is coping well in the absence of Miss Hewitt. Both Mrs Rainford and Mrs Pye and the existing Team Leaders have helped maintain the quality of leadership at an OFSTED rating of Good (see SEF). As school expands we should be mindful of the need to ensure that the leadership matches the needs of the school. In addition to this I have been in preliminary discussion with Miss Hewitt about her return and I have included a new staffing Structure for consideration and approval at FGB. (See attached)
- A vast amount of work was carried out in reviewing, researching and then rewriting the following policies. It is worth noting that staff have access to all policies and key policies were sent to all staff concerning personnel were sent to all staff on Mon 06/10/2014 marked with an asterisk below*: *Copies of all policies can be also found on the school server.*
 The RH School Pay Policy* (P&P)
 The RH School Appraisal Policy* (P&P)
 The RH Disciplinary and Capability Procedure* (P&P)
 The RH Whistleblowing Policy* (P&P)
 The RH SEN/D Policy – New Code of Practice* (P&P)
 The RH School Medicine Policy (P&P)
 The RH Child Protection policy and safeguarding procedures* (P&P)
 The Complaints Policy (C&SD)
 The Data Protection Policy (C&SD)
 The Governors Code of Conduct (C&SD)
 The Governor Induction and development policy (C&SD)
 The Governors' Visits policy (C&SD) *subject to minor amendments*
- The RH School Employee Code of Conduct Policy needed some additional work is on the next P&P agenda.
- We started work on tweaking the Vision and Mission statements and hopefully this work will conclude this term.
- I have carried out a major reworking of the governor pages on the school website(See picture opposite). There is now a full and comprehensive list of all of the most relevant papers needed. These can be found on the following link ([click here](#)).
- Following two "Improving Governance" papers since 2012 Richard has consolidated a range of developments of the Governing Body into a plan and aligned them with other elements of the school's improvement plan. This has created The Round Hill Governing Body – Governance Development Plan 2014-15. This should be looked at soon.
- In addition to the Improving Governance work we have also:
 - 1) Re-constituted, from October 2014
 - 2) Completed a skills audit
 - 3) Undertaken a self-evaluation of effectiveness
 - 4) Registered with SGOSS
 - 5) Identified our most pertinent skills gaps – finance, commercial, marketing/communications
 - 6) Two new parent governors were elected after a ballot which saw 8 nominees.
- Although this is still work in progress, all the school policies have been organised into categories so eventually they will become easier to access. A timetable for review has been created and I have made sure we are statutorily compliant with all of the policies we need on the school website.
- As mentioned above the Leadership Team has worked hard on the RH assessment strategy for life after levels including forming a new partnership with other local schools. 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 it should we need to.
- We continued to work on the New National curriculum and we published the relevant information on the school website. A full and comprehensive guide for parents about the



national curriculum has now been added to the website. ([Click here](#)) These guides will form the basis of a meeting with parents in the spring term to explain the changes to the new National Curriculum and the RH approach to assessment.

- I mentioned in the last report that I would comment on the introduction of mixed aged classes and its impact on school. Miss Hawkes keeps a close eye on what is happening within her team and gathers information to keep the Leadership Team informed on developments. She has also attended Parents' Forum to seek further opinions and reported back to them about how things are going. The data certainly suggests that children are doing well (see above) and bar a few teething problems initially both the children and teachers have adapted well to the new way of working.
- In response to the supplementary advice to schools from the DfE, published in October 2014, The LA (HR) provided information and guidance to schools arising from the Childcare (Disqualification) Regulations 2009, which in turn arose out of the Education Act 2006. Entitled Keeping Children Safe In Education, The Regulations prohibit anyone who is disqualified themselves under the Regulations, or who lives in the same household as a disqualified person "by association", from working in a relevant setting. This relates to all staff and volunteers involved in the management and provision of childcare to the under 8s. In line with LA policy all staff have been signed a declaration confirming that they are not disqualified under the Regulations from working in this school.

