



Round Hill Primary School  
Participate, Excel, Be Proud!

# Spring Term 2012

HEAD TEACHER REPORT

TO GOVERNING BODY

2nd September 2011 - January 1st 2012

Autumn Term Report (April - Sept)  
**Spring Term Report (Sept - Jan)**  
Summer Term Report (Jan - April)

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### GLOSSARY

This report is a culmination of the work that has taken place in school over the Autumn Term 2012. (2<sup>nd</sup> September 2011 - January 1<sup>st</sup> 2012). The text box at the top of the report explains the report dates: Autumn Term Report (April - Sept); Spring Term Report (Sept - Jan); Summer Term Report (Jan - April) You will notice that, after requests from Governors for further improvements to the Head Teacher Report, the sections from the previous term have been left in and greyed out. This will allow governors to see the connections over the course of the year. There are also additional sections on performance management, staff training and governor visits.

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

Over the Christmas break we assimilated data to a new tracking system, made possible due to the upgrading of office computers. We are already seeing the benefits of the new system: a) faster data analysis, b) easier identification of pupil groups c) staff can access the securely from their computers. The system will allow for further enhancements to pupil target setting and reporting to parents in the coming year.

## SECTION 1 - PUPILS AND PERSONNEL (P&P) [\(TOP\)](#)

### A Summary of Committee Business

#### Autumn Term 2011

The minutes of the P&P meeting on the 7<sup>th</sup> July 2011 reflect the fact that we discussed these main issues:

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

#### Spring Term 2012

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

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

### 1.1 Attendance [\(TOP\)](#)

### 1.1.1 Attendance Targets

Attendance Targets	2009/10		2010/11		Target 2011/12
	Target	Actual	Target	Actual	
Combined Authorised/ Unauthorised Absence	4%	3.1%	3.8%	3.5%	3.2% (Was 3.5%)

### 1.1.2 Termly Attendance Data

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

### 1.2 Exclusions [\(TOP\)](#)

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

### 1.3 Racial Incidents [\(TOP\)](#)

<b>Autumn Term 2011</b> There were no reported racist incidents in the log book this term.
<b>Spring Term 2012</b> There were no reported racist incidents in the log book this term.

### 1.4 Staffing [\(TOP\)](#)

<p><b>Autumn Term 2011</b> Since the last report the main staffing issues have been: Mr Hammond and Mrs Annison retired at the end of the summer term and Miss Winfield left to take a teaching post in Madrid. Miss Fletcher is on secondment until September 2012 The new staff has made a great start. As Deputy Head, Miss Hewitt has made a start at leading teaching and learning in school. Miss Amy Hind and Mr Sam Norris both join us on one year fixed-term contracts. Miss Wilkinson is the new leader in our foundation unit. The intention is to review staffing arrangements as we receive budgets for next year.</p>
<p><b>Spring Term 2012</b> Since the last report the main staffing related points to note have been:</p> <ul style="list-style-type: none"> <li>• Amy Hind finished her NQT year in October 2011 and Sam Norris passed the first stage of his NQT year.</li> <li>• Rob Perkins finished his 'Leadership Pathways' course</li> <li>• Nancy Lee has become an accredited coach for 'Achievement For All'</li> <li>• Karen Rainford qualified as a Reading Recovery teacher.</li> </ul> <p>You may remember from the recent OFSTED training that the new OFSTED Framework will look at teaching 'over time'. To ensure we are doing our very best to ensure teaching and learning is given top priority in school, staff will receive the New OFSTED Framework training in January 2012; as part of an on-going programme of self-evaluation, the monitoring of teaching and learning will be in three forms: (Please note that Performance Management is separate to the above and more details of this process can be found in section 1.5)</p> <p><b>Regular monitoring of teaching and learning</b> (notice given to staff) The head and deputy together observed 13 lessons during this term: 3 (23%) were graded 'Outstanding', 8 (61.5%) were graded 'Good' and 2 (15.5%) were graded 'Satisfactory'. Those staff that had lessons graded</p>

as 'good and satisfactory' are being given support in the form of additional CPD opportunities. (Observations in Year 2 were postponed until January as the classes are being taught by 4th Year BEd students until Christmas) All monitoring work is collated, made anonymous and presented to staff for discussion.

