



Round Hill Primary School  
Participate, Excel, Be Proud!

## Summer Term 2016

HEAD TEACHER'S REPORT

TO THE GOVERNING BODY

1<sup>ST</sup> January 2016 - 1<sup>st</sup> April 2016

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

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

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

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

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## Section A - Key Information (TOP)

### Pupils on Roll as at 1<sup>st</sup> April 2016

CLASS NAME		F1	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total in each class	Actual	PAN
FL	A	0	25							25	72	75
FR	B	5	23							23		
FW	C	5	24							24		
KS1D Otters	D			14	11					25	133	Y1=75 Y2=60
KS1H Rabbit	E			15	12					27		
KS1A Badgers	F			14	14					28		
KS1B Foxes	G			15	12					27		
KS1S Hedgehogs	H			14	12					26		
3/4A Robins	I					16	12	1		29	117	Y3=60 Y4=60
3/4O Puffins	J					15	13			28		
3/4J Herons	K					16	14			30		
3/4BM Nightingales	L					15	15			30		
5A	M							29		29	116	Y5=60 Y6=60
5S	N							30		30		
6B	O								29	29		
6Y	P								28	28		
<b>TOTALS in each year</b>		10	72	72	61	62	54	60	57	438	438	450
This figure includes 1 child taught out of year group with extremely complex needs												
This figure includes a place allocated for a child not yet on roll (no other places can be allocated until the parent has reached a decision)												

### 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 2015)
- There were 20 applications (13 families) for holiday requests (in the autumn term 2015)
- There were 32 applications (22 families) for holiday requests (in the spring term 2016)

### 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	Summer 2016
Authorised Absences	1.7%	2.2%	1.5%	1.6%	2.2%	1.8%	2.0%	3.3%	
Unauthorised Absences	0.4%	0.5%	1.0%	0.7%	0.4%	1.0%	0.4%	0.6%	

### Exclusions (TOP)

- There were no exclusions in the spring term 2016

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

- There were no reported incidents in the Protected Characteristics Log Book in the spring term 2016.

## Behaviour (TOP) (Written by Jo Hewitt)

- The behaviour policy has been updated. New forms to record more serious incidents have been created to help improve our evidence base relating to behaviour and to help identify patterns. Monitoring Summary Reports related to behaviour are completed on a termly basis and will monitor things such as the completion of behaviour records, movement around the school, behaviour at break and lunch times.
- We also plan to collect information from visitors to school relating to their experience of being in the school and in particular the children's behaviour in terms of politeness and attitude to learning.

## 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 24 Apr 2016)																
	All		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	451	100%	74	100%	74	100%	60	100%	62	100%	55	100%	59	100%	57	100%
Boys	229	51%	41	55%	39	53%	27	45%	38	61%	32	58%	19	32%	27	47%
Girls	222	49%	33	45%	35	47%	33	55%	24	39%	23	42%	40	68%	30	53%
Pupil Premium	47	10%	6	8%	5	7%	6	10%	2	3%	6	11%	8	14%	11	19%
FSM	24	5%	6	8%	5	7%	2	3%	1	2%	4	7%	2	3%	3	5%
SEN Support	29	6%	1	1%	4	5%	2	3%	2	3%	5	9%	7	12%	8	14%
EHCP	2	0%		0%		0%	1	2%	1	2%		0%		0%		0%
Statement	1	0%		0%		0%		0%		0%	1	2%		0%		0%
ALL SEN	33	7%	1	1%	4	5%	3	5%	3	5%	6	11%	7	12%	9	16%
EAL children	138	31%	27	37%	25	34%	19	32%	16	26%	17	31%	16	27%	15	26%
Not EAL children	313	69%	47	64%	49	66%	41	68%	46	74%	38	69%	43	73%	42	74%
Autumn Born	165	37%	23	31%	26	35%	20	33%	23	37%	22	40%	24	41%	17	30%
Spring Born	151	34%	20	27%	27	37%	22	37%	26	42%	16	29%	16	27%	24	42%
Summer Born	135	30%	31	42%	21	28%	18	30%	13	21%	17	31%	19	32%	16	28%

You may notice that the total number of EAL children has increased from 22% in the autumn term 2015 to 31% in the spring term 2016. We have reclassified children who are EAL according to the definition from the British Council. (See EAL report in [Appendix 4](#))

### Overall Progress Tables (TOP)

The tables below show the progress in Tracking Points from the beginning of the autumn term 2015 to the end of the spring term 2016 for each year group – 1 Tracking Point (TP) equals good progress for one term therefore 3 TP over the year. However, Year 3 are moving from an old to a new Curriculum and there are bound to be anomalies due to the New NC being significantly harder.