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:

- The Meet the Teachers Event early in September shares routines, to give parents the opportunity to meet with their child's teacher early in the term to help them settle in as quickly as. It helps establish expectations and looks at ways in which parents can help their children at home. Feedback was again really positive and ensures we communicate well with stakeholders.
- The e-Newsletters contain regular updates on the success stories that happen in school. Including dates for the whole year ahead and reminders of things to look out for on the school website. They are also a valuable way of communicating about e-safety and a place to signpost activities in the local community.
- Year 3 and 4 went on a trip to Snibston Science Museum,
- We surveyed all parents and the results can be found on the school website or by [clicking here](#). The raw data has been shared with parents and Richard Jones has kindly offered to summarise the written responses into the written comments into an easier to read format. I suggest we look at the information gathered at C&SD.
 - 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.



- Every class took part in a class assembly 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.
- We held a harvest assembly in October and received plenty of donations from parents. This year we collected produce for Hope House on Boundary Road in Beeston; the display of food was wonderful.
- The termly Parents' Forum looked at 'Life after Levels' and discussed mixed aged classes in KS1. We also gathered general feedback about UIFSM, the new building and the school meal service.
- The Book Fair was a great success and we raised nearly £600. We have been able to purchase lots of new books for Round Hill.
- Thanks to Mr Abdy, Cross Country Club/Team and Football Club/Teams started again in the autumn term. As did Netball Club/Team, the school choirs, the school orchestra and Chess Club/Teams
- For the first time we held KS1 Parent/Child Reading Days in October. It was a great opportunity for parent's to share a story with their children.
- We held a special Remembrance assembly in November - one of our parents, Wayne Osborne, led this. The wonderful display is still on the walls in the school entrance corridor.
- Our International Ambassadors club had their grand opening in September. They are working with the Chernobyl Children's Life Line (CCLL) charity in Nottingham to educate the children about the Chernobyl disaster and the impact it has on people living in the Ukraine and Belarus.
- As previously mentioned we held a New Building Opening Ceremony in November.
- As in previous terms, some parents/carers were invited to a longer consultation meeting as part of our 'Achievement for All' project work.
www.afa3as.org.uk
- The Year 6 children took part in their residential to Beaumanor Hall and had a fantastic time. We were very proud of their attitude and behaviour. [Click here to see some pictures.](#) The children were a real credit to their parents and school.
- We held a Children in Need Fundraising Day. We had a visit to Round from Pudsey himself and the children/adults dressed along the theme of 'Be a hero'. There were some fantastic costumes and we managed to raise over £300.
- Year 3 and 4 got involved in the homecoming parade for the return of local troops from Afghanistan.
- EYFS held a Learning Workshop as an introduction to how the EYFS team work and they also sang carols in Beeston Square.
- EYFS held their celebration of the Christmas concert which was not only well attended but also well received by the watching parents.
- We welcomed the attendance of many of the governors at several of the above events.
- The Christmas Fair took place and was well supported once more by parents and of course the RHA (The school's PTA).
- The Key stage 1 production of A Winter's Tale was a highlight of the term
- Just before we broke up for Christmas all of our KS1 children went to sing carols at the church in Beeston. The children also decorated a tree which along with other trees represented local community groups such as the police and the fire brigade.
- 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.



What a busy and fantastic term which certainly fits the description of the added 'Xtra Factor'.

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 attached to this email.

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
January 2015

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



Assessment Principles

As part of the 2013 Primary Assessment and Accountability consultation, we consulted on a set of core principles to underpin effective assessment systems within schools. Following feedback from the consultation responses, these principles were further developed by an independent Expert Panel.

The principles are designed to help all schools as they implement arrangements for assessing pupils' progress against their school curriculum; Government will not impose a single system for ongoing assessment.

Schools will be expected to demonstrate (with evidence) their assessment of pupils' progress, to keep parents informed, to enable governors to make judgements about the school's effectiveness, and to inform Ofsted inspections.

Effective assessment systems:

Give reliable information to parents about how their child, and their child's school, is performing

- a. Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- b. Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- c. Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- d. Are reliable and free from bias.

Help drive improvement for pupils and teachers

- a. Are closely linked to improving the quality of teaching.
- b. Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- c. Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

Make sure the school is keeping up with external best practice and innovation

- a. Are created in consultation with those delivering best practice locally.
- b. Are created in consideration of, and are benchmarked against, international best practice.

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Appendix 4

Primary-School Grading System Explained For Governors and Parents

In September 2014 national curriculum levels in English schools will be replaced by a new grading system. Below is an explanation of what parents need to know about the new assessment levels as well as new KS1 and KS2 SATs from 2016 and the new Reception baseline assessment test.