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

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

**Subject Leaders monitoring** (notice given to staff)

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

### **1.5 Performance Management [\(TOP\)](#)**

**Autumn Term 2011**

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

**Spring Term 2012**

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

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

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

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

#### **1.5.1 Training [\(TOP\)](#) **NEW SECTION****

**Spring Term 2012**

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

### **1.6 Special Educational Needs (SEN) [\(TOP\)](#)**

**Autumn Term 2011**

This next section highlights the progress made by our SEN children and their provision. There is a significant amount of data being used to evaluate, track and identify areas of strengths and weakness.

Below is just some of that work that is taking place.

### **Spring Term 2012**

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

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

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

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

## **1.6.1 Level of Special Education Needs [\(TOP\)](#)**

### **Autumn Term 2011**

The level of SEN remains consistent at 15%. Nationally this was 20% in 2010. [See Appendix 1](#) for more detail.

### **Spring Term 2012**

The level of SEN has risen slightly to 16.2% from 15% last term. Nationally SEN was 20% in 2010. [See Appendix 1](#) for more detail.

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

### **Autumn Term 2011**

The attached tables in [Appendix 2](#) give a more detailed breakdown of the progress. The first table shows the percentage of pupils with SEN making 2 levels of progress KS1-KS2 in 2010 and 2011. Some significant gains have been made.

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

The data in [Appendix 3](#) shows in detail SEND progress from September 2010 to July 2011. It tells us that: Children with SEND have made greater progress since we joined the AFA project in most Year groups but Year 3 (now Year 4) are the SEND cohort most vulnerable to underachievement.

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

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

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

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

### **Spring Term 2012**

See 1.6 above

## **1.6.3 SEND Interventions [\(TOP\)](#)**

### **Autumn Term 2011**

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

Progress of SEND children is now rigorously monitored and tracked and used to plan additional provision.

This Autumn our particular focus is on the delivery of the Switch On programme, an intervention to raise reading outcomes across the school.

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

#### **Spring Term 2012**

See 1.6 above

#### **1.6.4 Achievement for All (AfA) [\(TOP\)](#)**

##### **Autumn Term 2011**

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

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

##### **Spring Term 2012**

See 1.6 above

#### **1.6.5 Looked after Children (LAC) [\(TOP\)](#)**

##### **Autumn Term 2011**

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

##### **Spring Term 2012**

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

#### **1.6.6 SEND and LAC Training [\(TOP\)](#)**

##### **Autumn Term 2011**

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

##### **Spring Term 2012**

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

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

#### **1.6.7 Extended Services [\(TOP\)](#)**

##### **Autumn Term 2011**

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

This Autumn we are hoping to offer a Positive Parenting course, A Seasonal Event and further support to

the parents of vulnerable children.

### **Spring Term 2012**

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

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

### **Autumn Term 2011**

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

### **Spring Term 2012 -**

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

The first half-term was designated for allowing the children to settle into full-time education and setting the ethos of how things will run this year. There is a very strong emphasis on developing independence, both in action and thought. We have been really pleased with how the children have responded to this and we feel confident that they are now ready to take on a little more structure and direction. This is not to say that the children haven't been learning or indeed that we haven't been teaching core skills in literacy and numeracy. We have completed assessments of each child in three key areas: Communication Language and Literacy, Problem Solving and Reasoning about Numbers and Personal, Social and Emotional Development to find out their level of attainment at the point of entry. This has given us a clear overview of the needs of all the children in this cohort, enabling us to now plan specific learning opportunities for different groups to move them on to the next steps in achievement.

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

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

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

See [appendix 3](#) for data analysis.

