



Round Hill Primary School
Participate, Excel, Be Proud!

Autumn Term 2016

HEAD TEACHER'S REPORT

TO THE GOVERNING BODY

1st September 2015 – 1ST January 2016

Autumn Term Report	(Apr - Sep)
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 academic year

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

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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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Minutes of Governors' meetings

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APPENDICES

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Section A - Key Information (TOP)

Pupils on Roll as at 1st January 2016

CLASS NAME		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total in each class	Actual	PAN
FL	A	25							25	76	75
FR	B	25						25			
FW	C	26						26			
KS1D Otters	D		15	11					26	135	75/60
KS1H Rabbit	E		15	12				27			
KS1A Badgers	F		14	14				28			
KS1B Foxes	G		15	12				27			
KS1S Hedgehogs	H		15	12				27			
3/4A Robins	I				16	12	1		29	235	60
3/4O Puffins	J				15	14			29		
3/4J Herons	K				16	14			30		
3/4BM Nightingales	L				15	15			30		
5A	M						29		29		
5S	N						30		30		
6B	O							30	30		
6Y	P							28	28		
TOTALS in each year		76	74	61	62	55	60	58	446	446	450

Highlighted are children taught out of year group. Note: it is only 1 child in Year 2

Highlighted as these children are not at our school but we have to keep them on the numbers list until they reject the allocated place.

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)

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%	2.0%	
Unauthorised Absences	0.4%	0.5%	1.0%	0.7%	0.4%	1.0%	0.4%	

Exclusions (TOP)

- There were no exclusions in the autumn term 2015

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

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

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.

Group	All		Year R		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Pupils	%														
All Children	452	100%	76	100%	75	100%	60	100%	62	100%	54	100%	58	100%	57	100%
Boys	229	50.70%	42	55.30%	39	52%	27	45%	38	61.30%	32	59.30%	18	31%	27	47.40%
Girls	223	49.30%	34	44.70%	36	48%	33	55%	24	38.70%	22	40.70%	40	69%	30	52.60%
Pupil Premium	47	10.40%	6	7.90%	5	6.70%	6	10%	2	3.20%	6	11.10%	8	13.80%	11	19.30%
FSM	23	5.10%	5	6.60%	5	6.70%	2	3.30%	1	1.60%	4	7.40%	2	3.40%	3	5.30%
SEN Support	29	6.40%	1	1.30%	4	5.30%	2	3.30%	2	3.20%	5	9.30%	7	12.10%	8	14%
EHCP	2	0.40%		0%		0%	1	1.70%	1	1.60%		0%		0%		0%
Statement	1	0.20%		0%		0%		0%		0%	1	1.90%		0%		0%
ALL SEN	33	7.30%	1	1.30%	4	5.30%	3	5%	3	4.80%	6	11.10%	7	12.10%	9	15.80%
EAL children	99	21.90%	20	26.30%	23	30.70%	10	16.70%	13	21%	10	18.50%	11	19%	9	15.80%
Not EAL children	353	78.10%	56	73.70%	52	69.30%	50	83.30%	49	79%	44	81.50%	47	81%	48	84.20%
Autumn Born	166	36.70%	24	31.60%	27	36%	20	33.30%	23	37.10%	22	40.70%	23	39.70%	17	29.80%
Spring Born	150	33.20%	20	26.30%	27	36%	22	36.70%	26	41.90%	15	27.80%	16	27.60%	24	42.10%
Summer Born	136	30.10%	32	42.10%	21	28%	18	30%	13	21%	17	31.50%	19	32.80%	16	28.10%

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 autumn term 2015 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			100%
1	0.9			100%
2	0.9			100%
3	0.6			100%
4	1.4			100%
5	1.0			100%
6	0.9			100%
R	0.9			100%

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			
1	0.8			100%
2	1.5			100%
3	0			100%
4	1.3			100%
5	0.9			100%
6	0.8			100%
R	1.2			100%

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			
1	0.8			100%
2	1.0			100%
3	0.2			100%
4	1.2			100%
5	0.9			100%
6	1.0			100%
R	0.8			100%

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

This table shows each year group's attainment in tracking points (TP) – As at end of autumn term 2015.