### Year Groups: Progress in Reading from the beginning of autumn 2015

Year Groups:	End of Autumn 2015 TP	End of Spring 2016	End of Summer 2016	On track to make Expected Progress
ALL CHILDREN	0.8	1.9		75.4%
1	0.9	2.0		84.3%
2	0.9	2.1		87.9%
3	-0.6	0.1		4.8%
4	1.4	2.1		84.9%
5	1.0	2.1		96.3%
6	0.9	2.2		93%
R	0.9	2.7		80.8%

### Year Groups: Progress in Writing from the beginning of autumn 2015

Year Groups:	End of Autumn 2015 TP	End of Spring 2016	End of Summer 2016	On track to make Expected Progress
ALL CHILDREN	0.9	2.0		76.8%
1	0.8	1.9		74.6%
2	1.5	2.2		93.1%
3	0	0.9		32.3%
4	1.3	2.3		84.9%
5	0.9	1.8		100%
6	0.8	2.7		94.7%
R	1.2	2.4		79.5%

### Year Groups: Progress in Mathematics from the beginning of autumn 2015

Year Groups:	End of Autumn 2015 TP	End of Spring 2016	End of Summer 2016	On track to make Expected Progress
ALL CHILDREN	0.8	2.0		80.2%
1	0.8	1.8		82.9%
2	1.0	2.0		89.7%
3	0.2	0.9		37.1%
4	1.2	2.1		90.6%
5	0.9	1.9		83.9%
6	1.0	2.5		91.2%
R	0.8	2.7		87.7%

### Overall Attainment Tables [\(TOP\)](#)

This table shows each year group's attainment in tracking points (TP) – As at end of spring term 2016.

Year Groups:	Expected TP	Reading	Writing	Mathematics
R	<b>7</b>	6.8	6.8	7
1	<b>10</b>	10	9.8	9.8
2	<b>13</b>	13	13	12.8
3	<b>16</b>	16.5	15.8	17
4	<b>19</b>	19	18.8	19
5	<b>22</b>	22.8	21.5	22.5
6	<b>25</b>	24.8	23.3	24.5

EYFS Report attached in Appendix 1

**KS1** Report attached in Appendix 2

**LKS2 and UKS2** Report attached in Appendix 3

**Vulnerable Learners** Report attached in Appendix 4

- Special Educational Needs and/or Disabilities (SEN/D)
- Pupil Premium (PP)
- Pupil Premium Plus (PP+)
- Children with English as An Additional Language (EAL)

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

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: £9,785 (estimated)

- As a result of all of the work done over the past year the school has been granted the Schools Sports Bronze Quality Mark. This has raised the profile of PE within school and is a welcome reward for all of the hard work which has been put in to improve the standards of PE within school. Cost £0
- One of the areas highlighted by our PE audit at the end of the 2013/14 academic year was a lack of Key Stage 1 extra-curricular activities. This has been addressed this year by a dance club set up by staff and the delivery of an after-school club provided by Major Oak Sports Coaching. Major Oak have also been working alongside teachers in both Key Stage 1 and Key Stage 2 to deliver PE lessons and thus improve confidence and skills in a number of different areas. Finally, Major Oak have been providing a Year 3 and 4 lunch time sports club. Cost £2,200
- A new scheme of work which is linked to the new primary curriculum and which should provide consistency of delivery of PE throughout school has also recently been purchased. This will hopefully begin to have an impact from the summer term onwards. Cost £250
- Some new equipment has been purchased in order to support the delivery of PE across school and also to improve engagement at playtimes. Equipment purchased includes trolleys for the safe storage of mats, hockey sticks and lacrosse equipment. Cost £2,100
- Extra-curricular activities are provided during two lunch times a week throughout the year by staff from the Pearson Centre for Young People. This provides structured activities for a broad range of children and encourages participation and competition. Cost £1,675
- In order to facilitate participation in a number of competitions, including football, sports hall athletics, cross country, swimming and cheerleading, transport has been paid for. This has enabled children to participate in a high level of sporting competition against schools from all over the county. Cost £1,145
- New school-branded t-shirts for both Key Stage 1 and Key Stage 2 have been purchased to give a sense of unity for those taking part in sporting events at competitions and festivals. These have been used by cross country runners, cheerleaders, netball players and dancers at a number of different events. Cost £384.60

