



Round Hill Primary School  
Participate, Excel, Be Proud!

## **Autumn Term 2015**

HEAD TEACHER'S REPORT

TO THE GOVERNING BODY

20<sup>th</sup> April 2015 – 1<sup>st</sup> September 2015

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

Autumn Term - A focus on the end of Key Stage data

Spring Term – A focus on the progress made since the beginning of the year

Summer Term - A focus on the progress made since the beginning of the year

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## APPENDICES

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## Section A - Key Information (TOP)

### Pupils on Roll as at 1<sup>st</sup> September 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	25						25			
FW	C	25						25			
KS1D Otters	D		14	11					25	132	75/60
KS1H Rabbit	E		15	12					27		
KS1A Badgers	F		14	14					28		
KS1B Foxes	G		14	12					26		
KS1S Hedgehogs	H		16	10					26		
3/4A	I				16	12	1		29	230	60
3/4O	J				15	14			29		
3/4J Herons	K				15	14			29		
3/4BM Nightingales	L				15	13			28		
5A	M						28		28		
5S	N						29		29		
6B	O							30	30		
6Y	P							28	28		
<b>TOTALS in each year</b>		75	73	59	61	53	58	58	437	437	450

Highlighted are children taught out of year group

### Attendance (TOP)

- Our attendance is in the top quintile on data dashboard (see link at the end of this report)
- There were 41 application (32 families) for holiday requests (in the summer term)

This information is from the previous reports as a comparison

- There were 25 applications (18 families) for holiday requests (in the spring term) compared with 17 (13 families) during the spring term last year.
- 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	2011/12		2012/13		2013/4		2014/15		Target 2015/16
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Combined Authorised/Unauthorised Absence	3.2%	2.8%	2.6%	2.6%	2.4%	2.5%	2.3%	2.6%	2.4%

### Termly Attendance Data

	Autumn 2013	Spring 2014	Summer 2014	Autumn 2014	Spring 2015	Summer 2015	Autumn 2015	Spring 2016
Authorised Absences	1.7%	2.2%	1.5%	1.6%	2.2%	1.8%		
Unauthorised Absences	0.4%	0.5%	1.0%	0.7%	0.4%	1.0%		

## Exclusions (TOP)

- There were no exclusions in the summer term 2015

## Protected Characteristics Log (TOP) (Formerly Racial/Hate Incidents)

- There were no reported racist/hate incidents in the Log Book in the summer term 2015.

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

### Aims (2015-16)

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 2015:

- To ensure that pupil progress continues to be significantly above national levels.
- To significantly close gaps in the achievement of our EAL, 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 2015-16 (Updated September 2015)																
	All pupils		Year R		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%	73	100%	74	100%	58	100%	61	100%	54	100%	57	100%	58	100%
Boys	224	51.50%	41	56.20%	40	54.10%	26	44.80%	37	60.70%	33	61.10%	19	33.30%	28	48.30%
Girls	211	48.50%	32	43.80%	34	45.90%	32	55.20%	24	39.30%	21	38.90%	38	66.70%	30	51.70%
Pupil Premium	28	6.40%	1	1.40%	4	5.40%	5	8.60%	2	3.30%	5	9.30%	3	5.30%	8	13.80%
Service Children		0%		0%		0%		0%		0%		0%		0%		0%
FSM	19	4.40%	5	6.80%	4	5.40%	3	5.20%	1	1.60%	3	5.60%	1	1.80%	2	3.40%
SEN Support	16	3.70%		0%	2	2.70%	1	1.70%	1	1.60%	2	3.70%	2	3.50%	8	13.80%
EHCP	1	0.20%		0%		0%	1	1.70%		0%		0%		0%		0%
ALL SEN	21	4.80%		0%	2	2.70%	2	3.40%	1	1.60%	4	7.40%	3	5.30%	9	15.50%
EAL children	92	21.10%	18	24.70%	22	29.70%	9	15.50%	13	21.30%	10	18.50%	11	19.30%	9	15.50%
In Care		0%		0%		0%		0%		0%		0%		0%		0%
Autumn Born	155	35.60%	23	31.50%	26	35.10%	20	34.50%	23	37.70%	22	40.70%	24	42.10%	17	29.30%
Spring Born	146	33.60%	19	26%	26	35.10%	21	36.20%	25	41%	16	29.60%	14	24.60%	25	43.10%
Summer Born	134	30.80%	31	42.50%	22	29.70%	17	29.30%	13	21.30%	16	29.60%	19	33.30%	16	27.60%