Year Groups:	Expected TP	Reading	Writing	Mathematics
R	7	6.8	6.8	7
1	10	10	9.8	9.8
2	13	13	13	12.8
3	16	16.5	15.8	17
4	19	19	18.8	19
5	22	22.8	21.5	22.5
6	25	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 [\(TOP\)](#)

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) (Written by Jo Hewitt)

- Curriculum Leader actions plans have been written and shared with the Senior Leadership team (SLT). We have organised to meet with all Foundation Subject Leaders to discuss their action plans and look at developments and monitoring in their subjects.
- Year 3/4 mixed age classes have been establishing their routines and approach to the curriculum. Plans are in place to ensure that staff, parents and carers are ready for mixed age classes in Year 5 and 6.

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 resigned from her teaching post and is now pursuing her role as a counsellor although she has been doing some supply work in school.
- One midday supervisor 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.
- The Autumn Term saw several challenging staffing related issues. Firstly, Mrs Alison Heaton, one of our temporary part time teaching assistants, sadly passed away towards the end of term. The sadness that this brought was felt widely across the school community and as you would expect the staff team responded professionally in support of each other and the children in their care. We were very grateful to all of the parental/governor support we received during this difficult time which enabled us to send a large number of staff to the memorial service. In the course of the term we managed to raise £520 in Alison's memory for Haywards House at the City Hospital, where Alison spent her last few days.
- Both Mr David Heaton, Alison's husband and Mrs Emily Devonshire, Alison's daughter, were grateful for all of the kind wishes help and understanding they received whilst she was off work supporting her mother through her final few months. During Emily's absence the children were taught for the vast majority of the time by Mrs Di Skidmore, one of our regular supply staff and an ex-teacher of Round Hill. Ms Mel McKenna the regular teaching assistant also provided the continuity to ensure the children were well supported. Thanks to Miss Hawkes and her team for managing well under difficult circumstances.
- We kept parents of Otter's Class updated by writing to them every two weeks and being regularly available to speak to face to face. In my final letter just before we broke up, I wrote to parents to explain how we would be redeploying staff to bring greater stability to the class for the rest of the academic year. Mrs Devonshire will return after Christmas and she has shared her good news that she is pregnant with twins - She is expected to start her maternity leave at the end of March. So as not to disrupt Otters Class further, Mrs Skidmore will continue to teach in Otters class at the start of the spring term and Mrs Sam Aplin will join her when she returns to school after her maternity leave on 18th January. A detailed induction and training programme has been created for Sam, including a week teaching together with Mrs Skidmore, to ensure a smooth start for both staff and children.
- The half termly round of Pupil Progress meetings at the end of term highlighted the need to shuffle staff to accommodate additional interventions for pupils who have not made progress. Mrs Devonshire's teaching skills will be deployed across school to support various strategies and provide cover for staff who need release time. As always pupil progress is evaluated regularly and we adapt to changes as pupils catch up and fall behind.
- The second phase of the Leadership Team restructuring sees Mrs Rainford retire from her Assistant Head Teacher post enabling her to focus on her role as an ECaR teacher on a 0.6 contract. Mrs Rainford has been at Round Hill for over 20 years, many of which have been as a school Leader. She has been an important part of the successes at Round Hill and has seen many changes across school during her time. We wish her well in her different role, we are lucky to still be able draw on her valuable experience, skills and her knowledge if and when we need to. The advert for Mrs Rainford's replacement was published at the end of term and all being well the appointment will have been made by the time this report is published. You may remember that the post is open to all current staff and will be largely class based in the spring and summer terms to ensure continuity for the classes they already teach in. The role has been created to accommodate the needs of the Leadership Team and the gaps that Karen

leaves behind. Again, an induction/training package will be designed around the needs of the successful candidate.

- 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. Joanne Hewitt and Mrs Isobel Greenhalgh have investigated employing apprentices, for the school office and an apprentice teaching assistant/s. Adverts for midday supervisors have been placed regularly within our communications to parents both in terms of supply and permanent members of the team.
- Staff absence - in addition to the above absences, Mrs Giles, one of our part time teaching assistants ceases to be employed by Round Hill with effect from the 7th February. She has had several periods of absence within the last twelve months and during the autumn term and formally waived her right to appear in front of a panel of governors and was effectively dismissed from her post. Mrs Giles has been at Round Hill for many years and her contributions have been very much appreciated.