## **1.8 Pupil Progress in KS1 ([TOP](#))**

### **Autumn Term 2011**

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

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

Subject	BOYS			GIRLS			BOTH			Overall APS
	Level 2+	Level 2B+	Level 3+	Level 2+	Level 2B+	Level 3+	Level 2+	Level 2B+	Level 3+	
Speaking and Listening	84.8	-	24.2	96.2	-	38.5	89.8	-	30.5	16.2
Reading	90.9	72.7	24.2	96.2	96.2	42.3	93.2	83.1	32.2	16.8
Writing	84.8	69.7	18.2	96.2	92.3	26.9	89.8	79.7	22.0	16.0
Mathematics	90.9	78.8	27.3	96.2	92.3	23.1	93.2	84.7	25.4	16.9
Science	90.9	-	30.3	96.2	-	34.6	93.2	-	32.2	16.5

With the exception of APS, all figures are percent (%)

#### Comparison to 2010 Results

Subject	ALL PUPILS							
	Level 2+	Level 2B+	Level 2B+	Level 2B+	Level 3+	Level 3+	Level 3+	Overall APS
Speaking and Listening	↑	1.5	-	-	↑	5.5	↑	0.4
Reading	↑	8.2	↑	9.8	↑	7.2	↑	0.8
Writing	↑	8.1	↑	14.7	↑	7.0	↑	1.0
Mathematics	↑	3.2	↑	3.0	↑	2.1	↑	0.7
Science	↑	1.5	-	-	↑	5.5	↑	0.4

With the exception of APS, figures represent percentage points (pp) difference

#### District Comparison

Percentage of pupils achieving Level 2+

	Speaking and Listening	Reading	Writing	Mathematics	Science
School	89.8	93.2	89.8	93.2	93.2
Broxtowe District	92.0	88.9	86.1	92.6	93.1
Nottinghamshire LA National (2011)	88.8	85.6	81.6	89.9	89.6
	-	-	-	-	-

### Spring Term 2012

#### Year 1 Progress since September 2011

Year 1 has 58 children, 24 boys and 34 girls. Progress in Year 1 in the autumn term has been good, particularly in maths.

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

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

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

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

#### Year 2 Progress since September 2011

Year 2 has 58 children, 29 boys and 29 girls. Progress in Year 2 in the autumn term has been very good.

In reading 57 children (98%) have made at least 1 APS progress with 14 children (24%) having made 3 or more APS.

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

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

In KS1 the progress of boys and girls is similar.

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

#### Autumn Term 2011

Black and Ethnic Minority (BME)

9 children were identified as BME. Their performance in maths and science was similar to that of white british groups. Their performance in writing was slightly below the other group (3% below), reading and speaking and listening was significantly below (8%+).



#### Free School Meals (FSM)

9 children identified as FSM. Their performance in maths and science was slightly below the non-FSM children. Performance in speaking and listening, reading and writing was further below, however this did only relate to 2 children.

#### SEND

6 boys and 1 girl were identified as having SEND. These children performed better in Reading, maths and science than in writing and speaking and listening.

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

#### Spring Term 2012

See 1.9.1

### 1.8.2 KS1 Strengths [\(TOP\)](#)

#### Autumn Term 2011

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

#### Spring Term 2012

See 1.8

### 1.8.3 Year 2 Predictions [\(TOP\)](#)

#### Autumn Term 2011

Our current Y2 are predicted the following end of KS1 results, assuming every child makes 2 fine grades of progress over the year.

	Reading	Writing	Maths
% at Level2+	82%	73%	87%
% at Level 3	18%	15%	25%

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

#### Spring Term 2012

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

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

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

### 1.8.4 KS1 Areas for Improvement [\(TOP\)](#)

#### Autumn Term 2011

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

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

### Spring Term 2012

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

## 1.9 Pupil Progress in KS2 [\(TOP\)](#)

### Autumn Term 2011

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

The table below is a summary of the KS2 Results 2011 (see last Head report)

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

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

### Spring Term 2012

#### Progress in Year 3 and 4 in APS since September

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

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

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

#### Progress in Years 5 and 6 in APS Autumn Term 2011

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

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

74 % of the Year 6 children made at least 1 APS point in writing, with 31% making 2 or more APS points.

In maths 81% of the children made at least 1 APS point, with 28% of the children making 2 or more APS points.

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

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

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

In maths 98% of the children made at least 1 APS point, with 82% of the children making 2 or more APS points.

There was no significant difference between the progress of boys and girls in reading, writing or maths.