### Progress Report (TOP)

We are very pleased with our end of EYFS and End of Key Stage Data. The data summary sheets are attached to this report. A full report and analysis is being compiled at the being of the autumn term 2015 and will be shared with governors in due course.

### EYFS

Report attached in Appendix 3

### KS1 Report (TOP)

Report attached in Appendix 4

### KS2 Report (TOP)

Report attached in Appendix 5

For a full report on the KS2 National Data 2015 [click here](#)

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

Data on PP children is included in appendix 3, 4 and 5

SEN progress during 2014/15 was broadly in line with that of all other children however in some year groups they made accelerated progress ensuring the gap is closing (Years 2, 3 and 6). The current year 6 cohort have our largest number of SEND some of whom have significant levels of need and therefore interventions have already begun which are being run by members of senior staff (Emma Pye and Karen Rainford).

The SEN code of practice is now fully embedded and all codes have been changed to bring us in line with its requirements (School Action and School Action Plus are no longer used but have been replaced with the single code SEN support). A staff training event is planned for the Autumn term to review the SEN register fully and ensure that we have the correct children as 'SEN support'. Alongside the other schools in the family we have decided to use the descriptor 'vulnerable to SEN' for those children who may no longer meet the criteria to stay on the register however remain a concern for us in school to ensure they are being fully tracked.

The final stage of this transition is to convert all Statements to Education, Health and Care Plans. These will take place at the time of the annual review and the inclusion leader has attended training in order to facilitate these meetings. We have also made a number of successful applications for children for EHC plans and are embedding these into our practice for our most complex children.

The inclusion leader has completed 2/3 modules of the AMBDA dyslexia course which means she is now able to assess for dyslexia in house. This should ensure that children can be assessed more quickly than before where we had to rely on outside agencies, however there is a significant time implication for the inclusion leader and therefore children will not be assessed until staff have tried and reviewed the impact of intervention as recommended by the BDA.

The sensory room was completed in Summer 2015 and is now fully utilised by some of our children with SEND. This space has a number of uses – calming anxious or disruptive children, providing sensory support for children with ASD and stimulation for speech and language activities. The equipping of this room has however limited its use as a 'neutral learning space' and we have therefore created a play based classroom for children who may need to access a more hands on curriculum or who may need some of their education away from their main classroom.

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

Data on PP children is included in appendix 3, 4 and 5

We continue, throughout school, to focus on closing the gap for our Pupil Premium children. This has been a focus of teachers' appraisal and of closely targeted support.

The impact of this is that in some year groups the Pupil Premium pupils are attaining better or at least largely the same as their peers (Y1, 2 and 4 (2014-15)). In other year groups the gap has narrowed. Areas for Development.

We need to work on further closing the gap in our current Y4 and 6 and on increasing the percentage of PP children making more than expected progress. (all data is available in Assessment folder 2015)

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

There are currently 10 PP+ currently on roll. These are children who have been adopted from care, have a special guardianship or a residence order. Each child attracts £1,900 worth of funding and we have liaised closely with parents/guardians as to how this money should be spent.

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 Personal Education Plans (PEPs). This was 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 not only their academic needs and their social and emotional needs. Last year she attended a number of training events in order to fully equip her for this role.
- 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.
- 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. The Inclusion Leader will also be screening all the children for working memory/executive functioning difficulties using tools from her dyslexia training.
- We are exploring the possibility of a 'sold' social work service to further support both our adoptive families and to provide 'supervision' for our LAC TA and Inclusion Leader.