Appraisal (TOP) (Written by Jo Hewitt)

- All staff have had their final appraisal meeting from the end of the last cycle and had the first meeting for the 15-16 cycle in October. There have been two staff meetings to explain the complexities of the appraisal process and performance related pay. We felt that staff needed to be aware of the increasing demands of career progression and performance related pay. Staff are now aware that they must pass their appraisal targets related to pupil progress, school improvement and a personal target in addition to meeting performance criteria about the performance of their entire class. They also have to show progress towards the Teacher's Standards for their career stage.
- All teaching staff have been further developing their professional portfolio folders and have received training about how to use this folder to collate evidence for appraisal and career progression. There was a staff meeting in December dedicated to the development of the portfolios and another is planned for February.
- For the pupil progress objective of appraisal teachers have been asked to focus on vulnerable learners. Staff have been directed to select all Pupil Premium children as part of this group and then have selected other children (up to a total of 6) who are vulnerable or not making sufficient progress.
- We have also held a meeting with the 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. We are holding another meeting later in January to offer support and look at progress towards threshold targets.

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

- We have been conducting a CPD audit and looking at CPD practices within school. We have received support from Hilary Craik and have started to create an action plan to address further improvements needed to CPD.

Courses that have been attended by staff include;

- Assessing, planning and monitoring progress for children with EAL skills in the Early Years for Vicki Lockhart, Higher Level Maths for Gina Bore, Assessment and moderation of literacy framework development for Gina Bore, Child Talk for Robin Di Micelli, B Squared training for Charlie Hawkes, The Essential Guide to being an NQT and Enhancing learning for all for both Florence Bond and Kirsty Owen and Tom Abdy and Felicity Allard will be attending their first day of Pathways to leadership later in January.
- Our INSET day that was attended by all staff in January was MAPA (Management of Actual or Potential Aggression.)

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)

- The small playground has been further improved. There have been lots of positive comments from children and parents. The all-weather surfaces and new play equipment have already made a positive impact on the playtime experience of the children.
- The pipework under the ducting and consequently the heating in the girl's downstairs toilets was fixed.
- An extractor fan has been fitted in the electrical cupboard and the first stairwell which should hopefully address the condensation issue.
- The school stage was stripped, sanded and sealed
- Lots of smaller jobs have been completed in and around school including ceiling repairs and outdoor decking maintenance
- Hilary Craik and Duncan Hanslow visited school to complete the termly health and safety walk round school.
- An audit of school finances took place during this term and there were several recommendations that were made. Key governors were involved and actions have been taken to ensure we are compliant. We have submitted a response back the finance team and we are waiting for their reply. The audit report and actions will be referred to the spring term F&GP meeting.

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 new school website. This went live on 8th 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 developed in the next few weeks.
 - 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

- The 'Meet the Teachers Event' early in September shared classroom routines and gave parents the opportunity to meet with their child's teacher early in the term to help them settle in as quickly as possible. It helps establish expectations and looks at ways in which parents can help their children at home. Feedback was again really positive and ensures we communicate well with stakeholders. We have plans to change the focus of this event and move it to the summer term.
- 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.
- Both KS1 and KS2 received new and improved versions of their School Planner (It is packed with useful information about school) reinforces our school dress and behaviour codes and also has details of how parents can support their children with learning at home.
- We held two Parents Internet Training Events in late September and early October - The Local Authority provided a parental guidance session to keeping children safe online. This was well received by those who attended.
- Year 3 and 4 went on a trip to Nottingham Castle
- In addition to the Parents Forum and in response to feedback we received following the Meet the Teacher Events we held a special parents meeting to talk about how we teach mixed aged classes in Year 3 and 4. We are organising a meeting with next year's Year 5/6 parents to take place around Easter time this year.
- 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..
- Good Work Assemblies continue to showcase the excellent work that our children are doing in school. These are a real celebration of the children's work whilst also giving them an excellent opportunity to improve their presentation and speaking and listening skills. These were very well received and will continue to be a feature of the work we do this year.