- In support of an extra-curricular athletics club, badges were purchased to reward those who had taken part in the scheme. This was not only a new and inclusive opportunity for children but also set high expectations about their performances within the club. Cost £38
- Fees for the Nottinghamshire Cross Country League were waived this year. This enabled children to compete in races of a high quality against schools from all over the county. It raised aspirations and also gave an opportunity to a number of children who had not represented the school in a sporting capacity to do so. Cost £0
- In order to raise the profile of school sports days and add to its prestige, new trophies were purchased and engraved and badges were also ordered. Cost £107.18
- Youth Sports Trust Membership will once again be paid as they offer CPD opportunities as well as support in a number of other areas for the effective delivery of PE throughout school. Cost £300
- Football Coaching has been delivered by the FA alongside Key Stage 1 and lower Key Stage 2 staff during summer term. This has not only improved confidence and improved skillsets amongst staff but has also given children the opportunity to work with an accredited football coach. Cost £0
- Additional Swimming for those children who have not met the standard in Year 5 has also been purchased. Cost £1,260

Proposals for the rest of the year include:

- Further CPD opportunities for staff;
- Involvement in the National School Sports Week in June;
- Continued development and improvement of School Sports Days;
- New extra-curricular sports clubs;
- Transport to sporting events;
- Purchase of new sporting equipment;
- Further support for the delivery of playtime activities at lunch breaks.

The impact of the PE premium can be measured in a number of ways. One is involvement in extra-curricular clubs and school representation in sports.

The figures for the previous two years are as follows:

	2013-14			2014-2015		
	KS1	KS2	All	KS1	KS2	All
Extracurricular involvement	0*	110 (46%)	110 (24%)	56 (41%)	132 (56%)	188 (51%)
Representation	0*	79 (33%)	79 (17%)	23 (17%)	113 (48%)	136 (36%)
Out-of-school sports club participation	0*	175 (74%)	175 (38%)	65 (48%)	149 (63%)	214 (58%)

\* No data available

### Curriculum (TOP) (Written by Jo Hewitt)

- We have purchased a maths scheme called Maths No Problem to support the teaching of maths across the school. The scheme has been trialled in our Year 6 classes and has been popular with the teachers and the children. Year 6 Questionnaires showed that maths was the children's favourite subject and this was linked by the children to the scheme. Our Year 3/4 classes have also more recently been trialling the same scheme and report the same findings. Gemma Abasspour, our Maths Leader, has researched how the scheme is used at a local school and was very impressed by what she saw. We are expecting that the scheme will ensure excellent coverage and specific resources for our teachers and therefore allow more time for the teachers to tailor maths teaching to support different groups of children. Our In-service Training Day in June is to be provided by the Maths No Problem team and we hope to have teachers familiarised with the resources before this date.
- We are currently looking at the reorganisation of Curriculum Leaders for the next academic year. We aim to respond to the annual staff CPD needs questionnaires and the promotion of

internal staff, allowing us to offer some core curriculum areas to others. We will continue the team approach to the management of the core subjects and ensure that there is sufficient transition from the named leader to their new teams until they are confident in their roles.

- All Curriculum Leaders for Foundation Subjects have met with Jo Hewitt to discuss their progress against their action plans, ideas to raise the profile of their subject and how best to support staff in the teaching of their subjects. Two of our new subject leaders have delivered staff training relating to their subjects.