Only one child made no progress in reading and maths and all children made progress in writing.

[\(See Appendix 6\)](#)

### 1.9.1 KS2 Vulnerable Pupil Groups [\(TOP\)](#)

#### Autumn Term 2011

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

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

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

### **Spring Term 2012**

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

### **1.9.3 KS2 Key Strengths:**

#### **Autumn Term 2011**

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

Reading and English attainment overall were also above local and national averages for both boys and girls.

Boys level 4+ & 5+ were above local and national levels in numeracy.

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

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

#### **Spring Term 2012**

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

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

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

#### **Autumn Term 2011**

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

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

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

#### **Spring Term 2012**

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

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

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

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

### A Summary of Committee Business

#### Autumn Term 2011

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

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

#### Spring Term 2012

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

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

### 2.1 Curriculum [\(TOP\)](#)

#### Autumn Term 2011

Joanne Hewitt has been given the task of building on our creative curriculum. She will carry out an audit and review the whole curriculum over the next few months. The conclusions and recommendations will then be acted upon. As mentioned above, the starting point will be reviewing/updating the curriculum policy.

#### Spring Term 2012

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

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

#### 2.1.1 Information and Communication Technology (ICT) update [\(TOP\)](#)

#### Autumn Term 2011

It has become apparent that the office computers have become increasingly unreliable. I have spoken with the LA who are giving us a quote to upgrade the systems we have. This work will include linking our administration and curriculum networks and thus improving teacher's access to data and electronic diaries.

#### Spring Term 2012

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

### 2.2 Governors Visits [\(TOP\)](#) NEW SECTION

### **Spring Term 2012**

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

## **Section 3 - Finance and General Purposes ([TOP](#))**

### **A Summary of Committee Business**

#### **Autumn Term 2011**

The minutes of the F&GP meeting on the 12<sup>th</sup> July 2011 reflect the fact that we discussed these main issues:

- The Lettings Policy was approved.
- We discussed progress on the Outdoor Learning Environment (OLE)
- We discussed the capital works that would be carried out over the summer term
- We discussed the current budget situation
- We discussed financial reporting arrangements to parents and agreed to put an item in the school newsletter.
- The Governors expenses policy was discussed
- Amendments to the finance policy were approved so school could use a credit card to aid purchases on the internet.

#### **Spring Term 2012**

The minutes of the F&GP meeting on the 15<sup>th</sup> November 2011 reflect the fact that we discussed these main issues:

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

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

#### **Autumn Term 2011**

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

#### **ELECTRICAL SUPPLY**

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

#### **FIRE DOORS**

New Fire Doors have been fitted around the school, mainly in corridors and to rooms off the Staff Room Corridor. Most of these doors have been fitted with electronic holdback devices connected to the Fire

Alarm System. The system releases the doors in the event of an alarm.

#### **FIRE ALARM**

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

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

#### **EMERGENCY LIGHTING**

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

#### **WATER SUPPLY**

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

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

#### **FIRE HOSE REELS**

All Fire Hose Reels around the school have been removed.

#### **ACCOMMODATION WORKS**

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

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

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

#### **FUTURE WORKS**

In and around the Autumn Half-Term more doors are to be fitted (e.g. to the Hall), more holdback devices are to be fitted (e.g. to Classroom 8A) and more Fire Alarm devices are to be fitted (e.g. under the Stage).

The construction of a Hygiene Suite aside the Foundation Unit Toilet is expected to gain Planning Permission in a few weeks. This includes a toilet, two washbasins and a changing bed.

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

### **Spring Term 2012**

#### **Remedial Works**

The various remedial works started in August have now been completed. This work included installation of new emergency lighting and fire alarm systems.

#### **Accommodation Work**

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

#### **Stage Works**

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

#### **Car Park Works**

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

#### **Reception Ladies Toilet**

This toilet has been decorated.