- We held a harvest assembly in October and received plenty of donations from parents. This year we collected produce for Hope House on Boundary Road in Beeston; the display of food was wonderful.
- Our International Ambassadors' Club continues to go from strength to strength. We achieved the International

Schools Award at the start of the autumn term .[Click here for more information.](#)

- School has now gained Healthy Schools status in recognition of our commitment to pupil health and emotional well-being. The Healthy Schools status is awarded to schools that put nutritional health, commitment to exercise and healthy living and the development of social and emotional well-being at the core of their ethos. The school was particularly commended for its Peace Keepers scheme, buddy systems and engagement with community events. We look forward to continuing our commitment to the health, happiness and well-being of all pupils at Round Hill.
- The Book Fair was a great success and we raised nearly £600. We have been able to purchase lots of new books for Round Hill.
- Thanks to Mr Abdy, Cross Country Club/Team and Football Club/Teams started again in the autumn term.
- Thanks to Mrs Abasspour and Miss Owen for running our Netball Club/Team,
- We also ran the school choirs, the school orchestra and Chess Club/Teams.
- Year 5 went to the cinema on the new trams to watch a French film called 'Un vie de Chat' as part of the 'Into' Film Festival'.
- Mr Abdy sent some Year 5&6 children on Sports Leader training at Bramcote College. Watch this space for the New Sports Council. Indoor Athletics will start in the Spring Term.
- For the second time we held highly successful KS1 Parent/Child Reading Days in October. It was a great opportunity for parent's to share a story with their children. Over 50 volunteers supported/attended on each day.
- We held a special Remembrance assembly in November.
- We held a 'Children in Need' fundraising event where children/adults dressed along the theme of 'Be a hero'. There were some fantastic costumes and we managed to raise over £300.
- We raised over £520 for Hayward House, Cancer Care Trust at the City Hospital.
- As in previous terms, some parents/carers were invited to a longer consultation meeting as part of our 'Achievement for All' project work. www.afa3as.org.uk
- The Year 6 children took part in their residential to Beaumanor Hall, Leicestershire and had a fantastic time. We were very proud of their attitude and behaviour. [Click here to see some pictures.](#) The children were a real credit to their parents and school.
- EYFS held a Learning Workshop as an introduction to how the EYFS team work
- EYFS held their celebration of the Christmas concert which was not only well attended but also well received by the watching parents and extended families.
- We welcomed the attendance of many of the governors at several of the above events.
- I am sure by now you will have seen the new play equipment in the small playground. This area was part funded by The National Lottery through The Big Lottery Fund and the rha (Round Hill Association - Parent Teacher Association) have also made a contribution to the installation of synthetic surfaces in the same area. We are so pleased that we will not have the problem with mud that we had last year.
- The Christmas Fair took place and was well supported once more by parents and of course the rha (The school's PTA).



- The Key stage 1 production of The Perfect Present was one of the many highlights of the term in KS1
- We sent Children along to a Festival of Light event with Mrs Lockhart and Mrs Woolley.
- Mrs Lynn Lowe successfully cooked almost 400 hot school Christmas dinners. All the staff helped out and every child received a Christmas cracker. We were once again able to make sure every child who wanted a dinner could have one.

- All classes held Christmas parties at the end of term.
- The end of year festive 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.
- Children from Year 5 and 6 performed Christmas Carols at the Pearson Centre and the Council Offices.

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 (2015 not available) 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 autumn 2015 has been reattached to the papers for the summer term meeting.

Adrian Nash
Head Teacher
Jan 2016

EYFS (Written by Emma Pye and Annie Wilkinson)

We completed the Early Excellence Baseline Assessment (EEXBA) for the first time in September. Emma Pye and Annie Wilkinson received training on how to implement this in the summer term. The data is collected in a number of areas however the result is presented as an overall grading of 'Typical', 'Above Typical', 'Below typical' and 'Well below typical'. Our results were as follows.

Well Below Typical	Below Typical	Typical	Above Typical
1.3%	18.7%	61.3%	18.7%

Our current cohort therefore is 80% at or above the expected level of development on entry.