## **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:

- Mrs Emily Devonshire returned to work full time after the sad death of her mother, Mrs Alison Heaton, one of our temporary Teaching Assistants.
- I wrote to the parents in Otters class to explain that Mrs Devonshire had shared some good news with us that she was pregnant with twins. Mrs Devonshire started her maternity leave at the end of the spring term.
- Two weeks into the spring term we were pleased to welcome the full time return of Mrs Aplin, from maternity leave. As Mrs Devonshire was pregnant and due to start her maternity leave, it was felt best to avoid any further disruption to the Otters class that Mrs Aplin would teach the class for the rest of the year. Mrs Aplin was given a full induction package in KS1 and worked with the existing cover teacher Mrs Skidmore to ease transition for both her and the children.
- In one of her many roles in school, the Deputy Head teacher, Miss Joanne Hewitt, has been working with George Spencer Academy supporting our two Initial Teacher Trainees (ITTs). Miss Hewitt took over the role I had for two years in moderating the work of two other students in the ITT programme. We were pleased to hear that in the recent publication of the Good Teacher training Guide 2015, compiled by the Centre for Education and Employment Research University of Buckingham, the George Spencer Academy ITT course was rated in the Top 10 (for both primary and secondary routes) out of the 174 providers in the UK.
- You may remember from the spring term report that after working at Round Hill Primary for over 23 years Mrs Rainford started working part-time as from January 2016. She decided it was the right time to step away from her role as Assistant Head teacher, but we are very lucky that she will carry on the valuable work she does to support our most vulnerable learners.
- As from September 2016 Round Hill will no longer be part of the ECaR project. This has been a difficult decision and one I have not taken lightly. Although the costs of funding the project are a factor in our decision making process it is not the whole picture as ECaR at Round Hill has been a real success story and we are really proud of what Karen has achieved. We have already made it clear to Karen we will be retaining her services in school, but we now need her to work with a wider range of interventions as identified by our self-evaluation - Several years of green lights on Raise-Online in reading have meant we now need to widen Karen's remit to other areas whilst still retaining all of the expertise she has for reading recovery. Our challenge will be to maintain the progress we have made. I am confident we can do it.
- The advert for a new AHT was published at the end of the autumn term and we were pleased to appoint Mrs Stacey Yates to the role just before Easter. The role has been created to accommodate the needs of the Leadership Team and the gaps that Karen leaves behind. Mrs



Yates will primarily remain in the classroom for the rest of the academic year to carry on working with Year 6 children. She will also take the lead role on assessment.

- As from September 2016, we were also very pleased to be able to appoint Miss Bore to the role of Phase Leader in Years 5/6. Again, an induction/training package has been designed to ensure both Mrs Yates and Miss Bore are able to hit the ground running when they take on their role fully from September 2016.
- As school is still expanding, we are extremely pleased to have been able to appoint a new teacher, Mrs Humphries - Especially as you may have heard in the news the difficulties schools are having in the recruitment of quality teachers. Not only was she an excellent candidate at interview, but she is also one of our own Initial Teacher Trainees who is currently training in Year 6. She will already have spent the best part of a year with us when she starts in September.
- Miss Felicity Allard will be leaving us at the end of July after being successful in seeking promotion at another school in Nottingham City. We are very pleased for her and the promotion is thoroughly deserved. We have already advertised for a new teacher and will interview later in the term. Both of our ITT have secured posts.
- After taking advice from HR and following the Managing Absence and Attendance procedures, the employment of a midday supervisor, Debbie Tacey, who has been on long term absence leave, will cease on the grounds of capability due to prolonged ill-health. She has had several periods of absence within the last twelve months and formally waived her right to appear in front of a panel of governors and thus will effectively be dismissed from her post after her notice period. To date we have a full complement of midday supervisors. Mid-day staff, who filled in on the odd occasion to cover absence, have now been made permanent.
- As previously mentioned, as school grows in size the additional staffing capacity will need to increase. In time we will need to increase the number of midday supervisors, teachers and possibly teaching assistants. Miss Joanne Hewitt and Mrs Isobel Greenhalgh had investigated employing apprentices, for the school office and teaching assistants. However, we have been disappointed by the calibre of candidates and also the college who we were working with and therefore we will not be having apprentices this year. Work has already begun on filling the additional hours in the school office and an evaluation of needs is being carried out.
- We have internally appointed a second Grade 5 Teaching Assistant (TA). The vacancy was open to all current TAs in school and we are really pleased that Mrs Tracy Harrod, one of our highly experienced EYFS TAs, was successfully appointed to work alongside Mrs Lesley Eddison as a senior TA. By creating this additional position we aim to give additional capacity to the senior TA role/s, to provide continuity for children by covering first and second day absence sickness cover internally, ensure that staff are not pulled away from key interventions when staff absences occur and reducing the supply budget.