Why is it that just as you're finally getting to grips with the education system, everything changes – yet again? With a new curriculum in force in English primary schools from September 2014, how your children's progress is measured is changing too.

What is the new primary grading system?

Currently children's progress is assessed using national curriculum levels. As of September 2014, the government has decided to remove 'level descriptors' from the National Curriculum. Schools will be expected to establish their own assessment systems to suit their children and parents.

Why the change?

The Department for Education feel levels are too vague and complicated for parents and not very good at helping them understand their child's progress; there were also concerns that the levels system could contribute to children developing a "fixed mindset" about their ability and potential for growth. Levels are currently used in school to grade pupils from ages five to 14. At the age of 11, when children leave primary school, they are expected to have achieved at least a Level 4 in English, maths and science.

So how will children be awarded a grade after September 2014?

It is difficult to give a definitive answer to this question since it will be up to schools to decide how they assess pupils' progress. It is likely that teachers will use statements such as these to describe pupils' progress, as well as commenting on whether your child has made good progress over the year, giving details of curriculum areas where they have achieved well and areas that need more development and support:

Working within the expected level of attainment for his / her age
Working towards the expected level of attainment
Working below the expected level of attainment
Working beyond the expected level of attainment

From summer 2016, there will be more challenging SATs tests to reflect the new curriculum at the end of the Key Stages. The tests will now be marked with a score on a standardised scale, ranging from 80 to 130. A score of 100 is the expected outcome at the end of Year 6, indicating that children are ready for secondary school.

Children will also be matched against 'performance descriptors' (in other words what pupils are expected to know and be able to do at the time of testing) when being assessed by their teachers at the end of Key Stage 1 and 2 to see if they've achieved the expected standard.

When will your child be assessed?

Alongside continuous teacher assessments, there will still be national assessments at regular intervals in English primary education:

- Children will undergo a new baseline test in Reception (from September 2016)
- the Phonics Screening Check in Year 1
- the end-of-Key-Stage test in Year 2 (KS1 SATs)
- the end-of-Key-Stage test in Year 6 (KS2 SATs)

What are the expected grades for the end of each year group?

Under the changes, from 2016 the government expects 85% of pupils to reach a 'good level of attainment' in updated Key Stage 2 SATs (as opposed to the current 65% – a massive increase).

With levels abolished and the introduction of 'performance descriptors', it looks like there will be a lot less emphasis on expected grades for each year group, but rather a focus on whether a child has acquired the expected knowledge or not. The government will set the precise extent of progress required in each year group once the new Key Stage 2 tests have been set for the first time in May 2016.

What about children who are above or below the expected level?

Of course there will still be children who will not meet the expected standard and they will continue to be teacher assessed using P-scales (a way of measuring the progress of children who're working below the national curriculum levels). By assessing children more formally at Reception level (with the new Reception baseline assessment test, due to start in September 2016), the government hopes the children requiring more teacher input will be identified earlier.

On the flipside, there's little indication of how bright pupils will be stretched and a suggestion that only one set of SATs will be set at Key Stage 2 with the abolition of the current Level 6 papers for English and maths.

When will the new assessment levels start?

Until 2015, the current national tests will assess children against the current curriculum and national curriculum levels. In other words, pupils entering Years 2 and 6 in September 2014 will continue to be taught the current curriculum for primary English, maths and science in order to complete SATs in summer 2015.

From 2016 there will be new SATs tests for Y2 and Y6, based on the new primary curriculum. Pupils in Year 1 and Year 5 in September 2014 will be the first to sit the new end-of-Key-Stage tests in May 2016; the outcomes of these tests will not be based on levels. For details of the KS1 2016 SATs and KS2 2016 SATs read our parents' guides.

Does this affect the Foundation Stage assessment levels?

Alongside the scrapping of levels and new tougher end of key stage tests, children will also sit a Reception baseline test in order to assess their progress from when they start school to the end of Key Stage 2. Once that is in place in September 2016, it will no longer be compulsory for teachers to complete an Early Years Foundation Stage (EYFS) profile on pupils (this is currently given to parents at the end of Reception and is a broad assessment of your child's abilities in all areas of their learning and development).