### **Children with English As An Additional Language (EAL)**

Data on EAL children is included in appendix 3, 4 and 5

This is a new section that has been added this year. Analysis of the data in all three phases shows the gap needs to close between EAL children and their peers. As you would expect we have already started work on this and are currently auditing our EAL provision. Training events are being arranged for key staff and all staff this term. We are also looking at engagement with all parents including parents of EAL children. Mrs Pye will be championing EAL children, creating a team of staff who can look at provision and providing regular updates to staff on best practice.

### **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 during the academic year 2014-5 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](#).

The new National Curriculum for Year 2 and 6 are introduced. Key Staff have been on training and disseminated this training to everyone. This training included changes to the assessment arrangements for EYFS and end of KS1 and KS2.

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

### **Aims (2015-16)**

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 2015:

- 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 Head teacher, Jo Hewitt returned from maternity leave at the end of the summer term. She has been working hard already and begun the work around staff CPD, induction and appraisal. A huge thank you must go to Karen Rainford and Emma Pye who have helped to keep school running smoothly in Jo's absence.
- At the end of the summer term Karen Rainford returned to her substantive post as Assistant Head and you may remember that after a successful interview Emma Pye was appointed permanently to role of Assistant Head.
- Alex Barto-Smith returned from maternity leave in June 2015.
- After their appointment in the summer term Miss Flo Bond and Miss Kirsty Owen have started the term well, having the advantage of knowing the school routines because their Initial Teacher Training was based at Round Hill. Jo Hewitt is organising their induction and mentors etc...
- Stacey Yates has now become the Team Leader in Upper Key Stage 2 and has switched with Jill Munro and Alex Barto-Smith who are now Team leaders in Lower Key Stage 2.
- Judith Mason retired from teaching and is now pursuing her role as a counsellor.
- One member of staff remains on long term sick leave. I continue to follow the advice of HR and the Managing Absence and Attendance procedures.
- Isobel Greenhalgh has now returned to school after a planned absence. Tanya Walters and Jacky Wellington did a fantastic job in the school office whilst she was away.
- Mrs Alison Lawrence (Part-time Teaching Assistant) was given a medical certificate of permanent incapacity and has therefore been granted ill health retirement.
- Judy Morton (Part-time Teaching Assistant) resigned from her post as a Teaching Assistant and is pursuing an alternative career including becoming a Nordic walking coach.
- You may remember that Sam Aplin started her maternity leave just after Easter and subsequently gave birth to her daughter Fern.
- Alison Bradnam (Teaching Assistant) left at the end of the summer term to take up a new post at a school within our family of schools.
- Val Hodgkin (Year 6 teacher) came to the end of her contract in the summer term after covering for Mrs Morgan who left at Christmas.

### **Appraisal (TOP)**

The final reviews are in hand and will be completed during the autumn term 2015 when new objectives will be set.

An overview of the operation of the appraisal process within school

- The Appraisal Process in 14/15 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 formulated the staff CPD training programmes by gathering information from a variety of sources including:

In-house training for staff members which has included:

- Outdoor learning
- Writing – building a portfolio of levelled writing
- British Values
- Structured conversations
- Report writing
- Family subject leader network meetings
- Latest updates in computer education
- INSET day – Maths calculation policy, updates on the School Pupil Tracking System and the use of mastery, curriculum leader training.