#### **Appraisal (TOP)** (Written by Jo Hewitt)

- All teaching staff have been further developing their professional portfolio folders and have received more training about how to use this folder to collate evidence for appraisal and career progression. There was a staff meeting in February dedicated to the development of the portfolios. Another session is planned in for June.
- We are trialing completing the appraisal process before the summer instead of in October this year. We hope that this will improve efficiency and relevance because teachers will focus on their current pupils and data rather than looking back historically at their old class. It will mean that all 15/16 cycle is complete before the summer so that the new cycle for 16/17 can begin in September/October. To facilitate this we have reorganised some dates for training and pupil progress.
- Appraisal observations are taking place at the end of April and a book scrutiny conducted by the team leaders and the deputy, have already taken place in preparation for the observations.
- We have also held another meeting with staff members that are going through threshold this year or in the near future to ensure that they are aware of what evidence they will need in order to be successful and how they have to ensure that they are contributing to whole school improvement.

## **Staff CPD/Training (TOP)** (Written by Jo Hewitt)

- As always our staff in-service day training agenda is driven by our School Improvement Plan. Training has included; Achievement for All training from a specialist provider, Vulnerable Learners, the SEN local offer, Reading, Writing and provision for EAL children. Staff have also attended sessions about developing professional portfolios, writing case studies and class arrangements for next year.
- Subject Leader Network meetings within the family of schools have also continued. These meetings are hosted by different schools and agenda items are decided by Head Teachers and the group participants. The meetings offer staff the chance to meet with other subject leaders and develop their practice and also take part in projects with other schools. Staff report that the meetings are very valuable.
- In addition individual staff have attended specific training events for their own professional development. These include: NQT courses, Leadership courses, manual handling etc.

## **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)**

- During the annual inspection the KS2 Trim Trail (old one) was condemned. Quotes are being sought to make the area safe.
- The rest of the indoor and outdoor play equipment needs some remedial work quoted to the sum of £2,727.

### **Work completed over the Easter Holidays**

- The KS2 playground has been further improved with a small area being covered in an all-weather surface near to the side gate. We are awaiting a quote for another area to be of the playground to be resurfaced as it will prevent mud from coming on the playground and hopefully preventing big puddles that seem to collect in this area.
- The intruder detection system needed upgrading due to the lack of replacement parts
- Portable Appliance Testing (PAT) took place on all small appliances
- There was some painting outdoor benches and tables (prep work done by our caretaker). The RHA are trying to sort a working party including some local Air Cadets to finish this work which will be very helpful and release our DIY caretaker to other jobs.
- There was some minor maintenance, including plumbing works, additional work to the acoustics in the dining room and a roof repair KS2 corridor

## **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

- We had a Quality Assurance (QA) visit from the Local Authority (LA) in March. School has previously been deemed as low risk to fall below its current OFSTED grading of 2 – Good. We are pleased that school has not only maintained its current grading, but has also made even further progress. The full report and subsequent action plan, is attached as an appendix 8.
- I have updated the governor pages on the new school website. This went live on 8<sup>th</sup> January 2016. 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](#)).
- There is a new secure governors section which will be stored in the none public documentation in order to better facilitate governors meetings. All Governors were issued with usernames and passwords.
- 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 autumn term we made sure we continued to provide quality learning opportunities for all children. Written below is a snapshot of the good work:

### The X Factor at Round Hill (Spring Term 2016)

- In January, Mr Abdy took 19 children to George Spencer Academy to take part in the finals of the Broxtowe Sportshall Athletics competition. Round Hill were up against the best schools from the surrounding area and produced a fantastic effort to match last year's performance and finish as runners up.
- Every class took part in a 'showcase good work' class assembly which celebrates 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.
- Parent/Teacher Consultation Meetings were held at the end of February and the feedback from parents was positive.



- The termly Parents' Forum looked at what parents wanted to see at the Year 5/6 Mixed Aged Classes presentation planned for the summer term. We received feedback about the new website and general communications including new school planners for 2016/17. We talked about clubs in school and how we can make these more accessible and the teaching of times tables. We have created a separate Parents' Forum page and Blog on the website to include information for parents about what the group does and how it has had an impact on school life. The next meeting is Tuesday 10th May at 2.00 p.m. and 6.00 p.m.