#### **Future Work**

##### *Windows*

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

#### *Hygiene Suite*

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

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

#### **Autumn Term 2011**

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

#### **Spring Term 2012**

[Appendix 4](#) contains an update on progress of the Devolved Formula Capital Works - 2011/2012

### **Section 4 - Self Evaluation Form (SEF) [\(TOP\)](#)**

#### **Autumn Term 2011**

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

#### **Spring Term 2012**

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

### **Section 5 - School Improvement Partner Report [\(TOP\)](#)**

#### **Autumn Term 2011**

A report by the School Improvement Partner Report, Pat Peel, is attached in appendix 6

#### **Spring Term 2012**

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

Adrian Nash  
Head  
January 2012

## School Data (January 2012)

<b>FSM</b>	<b>TOTAL</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>EAL</b>	<b>SCHOOL ACTION</b>	<b>SCHOOL ACTION+</b>	<b>STATEMEN I</b>	<b>IN CARE</b>	<b>FSM</b>
	28	14	14	12	9	0	1	0	28
	100%	50%	50%	43%	32%	0%	4%	0%	100%
<b>SEN</b>	<b>TOTAL</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>EAL</b>	<b>SCHOOL ACTION</b>	<b>SCHOOL ACTION+</b>	<b>STATEMEN I</b>	<b>IN CARE</b>	<b>FSM</b>
	66	46	20	14	48	16	2	2	10
	100%	70%	30%	21%	73%	24%	3%	3%	15%
<b>F2</b>	<b>TOTAL</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>EAL</b>	<b>SCHOOL ACTION</b>	<b>SCHOOL ACTION+</b>	<b>STATEMEN I</b>	<b>IN CARE</b>	<b>FSM</b>
	58	33	25	13	0	1	0	0	3
	100%	57%	43%	22%	0%	2%	0%	0%	5%
<b>yr1</b>	<b>TOTAL</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>EAL</b>	<b>SCHOOL ACTION</b>	<b>SCHOOL ACTION+</b>	<b>STATEMEN I</b>	<b>IN CARE</b>	<b>FSM</b>
	60	24	36	13	5	5	1	1	2
	100%	40%	60%	22%	8%	8%	2%	2%	3%
<b>Yr2</b>	<b>TOTAL</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>EAL</b>	<b>SCHOOL ACTION</b>	<b>SCHOOL ACTION+</b>	<b>STATEMEN I</b>	<b>IN CARE</b>	<b>FSM</b>
	59	29	30	9	10	3	0	1	2
	100%	49%	51%	15%	17%	5%	0%	2%	3%
<b>yr3</b>	<b>TOTAL</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>EAL</b>	<b>SCHOOL ACTION</b>	<b>SCHOOL ACTION+</b>	<b>STATEMEN I</b>	<b>IN CARE</b>	<b>FSM</b>
	59	32	27	10	6	0	0	0	8
	100%	54%	46%	17%	10%	0%	0%	0%	14%
<b>yr4</b>	<b>TOTAL</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>EAL</b>	<b>SCHOOL ACTION</b>	<b>SCHOOL ACTION+</b>	<b>STATEMEN I</b>	<b>IN CARE</b>	<b>FSM</b>
	59	32	27	6	7	3	0	0	4
	100%	54%	46%	10%	12%	5%	0%	0%	7%
<b>yr5</b>	<b>TOTAL</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>EAL</b>	<b>SCHOOL ACTION</b>	<b>SCHOOL ACTION+</b>	<b>STATEMEN I</b>	<b>IN CARE</b>	<b>FSM</b>
	58	36	22	12	7	4	0	0	3
	100%	62%	38%	21%	12%	7%	0%	0%	5%
<b>yr6</b>	<b>TOTAL</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>EAL</b>	<b>SCHOOL ACTION</b>	<b>SCHOOL ACTION+</b>	<b>STATEMEN I</b>	<b>IN CARE</b>	<b>FSM</b>
	55	29	26	8	13	0	1	0	6
	100%	53%	47%	15%	24%	0%	2%	0%	11%

Historical Level of SEND



	Autumn Term 2010	Spring Term 2011	Summer Term 2011	Autumn Term 2011
Children without SEND	340	348	359	346
School Action/ Early Years Action *	44	44	44	44
School Action plus/ Early Years Action plus	11	11	11	14
Total children	399	407	421	408
Children with Statements	2	2	2	2
Looked After Children (LAC) *	2	2	2	2
% of children on the SEND Register	14.8%	14.5%	14.7%	15%

