



Round Hill Primary School  
Participate, Excel, Be Proud!

## **Summer Term 2015**

HEAD TEACHER'S REPORT

TO THE GOVERNING BODY

6<sup>th</sup> January 2015 – 19<sup>th</sup> April 2015

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

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This report is split into 7 sections A to G. The first part relates to the key information that needs reporting each term. The next 5 parts relate to the 5 areas of the School Improvement Plan. The School Self Evaluation Form (SEF) is the final section.

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For details of the committee business for the spring term 2015 [please click this link.](#)

## **APPENDICES**

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

[Appendix 3](#) - Assessment Principles

[Appendix 4](#) - Primary School Grading System Explained

## Section A - Key Information (TOP)

### Pupils on Roll as at 6<sup>th</sup> May 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	75	75
FR	B	23	1						24		
FW	C	26							26		
KS1D Otters	D		11	12					23	122	60
KS1H Rabbit	E		13	12					25		
KS1A Badgers	F		13	10					23		
KS1B Foxes	G		12	14					26		
KS1S Hedgehogs	H		11	14					25		
3A	I				27	1			28	234	60
3Y	J				29	1			30		
4J	K					29			29		
4S	L					29			29		
5A	M						30		30		
5M	N						30		30		
6M	O							28	28		
6A	P							30	30		
<b>TOTALS in each year</b>		74	61	64	56	60	60	58	431	431	

### Attendance (TOP)

- Our attendance is in the top quintile on data dashboard (see link at the end of this report)
- There have been 25 applications (18 families) for holiday requests (in the spring term) compared with 17 (13 families) during the spring term last year.
- This information is from the last report as a comparison - *There were 41 applications (31 families) for holiday requests (in the autumn term) compared with 10 (6 families) during the autumn term 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	Summer 2015
Authorised Absences	2.9%	2.5%	1.7%	2.2%	1.5%	1.6%	2.2%	
Unauthorised Absences	0.2%	0.1%	0.4%	0.5%	1.0%	0.7%	0.4%	

### 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 spring term 2015.

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

### Aims (2014-15)

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

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

### 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%

### Progress Report (TOP)

As mentioned in the previous report, the Local Authority (LA) completed a 'Health Check' visit during in the spring term. The visit was to ensure we have the correct priorities in place to so we continue to achieve our 'Good' rating.

### EYFS

Report to follow in the summer term

### KS1/KS2 Progress Report (TOP)

The tables below show the progress in Tracking Points from beginning of autumn term 2014 to end of the spring term April 2015 for each year group – 1 Tracking Point (TP) equals good progress for one term therefore 3 TP over the year. However, for this year, Year 2 and Year 6 have continued with the old curriculum. This means that in the table below the data is in APS for Year 2 and 6.

Year Groups: Progress in Reading from the beginning of autumn 2014 - spring 2015

Year Groups:	Autumn Half Term	End of Autumn	End of Spring
ALL CHILDREN	0.3	1.4	2.4
1	0.7	1.5	2.3
2	0.5	1.6	3.0
3	0.0	1.0	2.2
4	-0.1	1.2	2.5
5	0.7	1.3	1.9
6	0.6	2.0	2.8
R	-0.3	1.2	2.7

Year Groups: Progress in Writing from the beginning of autumn 2014 - spring 2015

Year Groups:	Autumn Half Term	End of Autumn	End of Spring
ALL CHILDREN	0.2	1.1	1.8
1	0.3	1.2	1.9
2	0.1	1.1	2.5
3	0.5	0.6	1.7
4	0.0	1.1	1.8
5	0.5	1.2	1.7
6	0.2	1.5	2.9
R	0.0	1.1	2.8

Year Groups: Progress in Mathematics from the beginning of autumn 2014 - spring 2015

Year Groups:	Autumn Half Term	End of Autumn	End of Spring
ALL CHILDREN	0.3	1.2	2.2
1	1.0	1.7	2.0
2	0.7	1.4	3.0
3	0.0	1.5	2.2
4	0.0	0.8	2.5
5	0.4	0.9	2.0
6	0.3	1.3	2.4
R	0.0	1.1	2.2

The above data is highlighting a potential issue with writing progress across school. Therefore we have provided additional training for staff, we are updating our portfolio of writing to fit in with the new National Curriculum and staff have worked together to moderate work and also worked with other schools.