This will share school news events and approved photographs and celebrate the good work that happens in school.

- We created a New Governors' Blog to give parents, carers and other members of our school community a better understanding of what they do.

• We were pleased to announce the launch of the new School Website - The Menus have been made easy to navigate and the new diary is easier to manage. The feedback was wholly positive and we reacted to all the suggestions that were made to improve it even further. There are over 25 different languages spoken by our children at Round Hill. To help, one feature of the new website is the ability to instantly translate it to other languages. You may have also noticed that we have also created a new school Facebook Page.



- Children from Years 5 and 6 braved the wintery conditions to take part in the final race of the Nottinghamshire Cross Country League at Wollaton Park. All of the children made a fantastic effort in the pouring rain with top 15 performances coming from Rosie in Year 5 and Olly in Year 6.

• Year 5/6 had a wonderful visit to the space centre in February

- Chess is always one of the many X Factor highlights every term. The various teams have performed exceptionally well once more under the guidance of Mr Bevan.
- The rha (School PTA) organised their annual disco for all children in school. These were well attended and the children the teachers spoke to said they '...enjoyed music and the DJ was funny.'
- 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.
- We held a British Science Week in March. We were joined by several parent scientists, technicians and engineers who shared their expertise with pupils and staff. The theme this year was Space for Science and was all about the different spaces where science can be found and done. We focussed on five different types of space: open space, outer space, digital space, built space, and personal space.
- In February Round Hill entered its first indoor rowing competition at George Spencer Academy. The school took one boy and one girl from each year in Key Stage 2. The team represented the school fantastically well achieving 3rd place against some fierce competition!
- Year 3/4's Roald Dahl work - was on display in the Beeston Library during half term.
- The Year 3/4 Roman Day was also a great learning experience and a fun time for all.
- The school Book Fair was a great success and we raised £716. We have been able to purchase lots of new books for Round Hill.
- World Book day was in March and children dressed up as their favourite book character. Children could also bring their favourite book into school and talk to



their class about it and explain why it is their favourite.

- As part of World Book Day we had a visit from author Gareth Baker who worked with some of our children.
- Our Dance Club and Cheerleading Club have had a busy few weeks in March. The girls and boys attended 'The Great Big Dance Off' competition at the Albert Hall for the East Midlands Heat. After making it through the first round, both clubs performed fantastically and we were all very proud of them. The standard on the night was very high and unfortunately we didn't place high enough to get through to the Nationals.
- The KS1 and KS2 Cheerleaders also attended the 'Broxtowe Cheerleading Competition' at The George Spencer Academy in March. Once again the Cheerleaders performed brilliantly with the KS2 team coming first! Thanks must go to all of the children and Miss Hawkes, Mrs Nassau and Mrs Yates who run the Cheerleading clubs.
- The school got involved in Sports Relief in March. There was a fantastic atmosphere as every child in school completed a mile-long course around the school grounds. We also raised lots of money through the sale of cookies during morning playtime.



- The e-Newsletters contain regular updates on the success stories that happen in school. Including dates for the whole year ahead and reminders of things to look out for on the school website. They are also a valuable way of communicating about e-safety and a place to signpost activities in the local community.

- We continue to celebrate writing in school by using our 'Star Writer' notice board which is located near the hall. Each week class teachers will choose a child who has produced a piece of 'star writing'. This work will be displayed on the Star Writer Notice Board the following week so that parents are able to come and see their child's work.

- 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)

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 latest version of the SEF can be found as [appendix Z](#).

For details of the Ofsted School Data Dashboard for 2014 (2015 not available<sup>1</sup>) 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.

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<sup>1</sup> Note: The Ofsted Data Dashboards will not be updated with 2015 data. However, the current dashboards will be available until 30 September 2016, after which the dashboard website will close down.

A full copy of updated SIP (appendix 9) and RAISEOnline - autumn 2015 (appendix 10) has been attached to the papers for the summer term meeting.