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

## Appendix 2 - Overall Progress Made by SEN ([TOP](#))

Progress of Children with SEND: Years 1 to 6 by points of progress Autumn Term 2011

Points of progress	Writing	Reading	Maths
4	1	2	0
3	9	4	5
2	17	21	17
1	20	27	28
0	13	6	10
	60 children	60 children	60 children

## Progress of FSM

The following table shows the progress from Sept to Dec 2011 of our FSM pupils in Y1 to Y6. There are 24 pupils (28 including pupils in F).

Progress in APS	Reading		Writing		Maths	
	Count	%	Count	%	Count	%
0	3	13%	7	29%	4	17%
1	8	33%	5	21%	15	62%
2	11	46%	7	29%	5	21%
3+	2	8%	5	21%	0	

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

## KS1 Pupil Progress Sept - Dec 2011

Year 1 58 pupils: 24 boys and 34 girls

### Reading

Progress in APS	All		Boys		Girls	
0	13	23%	7	29%	6	18%
1	24	41%	9	38%	15	44%
2	11	19%	2	8%	9	26%
3+	10	17%	6	25%	4	12%

### Writing

Progress in APS	All		Boys		Girls	
0	7	12%	4	17%	3	9%
1	12	21%	5	21%	7	21%
2	20	29%	7	29%	13	38%
3+	19	33%	8	33%	11	32%

### Maths

Progress in APS	All		Boys		Girls	
0	2	3%	1	4%	1	2%
1	15	26%	5	21%	10	30%
2	25	43%	12	50%	13	38%
3+	16	28%	6	25%	10	30%

Year 2 58 pupils 29 boys and 29 girls

### Reading

Progress in APS	All		Boys		Girls	
0	1	2%	1	4%	0	
1	22	38%	9	31%	13	45%
2	21	36%	12	41%	9	31%
3+	14	24%	7	24%	7	24%

### Writing

Progress in APS	All		Boys		Girls	
0	3	5%	1	4%	2	7%
1	24	41%	9	31%	15	52%
2	23	40%	14	48%	9	31%
3+	8	14%	5	17%	3	10%

**Appendix 3 - EYFS Data Analysis [\(TOP\)](#)**

Overview of Cohort: 61 children (2 of which are Y1)						
Boys: 56%		Girls: 44%		EAL: 28%	FSM: 5%	SEN with IEP: 5%
Point of entry assessment Sept 2011		End of Autumn term Dec 2011		Action points		
Scoring <3 in PSED	28%	Scoring 3 or less	2%	As expected, the children arrived in the unit with varying levels of achievement in aspects of PSED. In order to help the children settle in their new environment, bond as individual classes and as a whole unit the main thrust of learning in the autumn term was around this area. Results show good progress in levels of independence and confidence in readiness for more structured and focused activities to be introduced in the spring term.		
Scoring 3+ in PSED	72%	Scoring 4+	89%			
Scoring <3 in CLT (Communication for language and thinking)	54%	Scoring 3 or less	43%	Many children arrived in the unit with limited language skills. Lots of time was given to creating opportunities to develop speech and listening skills through directed and non-directed activities. Children were grouped according to their ability and needs and regular 'chatty time' sessions established. Results show good progress in readiness for more structured and focused activities to be introduced. There are a significant number of EAL children in this cohort. Activities for this group are based on developing vocabulary for everyday life in the Foundation unit. This will continue in the spring term.		
Scoring 3+ in CLT	46%	Scoring 4+	54%			
Average score for Linking sounds and letters	1.3	3.3		A number of children arrived in the unit with some phonic knowledge. Children were grouped accordingly and daily phonics sessions began. All children have made good progress and are now working in Phases Two & Three. Focused activities for developing & applying literacy skills to be addressed in the spring term.		
Scoring 5+ in NLC (Numbers as labels for counting)	41%			Initial assessment highlighted a number of children who have the capacity to achieve well in some aspects of numeracy. Focused activities for developing numeracy skills to be addressed in the spring term.		