### KS1/KS2 Attainment Report [\(TOP\)](#)

This table shows each year group's attainment in tracking points – As at end of spring term 2015

Year Groups:	Expected	Reading	Writing	Mathematics
R	<b>8</b>	8.8	8.7	8.9
1	<b>11</b>	11	10.7	11.1
2	<b>14</b>	16.6	15.3	16.4
3	<b>17</b>	16.7	16.1	16.6
4	<b>20</b>	20.2	18.8	20.4
5	<b>23</b>	22.4	21.5	22.4
6	<b>26</b>	30.3	28.3	29.3

## End of Key Stage 1 Predictions

<b>Progress towards meeting KS1 school targets in 2015 – current Year 2</b>						
<b>AOE for current year 2 was broadly average on entry to Year 1.</b>	<b>Reading</b>		<b>Writing</b>		<b>Maths</b>	
	<b>Target</b>	<b>Pred</b>	<b>Target</b>	<b>Pred</b>	<b>Target</b>	<b>Pred</b>
% L2c+	95%	97%	92%	90%	95%	95%
% L2b+	85%	84%	80%	84%	85%	93%
% L3+	42%	36%	26%	20%	42%	55%
Proportions on track to make expected progress across the key stage (8 APS)		97%		92%		95%
Proportions on track to make more than expected progress across the key stage (10 APS)		45%		35%		45%

End of Key Stage 2 Predictions – Fischer Family Trust FFT target setting is aspirationally aiming at the top 25% of schools in the country.

<b>Progress towards meeting KS2 school targets in 2015 – current year 6</b>							
<b>AOE for current year 6 was 1.2 APS Sig + above national average.</b>	<b>Reading</b>		<b>Writing</b>		<b>Maths</b>		<b>Combined RWM</b>
	<b>FFT Target</b>	<b>Pred</b>	<b>FFT Target</b>	<b>Pred</b>	<b>FFT Target</b>	<b>Pred</b>	<b>FFT Target</b>
% L4+	94%	91%	91%	89%	93%	89%	88%
% L5+	70%	70%	51%	39%	64%	54%	44%
Proportions on track to make expected progress across the key stage (2 levels+ KS1-2)	94%	93	93%	90%	96%	90%	93%
Proportions on track to make more than expected progress across the key stage (3 levels+ KS1-2)	41%	40%	37%	37%	49%	40%	37%

## 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:

SEN/D Attainment [41 Children]

Year Groups:	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
<b>Year R</b> [2 children]	9.0	9.0	9.0
<b>Year 1</b> [2 children]	12.0	7.5	11.0
<b>Year 2</b> [5 children]	14.7	13.7	14.7
<b>Year 3</b> [6 children]	14.2	14.4	14.4
<b>Year 4</b> [6 children]	19.0	16.3	19.3
<b>Year 5</b> [13 children]	19.7	18.2	19.9
<b>Year 6</b> [7 children]	21.1	20.9	20.0

SEN/D Progress (In TP from Sept to April. 2TP = good progress)

	<b>Writing</b>	<b>Reading</b>	<b>Mathematics</b>
<b>Year R</b> [2 children]	3.0	3.0	2.0
<b>Year 1</b> [2 children]	2.5	2.0	2.0
<b>Year 2</b> [5 children]	1.9	2.7	2.8
<b>Year 3</b> [6 children]	2.8	2.4	2.6
<b>Year 4</b> [6 children]	0.2	1.8	2.2
<b>Year 5</b> [13 children]	0.7	1.2	1.7
<b>Year 6</b> [7 children]	3.1	0.9	1.3

The new SEN Code of Practice is becoming embedded in particular the role of teachers in planning for and assessing SEND children in their classes and the redeployment of TA's in order to assist this. Staff have been supported in this through a number of CPD events with regards to meeting the needs of different learners including LAC and dyslexic learners within a classroom setting. The next step is to train staff in the 'graduated approach' and complete an audit as a school as to what we regard to be 'normal' practice for different types of learner so that we have a shared understanding as a school.

We were moderated during the Spring term on our use of AFN (Additional Family Needs) funding which involved interviews with SLT and staff and some observations of children. Although we are still awaiting the official feedback, informal feedback was overwhelmingly positive and indicated that they saw lots of good practice during their visit.

The inclusion leader has completed Module 1 of the AMBDA dyslexia course and has begun Module 2. She will soon be able to assess formally for Dyslexia within school and advise on appropriate strategies although these reports will need to be signed off by the EP until completion of the course.

Quotes have been obtained for the equipping of the sensory room and this work will hopefully be completed before September.