Adrian Nash  
Head Teacher  
April 2016

## Appendix 1 (TOP)

### EYFS (Written by Emma Pye and Annie Wilkinson)

TOTAL	Boys	Girls	SEN support	EAL	FSM	PP	Summer born
74	41	33	3	27	6	6	31
3 classes	55.4%	44.6%	4%	36.5%	8.1%	8.1%	41.9%

Areas of Learning measured for GLD score (Good Level of Development) Age Related Expectations (ARE) & above		
<b>Prime Areas</b>	Listening & attention	93.2%
	<b>Understanding</b>	<b>89.2%</b>
	Speaking	93.2%
	<b>Moving &amp; handling</b>	<b>87.8%</b>
	Health & self-care	94.6%
	Making relationships	95.9%
	Self-confidence & self-awareness	94.6%
<b>Specific Areas</b>	Managing feelings and behaviour	94.6%
	Literacy: reading	91.9%
	<b>Literacy: writing</b>	<b>86.5%</b>
	Mathematics: number	94.6%
	<b>Mathematics: shape, space &amp; measures</b>	<b>89.2%</b>

The children have made good progress from their baselines in all areas including children who belong to vulnerable groups who have made better than expected progress due to carefully targeted interventions. Some areas are currently slightly lower than others and therefore these areas (marked in **bold**) will shape planning and interventions in Term 3 to ensure achievement is in-line with other areas; children who are below ARE for each of these areas will continue to receive individualised learning sessions to ensure they reach the ELG.

We already have a number of children who have achieved the Early Learning Goals and we will be ensuring that these children continue to be challenged so that they can 'exceed' at the end of the year.

The AHT for Vulnerable learners will be working in EYFS one afternoon per week during PPA and targeting children who need to make accelerated progress either to attain a 'good level of development' or to secure good progress based upon their starting points. She will also use this time to moderate EYFS judgements before they are finalised in the summer term.

The Achievement for All (AFA) project, called the Achieving Early Programme, continues to be a success, particularly in terms of engaging parents and as such EYFS have reviewed the admission procedures for next year to ensure that we build these stronger relationships earlier and gather crucial information about the children. As a result we have worked in a number of 'stay and play' sessions where the staff will gather the information required about a child in discussion with the parents rather than through the completion of a form whilst also having an opportunity to get to know the children and parents in a more relaxed environment.

## Appendix 2 (TOP)

### Progress in Stage 1 (Written by)

#### Year 1

Progress in Reading is 2.0 Tracking Points (TP) which is good progress. Selected children have reading interventions during assembly times. Selected EAL children are receiving interventions from a TA.

Progress in Writing is 1.9 Tracking Points which is just below the 2.0 required for good progress. Children are receiving support from teachers and teaching assistants and groups have been reorganised to support learners. Pupils are receiving support with handwriting and some are receiving extra homework relating to tricky words and spellings.

Progress in Maths is 1.8 Tracking Points which is just below the 2.0 required for good progress. Some children have been selected to start targeted maths interventions. Maths morning work has been put in place for children to complete during register time.

#### Year 2

Progress in Reading is 2.1 Tracking points which is good progress. Selected children have additional reading sessions in place. Phonics groups have been altered and a targeted support phonics group is now running. Some readers have returned to the ECAR books for structure and repetition to help build their confidence.

Writing is 2.2 Tracking Points which is above the 2.0 Tracking Points for good progress. Children are receiving support from teachers and teaching assistants and groups have been reorganised to support learners.

Maths is 2.0 which is good progress. TAs have been redeployed to support maths in classes where the need is the greatest. Selected children have been invited to attend Mathletics Club. Maths morning work has been put in place for children to complete during register time.



## **Appendix 3 (TOP)**

### **Progress in Lower Key Stage 2 (Written by Joanne Hewitt)**

#### Year 3

Data for Year 3 children is all well below the expected 2.0 for good progress. This is an issue that we anticipated and not one isolated to Round Hill but an issue for all schools due to the implementation of the new national curriculum and its increased complexity. This means that meeting Age Related Expectations (ARE) is now much harder. In addition the children came up with old National Curriculum Average Point Scores (APS) you may remember it is a different methodology of calculating attainment and therefore cannot be compared with the new Tracking Point System.

Reading is 0.1 which is well below the 2.0 Tracking Points expected for good progress. Teachers are targeting children through guided reading, sessions with the Reading Dog at the library, sessions with reading volunteers, sessions during assembly times.

Writing is 0.9 which is well below than the 2.0 Tracking points expected for good progress. Targeted children are having daily interventions groups with teachers, dyslexia interventions, extra homework for some targeted children and differentiated tasks. A new intervention group has been set up led by Karen Rainford.