Progress September – December 2015

Prime Areas								Specific Areas								
Making relationships	Self confidence and self awareness	Managing feelings and behaviour	Moving and handling	Health and self care	Listening and attention	Understanding	Speaking	Reading	Writing	Number	Shape Space and measure	People and communities	The world	Technology	Using media and materials	Being imaginative
1.7	1.9	1.8	1.7	1.9	0.8	0.6	1.0	0.9	1.1	0.8	0.9	0.8	0.8	0.9	0.9	1.1

From this baseline, children have continued to make good progress. (Good progress is 1 Tracking Point per term and 3 TP over the year) In the first term, staff, focus largely on the Prime areas and this is reflected in the accelerated progress in many of these areas. There are a large number of EAL children who are 'New to English' in this year group however which is indicated in the slower progress in listening and attention and understanding as these must be assessed in English and not the child's home language.

Over the next 2 terms the focus will progress more towards the specific areas, especially those which indicate a 'good level of development' (Prime areas plus specific areas of literacy and mathematics)

In order to support our vulnerable learners in EYFS, we have become part of the Achievement for All programme specifically for Early Years (Achieving Early). It drives the practise of "ensuring all children have the best possible start to learning regardless of background, challenge or need." One feature of the programme is the Taking Time for Talk (TTfT) which involves 1:1 meetings with parents of identified children for up to one hour each term. Teachers have found these conversations with parents extremely valuable in gaining additional knowledge about each child and parental feedback has been overwhelmingly positive. Partnerships with parents have been significantly strengthened as a result of the TTfT meetings and the achievements of the children are already noticeable.

Appendix 2

KS1 (Written by Emma Pye)

In Key stage 1, progress is broadly in line with expectations, however year 1 have made slightly less progress than year 2 in all areas. As a result of this we have reviewed the way that year 1 children are targeted within the mixed age classes and ensured that there is an equal balance between supported activities and independent activities particularly during 'let's write' sessions.

An additional teacher will be used in the spring term for phonics. The teacher will focus on the children who did not previously achieve the pass mark in the phonics screening test which will enable the existing staff to target children in year 1 who are currently falling below the expected standard.

Appendix 3

Progress in Lower Key Stage 2 (Written by Emma Pye)

Year 3

In year 3 pupils have generally taken a 'dip' in data due to the increased requirements of the curriculum however most children are responding well to the new curriculum and gaps in knowledge are swiftly being addressed through careful use of planning and target walls. Children who attained a 2c in writing have been identified as those who were broadly ARE (albeit at the lower end) at the end of Key Stage 1 however these children need additional support in order to remain so against the new curriculum. We have therefore planned a more targeted catch up programme for these children in order to 'overcome the dip' using an additional qualified teacher 5 mornings per week for the spring term.

Year 4

Year 4 progress is above expectations in all areas. This year group have had a number of interventions in place this term which have proven successful and their accelerated progress will enable these interventions to be transferred to areas where it is needed more during the spring term. We will however continue to monitor this year group to ensure they continue making the expected or better progress.

Progress in Upper Key Stage 2 (Written by Joanne Hewitt)

Year 5

Progress in Reading is 1.0 TP which is good progress. 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 0.9 TP which is just below the 1.0 tracking point for good progress. Teachers are focussing on specific areas such as use of tense and punctuation to help support their writing. Specific planning sheets to support composition and effect are also being used by some children. EAL children are being supported through a special intervention group to support their speaking, listening and grammar.

Progress in maths is 0.9TP which is just below the 1.0TP for good progress. Pupils are being supported through differentiation in the classroom. Some targeted children are also working through a maths focus book first thing every morning.

Year 6

Progress in Reading 0.9 TP which is just behind the good 1 TP for good progress. To support progress in reading, some children have a one to one reading session and others 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 0.8 TP is just behind the 1.0TP 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 spelling have been established within the classes with Teacher and TA support for pupils. Mrs Devonshire is also supporting spelling groups.

Progress in maths is 1.0 TP which is good progress at this point in time. There has been some extra support for some children who need to improve their independence and ability to apply their maths knowledge in different contexts. 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.

Appendix 4

Vulnerable Learners [\(TOP\)](#) (Written by Emma Pye)

Our Vulnerable groups across school are generally making progress which is in line with or above that of their peers across all 3 subjects ensuring that they are on track to make accelerated progress this academic year in order to continue to narrow the attainment gap between them and their peers.

Whilst the picture as a whole school is therefore extremely positive, there are some individual year groups where particular groups have not made the required progress or indeed progress in line with their peers and these specific gaps are being targeted through a range of closely targeted and monitored interventions.