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

Pupil Premium: Attainment [37 Children]

Year Groups:	Reading	Writing	Mathematics
<b>Year R</b> [4 children]	8.3	8.3	8.8
<b>Year 1</b> [4 children]	10.8	10.5	10.5
<b>Year 2</b> [2 children]	16.3	14.8	16.0
<b>Year 3</b> [4 children]	15.5	14.5	15.5
<b>Year 4</b> [3 children]	21.0	20.7	21.0
<b>Year 5</b> [8 children]	21.8	20.9	22.1
<b>Year 6</b> [12 children]	28.3	25.8	26.3

Pupil Premium Progress [37 Children] (In TP from Sept to April. 2TP = good progress for 2 terms)

	Writing	Reading	Mathematics
<b>Year R</b> [4 children]	3.3	3.3	2.7
<b>Year 1</b> [4 children]	1.5	2.8	2.0
<b>Year 2</b> [2 children]	2.3	3.3	3.5
<b>Year 3</b> [4 children]	1.8	2.0	3.0
<b>Year 4</b> [3 children]	2.7	3.0	3.0
<b>Year 5</b> [8 children]	0.7	1.2	2.0
<b>Year 6</b> [12 children]	3.0	2.7	1.8

As previously reported, in 2014-15 we received £38,700 Pupil Premium funding. In the financial year 2015-16 we expect to receive £48,100. 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 – This information now includes impact statements of the Pupils Premium funding.

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

Pupil Premium Plus: Attainment [10 Pupils]

Year Groups:	Writing	Reading	Mathematics
<b>Year 1</b> [1 children]	10.0	10.0	10.0
<b>Year 3</b> [1 children]	13.0	13.0	14.0
<b>Year 4</b> [4 children]	16.8	18.5	19.0
<b>Year 5</b> [4 children]	16.0	18.3	17.8

Pupil Premium Plus Progress (In TP from Sept to April. 2TP = good progress for 2 terms)

	Writing	Reading	Mathematics
<b>Year 1</b> [1 children]	1.0	2.0	1.0
<b>Year 3</b> [1 children]	2.0	2.0	3.0
<b>Year 4</b> [4 children]	0.3	1.5	2.3
<b>Year 5</b> [4 children]	1.2	0.5	1.2

As previously reported, there are 10 PP+ currently on roll. Each child attracts £1,900 worth of funding. We have allocated the money to be spent on the following:

The Inclusion Leader and Acting Deputy met again with the parents of qualifying children in the spring term to discuss how this funding was used and to gather ideas for the future use of this funding.

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)

- The Inclusion Leader worked with some families on a Personal Education Plan (PEP). This is an opportunity to listen to children, record their hopes and worries and clearly show their stated aspirations.
- 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 and measure the impact of any interventions
- Therapy training

## 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 2015/16 our school will receive: £10,000 (estimated)

## **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 the [spring term 2015 Headteacher' 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, continued her maternity leave last term and Karen Rainford continued in the role of Acting Deputy Head. Emma Pye also continued the role of Acting Assistant Head for the duration of the maternity leave. Jo has indicated she will return to work at the beginning of July.
- I presented a paper for consultation which sets out, for the approval of full governing body, a recommended leadership structure, following discussions of options at two meetings of a working party. The working party met twice (13 February and 21 April) to discuss issues around restructuring the leadership team. (see attached paper - Re-shaping the Leadership Team)
- Alex Barto-Smith remains on maternity leave and has also indicated she will return to work in June 2015.
- The two Initial Teacher Trainees (ITTs), from Nottingham University, Miss Flo Bond and Miss Kirsty Owen, are still 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.
- We interviewed for the two teaching vacancies in September 2015. The vacancies have arisen due to the continued expansion of school and also Mrs Aplin's maternity Leave. I am very pleased to say that after successful interviews in the spring term we were able to appoint two teachers - It was a very good field of candidates. The panel were unanimous in selecting Miss Flo Bond and Miss Kirsty Owen as the two new teachers ready to start in September. Some governors will no doubt be aware that both Miss Bond and Miss Owen have already been training in school for the last year as part of our Initial Teaching Training programme linked with Nottingham University.
- Mrs Aplin started her maternity leave at Easter. Class 6A are now being taught by Ms Munro who kindly offered to work full time until Mrs Barto-Smith returns when they will return to their job share roles. So that class 5M are not disadvantaged Ms Mason will increase her hours to

four days per week and Mrs Stevens, who the children already know well, is teaching the children every Monday.

- Two members of staff have been absent on long term sickness since before Christmas. I continue to follow the advice of HR and the Managing Absence and Attendance procedures.

### **Appraisal (TOP)**

You may remember from the last report that the appraisal cycle for 2013-14 was completed and new objectives for 2014-15 were set. The mid-term reviews are in hand and many will be complete by the time of publishing this report.