Maths is 0.9 which is well below the 2.0 Tracking points for good progress. Teachers have used assertive mentoring and new style SATs papers to conduct a gap analysis which has led them to tailor planning to match children's needs. Focus groups work with the teacher to ensure that there are no gaps in learning. Some pre teaching sessions are in place to support targeted children during their maths lessons.

#### Year 4

Reading is 2.1 Tracking Points which is good progress. Small group guided reading is in place, extra reading tasks are sent home,

Writing is 2.3 Tracking Points which is good progress. Some children are receiving handwriting interventions and homework

Maths is 2.1 Tracking Points which is good progress. Selected children work with the teacher to support their progress and increase their levels of confidence.

### **Progress in Upper Key Stage 2 (Written by Stacey Yates)**

#### Year 5

Progress in Reading is 2.1 Tracking Points (TP) which is good progress. Some children have been selected to work with a reading volunteer and some children have been given extra comprehension support work to complete at home.

Progress in Writing is 1.8 TP which is just below the 2.0 TP for good progress. Targeted children are having a small group intervention with the teacher during assembly times. Some targeted children are having specific intervention work with an Assistant Teacher. Teachers are focussing on specific areas such as punctuation and grammar to help support their writing.

Progress in Maths is 1.9TP which is just below the 2.0TP for good progress. Pupils are being supported through small group work and differentiation in the classroom. Some targeted children are

also working through support work first thing in the morning and there is also support group work with teachers during assembly times.

## Year 6

Progress in Reading is 2.2 TP which is just above the 2 TP for good progress. To support progress in reading, some children have a reading intervention with a reading volunteer. Guided reading groups have been targeted by teachers and higher achievers are being extended through the use of a secondary school teacher.

Progress in Writing is 2.7 TP which is above the 2.0TP for good progress. To support pupils Mrs Stevens is running 3 separate writing groups on a Tuesday to help improve writing. Special groups for SPAG and in particular spelling have been established within the classes with Teacher and TA support for pupils. Teachers are supporting targeted children with small group work during lessons.

Progress in Maths is 2.5 TP which is above the 2.0TP for good progress. Higher achievers are working with Maggie Stevens for 2 sessions of maths to look at higher level maths and develop their understanding of maths concepts and mastery. Children working as Year 3 mathematicians are also receiving group support. Teachers are supporting targeted children with small group work during lessons. Teachers are also supporting targeted children during afternoon sessions.

## Appendix 4 (TOP)

### Vulnerable Learners (TOP) (Written by Emma Pye)

Our Vulnerable groups across school are generally making progress which is in line with national expectations and in some cases better than expected progress (EYFS and Year 6) Where children are not making better than expected progress, we have reviewed our interventions and changed them as children on interventions should always be expected to make accelerated progress in order to 'close the gap' between them and their peers. Further staff training is also planned, in partnership with AfA as staff in EYFS report that their involvement with the AfA Achieving Early Programme has been an important factor in their good results with vulnerable pupils.

We have taken the decision to no longer continue with the ECaR intervention in its current format. Whilst reading recovery will still continue in some format, this will enable us to redeploy the ECaR teacher to work with groups of vulnerable pupils rather than just 1:1 but also give us more autonomy over the children that we are able to target (ECaR has rigorous selection criteria which sometimes prevents us from targeting PP or EAL children). Our school our results in reading are well above national average and therefore it is important that we deploy our resources to meet the needs of the children which are currently in writing and maths.

Our percentages of Pupil Premium children and SEN support children remain low compared to national averages at 6.5% and 11% respectively, however the number of EAL pupils is increasing. The AHT for vulnerable learners and the EAL coordinator have recently reviewed the list of EAL children in light of a new definition from the British Council and EAL numbers are now at 30%. In light of this, we need to further improve our knowledge of EAL provision and in particular we are now tracking the children in 3 distinct groups of EAL – Beginner, Intermediate and Advanced rather than simply as EAL.

## Appendix 5 – 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 (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 6 – 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 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.

**Appendix 7** - Self-Evaluation Report (SEF) [click here](#)  
**Appendix 8** - School Improvement Plan (SIP) [click here](#)  
**Appendix 9** - Local Authority Quality Assurance Report [click here](#)  
**Appendix 10** – RASIEOnline Oct 2015 [click here](#)