Individual staff members have received training on:

- SPTO training
- The new OFSTED framework
- Writing moderation
- Life after levels

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

#### **Aims (2015-16)**

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 2015:

- 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)**

- Various parts of school have been given a much needed face lift over the summer months by being redecorated. The entrance hall and the library had new carpets and the technology room and gents toilets had new flooring too
- The small playground has been further improved with money from the National Lottery and the PTA/rha. The all-weather surfaces and new play equipment have already made a positive impact on the playtime experience of the children. There have also been lots of positive comments from children and parents
- Excavate/remove and replace 70sq meters of tree root damaged tarmac in big playground
- New windows in Technology Room and in the Foundation Unit corridor
- New audio system for the hall and outdoor events (funded by rha)
- Several new notice boards were put up around school
- Lots of smaller jobs have been completed in and around school including ceiling repairs and outdoor decking maintenance



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

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

##### Aims (2015-16)

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 2015:

- 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 (2015-16)

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 2015:

- 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 summer 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.
- Almost 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 next year.
- Improvements were made to the Small playground - by widening the gates and adding a double width path we have not only managed to improve access but hopefully eliminate the occasional flooding that used to occur in this area.
- The termly Parents' Forum looked at Round Hill's approach to assessment (several parents reviewed the materials that are now on the school website before it was published). We also gathered general feedback about UIFSM, (universal infant free school meals) the school meal service in general and the new building. We created 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.

- Football Runners Up - The football team won five games in a row and managed to get to the final of the South Broxtowe Football Tournament. In a very closely fought match with Eskdale Junior School the game went into extra time, without any goalkeepers. Unfortunately Eskdale scored the 'golden goal' that meant they finished winners. We were really proud of our team who were a real credit to the school and themselves.
- Netball Runners Up - The netball team also entered a South Broxtowe Netball Tournament. After winning all of their games convincingly they played Bramcote Hills in the final. The girls were brilliant, but unfortunately lost to a team on top form.
- Alderman White, Year 6 Antarctica writing competition - Having spent a day at Alderman White School learning about Antarctic survival and the story of Sir Robert Scott's epic expedition to the South Pole, which sadly ended in disaster, Year 6 pupils were set a writing challenge. Congratulations to Year 6 for their fantastic and inspiring writing!
- In early June we held a Secondary School Information Presentation to parents with guest speakers from the White Hills Park Federation.
- We held an EYFS to Year 1 Transition Meeting In early July - Parents of Foundation children attended a meeting with Miss Hawkes in the school hall to talk about transition from the foundation unit to Year 1.
- The rha held their annual summer fair in mid-June - Despite the showers, it was a fantastic day and we raised an amazing £2,700 which will be spent around school.
- The Year 4 children had a fantastic time on their residential Visit to Ilam Hall.
- Sports Days – The KS1 and KS2 Sports Days were well attended. Mr Abdy and his team of helpers did a fantastic job. Well done to all of the children who took part, a great time was had by all.
- KS1 went on a trip to Conkers and EYFS had a special activity day and picnic in the wild area.
- 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 held various play sessions for our September new starters
- Year 2 held their annual school camp
- We held our first Sports Awards Ceremony
- The End of Year 6 production was held at the end of July along with their fun day paid for from the 'pound project' mini enterprise initiative. They also held their Leavers' Assembly in the final few days.
- Year 3 and 4 represented school and Broxtowe in the Nottinghamshire mini tennis tournament and came third.
- We entered the rounders tournament for the first time
- We held the Community Celebration Event in June
- The Foundation Celebration of the Year was well attended and one of the many highlights of the year
- Years 4 & 5 had fun at the first Dryathlon event
- The Cricket team reached the quarter finals of the Nottinghamshire County Cricket tournament
- Children in Year 6 attended additional cycling proficiency lessons
- The Year 6 children attended their various transition days at their new secondary schools
- We held a tram awareness assembly
- The Dance club run by students from Alderman White continued
- The Year 6 held a fantastic Dragons Den event
- Art week took place in the summer
- The Year 6 took part in a squash tournament for the first time
- We took part in - Send my friend to school week
- There was a Year 4 taster day at Alderman White
- There was a Year 5 transition day at Alderman White
- The Year 4 children took part in our first lacrosse tournament
- A Halle orchestra player came into school to play to the children and some of our children attended the 'Now Hear This' concert by Halle Orchestra.
- We reached the finals of the Nottinghamshire Cheerleading competition
- We had some children from the Ukraine visiting school

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 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.