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 2014-15, with differentiated success criteria matched to career stage expectations.
- 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:

In-house training for staff members has included:

- INSET day – Habits of discussion by Chris Guest from Keyworth Primary
- Presentation about research into the deployment of additional adults
- SEND use of Pivots/small step approach to progress
- How to make pop-up books
- Info about the effects of foetal alcohol syndrome on children's ability to learn
- Dyslexia
- Maths calculation policy
- Latest updates in computer education
- Arts mark update
- Family subject leader network meetings
- EpiPen training

Individual staff members have received training on:

- SLT attended SPTO training at John Clifford
- Therapeutic approaches to supporting children in a school setting
- New statutory Y2 assessment for 2015
- Outdoor Learning
- PE leadership
- Autism
- Makaton

## **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)**

- The access to the small playground has been improved. The gates and path have been widened, the flooding issue in this area has been dealt with and the rubble that was located here has finally been removed. There have been lots of positive comments from children and parents.
- Two trees, including the stumps, have been removed at the front of school to prevent further damage to the drains connecting to the ladies downstairs toilets.
- PAT testing took place over half term.
- Several new notice boards were put up around school.
- Various smaller jobs have been completed in and around school

It is also worth mentioning we frequently receive compliments about the cleanliness of school and thanks must go to Lynne Cunningham and her teams of cleaners.

## **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
- I have completed a major reworking of the governor pages on the school website. 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](#)).
  - 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.

## **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 end of spring term 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.
- 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. We have decided to create a separate Parents' Forum page on the website to include information for parents about what the group does and how it has had an impact on school life.
- In February we ran a 'life after levels and national curriculum event' which explained the major changes in the New National Curriculum and our new assessment systems.
- Various Parents supported the school curriculum notably Wayne Osborne who came into school to work with Year 3 and 4 on the fantastic WWII projects.
- Year 5 and 6 attended the finals of the Broxtowe Sportshall Athletics competition at George Spencer School. The children performed fantastically well in a range of events which included sprinting, jumping and throwing and they managed to secure 2nd place.
- Children from Years 4, 5 and 6 attended a cross country event organised by Nottingham High School at Wollaton Park. There were 18 schools represented with over 400 runners competing in four races and the children from Round Hill featured in all of the categories. We managed to achieve top 15 positions in each race.
- As part of book week local author Jonathan Emmett was invited in to school to judge our Book Week Competition. From all the children's work Jonathan chose various entries to make a Round Hill version of The Silver Serpent Cup, however the Otter Class were the overall winners and will receive a signed copy of the final and published book and Jonathan will also designate a future book to the Otters.
- The school got involved in Red Nose Day 2015 along the theme of 'making your face funny for money!' - Sainsbury's supported school with merchandise to sell in the run up to Red Nose Day. We managed to raise a whopping £758.
- Cheerleading Champions - We sent a group of cheerleaders to represent Round Hill at the Broxtowe Cheerleading competition at George Spencer Academy. Their routine was simply amazing. It was so good that they ended up as winners.
- The boys' choir concert, shared top-billing with Bestwood Male Voice choir at Christ Church, Chilwell. The children were brilliant - superb ambassadors for the school. They sung beautifully, and behaved impeccably.
- The netball team were crowned as the Broxtowe Area Champions. They played six games and won all six games.
- We held a special event during the partial solar eclipse - The last time Britain was plunged into darkness through an eclipse was in August 1999. Therefore it was a real treat to have good weather conditions to experience the first total solar eclipse for 16 years on Friday, March 20. We certainly had fun on the playground that morning.
- The Year 5 children and Badgers Class took part in the Federation Dance Festival at the Bramcote School. The children were all brilliant. Two students from Alderman White have been running the dance club.
- The Peace Event at Broxtowe Borough Council was attended by school children.
- The Fly the Flag for the Commonwealth was also attended by some of our children whose relatives come from different parts of the Commonwealth – They had made a flag to represent that country. (see display in the school hall).
- 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](http://www.afa3as.org.uk)
- EYFS and KS1 Playground Development - we are so excited and pleased to announce we have won a £10,000 grant from The Big Lottery Fund.

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

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 2014 please [click here](#). 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.

A full copy of RAISEOnline 2014 has been reattached to the papers for the summer term meeting.

Adrian Nash  
Head Teacher  
April 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

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

• **Communication and language (C&L)** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

• **Physical development (PD)** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

• **Personal, social and emotional development (PSED)** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

• **Literacy (L)** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

• **Mathematics (M)** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

• **Understanding the world (UtW)** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

• **Expressive arts and design (EAaD)** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.