*(working within the early learning goals: 4-8; working securely within the early learning goals: 6+; working fully at and beyond the early learning goals: 8+)*

ROUND HILL PRIMARY SCHOOL  
**DEVOLVED FORMULA CAPITAL WORKS - 2011/2012**  
**As At 14<sup>th</sup> JANUARY 2012**

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

Code 1 - the work is complete.

Code 2 - the work is substantially complete.

**Appendix 5 - SEF [\(TOP\)](#)**

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

**Appendix 6 - KS2 data analysis [\(TOP\)](#)**

**Key Stage 2 Progress Autumn term 2011**

Progress in Year 3 since September 2011 (59 children)

Points progress	Number of children in Reading	Number of children in Writing	Number of children in Maths
0	8	11	5
1	17	20	24
2	33	26	29
3	0	1	0
3+	0	0	0

Progress in Year 4 since September 2011 (59 children)

Points progress	Number of children in	Number of children in	Number of children in

	Reading	Writing	Maths
0	1	21	7
1	15	20	35
2	40	13	14
3	0	3	1
3+	1	0	0

**Year 6 (56 chn, 25 girls, 31 boys)**

**Reading:**

Points progress	Overall number	Boys	Girls
0	1 (2%)	0 (0%)	1 (4%)
1	23 (41%)	13 (42%)	10 (40%)
2	29 (52%)	15 (48%)	14 (46%)
3	3 (5%)	3 (10%)	0 (0%)
4	0	0	0
5+	0	0	0

**Writing:**

Points progress	Overall number	Boys	Girls
0	0 (0%)	0 (0%)	0 (0%)
1	10 (18%)	6 (19%)	4 (16%)
2	30 (54%)	15 (48%)	15 (60%)
3	16 (28%)	10 (33%)	6 (24%)
4	0	0	0
5+	0	0	0

**Numeracy:**

Points progress	Overall number	Boys	Girls
0	1 (2%)	0 (0%)	0 (0%)
1	9 (16%)	6 (19%)	4 (16%)
2	36 (64%)	15 (48%)	15 (60%)
3	8(14%)	10 (33%)	6 (24%)
4	1 (2%)	0	0
5+	1 (2%)	0	0

**Year 5 (58 chn, 23 girls, 35 boys)**

**Reading:**

Points progress	Overall number	Boys	Girls
0	7(12%)	6(17%)	1 (4%)
1	27 (47%)	16 (46%)	11 (48%)
2	16 (28%)	9 (26%)	7 (30%)
3	7 (12%)	3 (9%)	4 (18%)
4	1 (1%)	1 (2%)	0

**Writing:**

Points progress	Overall number	Boys	Girls
0	15(26%)	10 (29%)	5 (22%)

1	24 (41%)	14 (40%)	10 (43%)
2	17 (29%)	10 (29%)	7 (30%)
3	1 (1%)	1(2%)	0 (0%)
4	1 (1%)	0	1 (5%)

### Numeracy:

Points progress	Overall number	Boys	Girls
0	11 (19%)	10 (29%)	1(4%)
1	31 (53%)	14 (40%)	17(74%)
2	14 (24%)	11 (31%)	3 (13%)
3	2(4%)	0 (0%)	2 (10%)
4	0 (0%)	0	0

Vulnerable, **Non SEN** pupils APS since September (total 31)

Points progress	Number of children in Reading	Number of children in Writing	Number of children in Maths
0	3	3	2
1	16	10	16
2	9	13	13
3	2	4	0
3+	0	1	0

### GLOSSARY [\(TOP\)](#)

AfA	Achievement for All
APP	Assessing pupil progress
APS	Average point score
ECaR	Every Child a Reader
ECaW	Every Child a Writer
PHSCE	Personal Health Social Citizenship Education
C&SD	Curriculum & Strategic Development Committee
LA	Local Authority
LAC	Looked After Child
SEAL	Social Emotional Aspects of Learning
SEND	Special Education Needs and Disabilities
SEF	Self evaluation form
SIP	School Improvement Plan
SLT	Senior Leadership Team
NQT	Newly Qualified Teacher