Vulnerable groups remain a high priority for us for training in order to skill up all staff to work effectively with these children and this year we have already had a whole day INSET about supporting EAL learners, MAPA training, a range of SEN staff training events and more are planned for the coming term in particular 'Why target vulnerable learners' and 'All stages of EAL'

EYFS have become involved with the Achieving Early programme as part of our involvement with 'Achievement for All' which is specifically tailored to meeting the needs of vulnerable learners in the early years and embedding the principles of early intervention.

There are some anomalies in the year 3 data which are due to the transition from the old assessment system (levels) to the new (golden codes – tracking points). Pupil progress has identified that the additional rigour of the new curriculum has meant that children who attained a 2c at the end of year 2 (which is low average) are no longer considered average when assessed against golden codes. We have specifically addressed this issue by providing a 'catch up' group for these children 5 mornings per week with a qualified teacher in order to minimise this dip.

Our percentages of Pupil Premium children and SEN support children remain low compared to national averages at 6.5% and 11% respectively, however we are increasing in numbers of EAL children and although the total school figure is 22.1% EYFS and Year 1 both have approximately 30% of children which if this trend continues will significantly increase the overall school figures.

Vulnerable Groups: Progress in Reading Jan 2016

Key Groups:	ALL	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ALL CHILDREN	0.8	0.9	0.9	0.9	-0.6	1.4	1	0.9
Boys	0.8	0.9	1	1	-0.5	1.4	1.1	1.2
Girls	0.7	0.9	0.9	0.8	-0.8	1.3	1	0.5
Pupil Premium	1.7	0	0.6	1.2	0	1.6	1	1.4
NOT Pupil Premium	0.7	0.9	1	0.8	-0.6	1.3	1	0.8
FSM	0.8	0.2	0.6	1	1	2	1	1
NOT FSM	0.8	0.9	1	0.9	-0.6	1.3	1	0.9
SEN Support	0.9	-0.5	0.7	1	-0.5	0.5	1	1.5
EHCP	0.5			0	1			
Statement	0					0		
EAL children	1	0.8	1.1	1.2	-0.4	2.1	1.3	1.4
Not EAL children	0.7	0.9	0.9	0.8	-0.7	1.2	0.9	0.8

Vulnerable Groups: Progress in Writing Jan 2016

Key Groups:	ALL	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ALL CHILDREN	0.9	1.2	0.8	1.5	0	1.3	0.9	0.8
Boys	0.9	1.2	0.8	1.3	0.1	1.3	0.8	1
Girls	0.9	1.1	0.8	1.6	-0.2	1.4	1	0.6
Pupil Premium	1	2	0.4	2	0	0.6	1	1.2
NOT Pupil Premium	0.9	1.1	0.8	1.4	0	1.4	0.9	0.7
FSM	0.9	0.8	0.4	2.5	1	0.7	1	1
NOT FSM	0.9	1.2	0.8	1.4	0	1.4	0.9	0.8
SEN Support	0.9	0	0.7	2.5	-0.8	0.5	0.3	1.6
EHCP	1.5			0	3			
Statement	2					2		
EAL children	1.1	1.3	0.8	2.2	0.2	1.4	0.7	1.2
Not EAL children	0.9	1.1	0.8	1.3	-0.1	1.3	1	0.7

Vulnerable Groups: Progress in Maths Jan 2016

Key Groups:	ALL	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ALL CHILDREN	0.8	0.8	0.8	1	0.2	1.2	0.9	1
Boys	0.8	0.8	0.8	1	0	1.1	0.9	1.4
Girls	0.9	0.8	0.9	1	0.5	1.3	0.9	0.6
Pupil Premium	1	1	0.4	1	1	1	1	1.4
NOT Pupil Premium	0.8	0.8	0.9	1	0.2	1.2	0.9	0.9
FSM	0.8	1	0.4	1	1	1.3	1	0.5
NOT FSM	0.8	0.8	0.9	1	0.2	1.2	0.9	1
SEN Support	0.8	1	0.7	1	-0.3	-0.2	0.8	1.3
EHCP	1.5			0	3			
Statement	1					1		
EAL children	0.9	0.8	0.8	1	0.5	1.5	0.8	1.7
Not EAL children	0.8	0.8	0.8	1	0.1	1.1	0.9	0.9

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

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

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

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

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

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

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

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

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