

Self-Evaluation Summary – Spring 2018

Road Primary School URN: 928/2079

Overview

Overall School Effectiveness of Road Primary School	Current Self-Assessment Grade	Good
	Last Inspection Grade	Good
The Effectiveness of Leadership and Management at Road Primary School	Current Self-Assessment Grade	Outstanding
	Last Inspection Grade	Good
The Quality of Teaching, Learning and Assessment at Road Primary School	Current Self-Assessment Grade	Good
	Last Inspection Grade	Good
Personal Development, Behaviour and Welfare at Road Primary School	Current Self-Assessment Grade	Outstanding
	Last Inspection Grade	Good
Outcomes for Pupils at Road Primary School	Current Self-Assessment Grade	Outstanding
	Last Inspection Grade	Good

School areas for development

Induction and support of new members of staff
To manage financial pressures and demands placed upon the school in light of expansion
Quality recruitment to match the pupil numbers and ongoing revision and constant development
Ensure that pace in each classroom enables children to progress quickly
Ensure that progress is clearly evident in books from across the curriculum
Ensure that work is challenging for all children at different levels
Ensure that the progress of all children is clear (including the progress of children from vulnerable groups including PP identified students and more able pupils)
Embed the school values and ethos
Develop leadership at all levels in staff across the school for subjects and in individual responsibility

School characteristics

Numbers on roll:

There is a six year trend of increasing numbers.

2012	2013	2014	2015	2016	2017	2018
177	184	189	183	187	215	231

As of 1st January 2018

This makes our school average in size The growth is easy to see, we are growing and expanding. This has positives and negatives as governors will know!

What this means:

We are still below capacity, mostly in reception where there are 23 students. This means that there are potentially 37 places. This has impact upon the budget and future planning as we discussed at many governors meetings. At Easter 2018 we need to look at the structure of the Foundation Stage 2 classes of 1 ½ classes shared between year 1? Numbers into the school will dictate this. We had a very successful open day this year, but we are unlikely to fill all 60 places. To ensure that there is clear progress and high attainment in each year group-the school will ensure careful monitoring of each year group, across each key stage and from each end point (EYFS, KS1 and KS2)

Girls/Boy KS2 progress:

Girls on roll 48.8%

Boys on roll 51.2%

Perfectly in line with national %

Looking at the current KS2 data, girls outperform boys at Roade Primary school. In Reading our girls are well above average compared to our boy's average, however this is reversed in writing there despite the girls making more progress than the boys the boys are well above average and the girls are average. There is a significant difference between the progress of girls (4.2) and the progress of boys (1.9) in reading, but the other scores are in line.

What this means:

Statistically girls out-perform boys at primary phase and this is the case in our school. Girls did very well in reading last year.

	All pupils	Girls	Boys
Progress in reading (score, description and confidence intervals)	2.8 Above average (0.4 to 5.2)	4.2 Well above average (0.5 to 7.9)	1.9 Average (-1.3 to 5.1)
Progress in writing (score, description and confidence intervals)	3.3 Well above average (1.0 to 5.6)	3.4 Average (-0.2 to 7.0)	3.2 Well above average (0.1 to 6.3)
Progress in maths (score, description and confidence intervals)	1.9 Average (-0.3 to 4.1)	2.2 Average (-1.1 to 5.5)	1.7 Average (-1.1 to 4.5)
Percentage of pupils meeting the expected standard in reading, writing and maths	93%	100%	88%
Percentage of pupils achieving at a higher standard in reading, writing and maths	15%	9%	19%

Disadvantaged pupils:

The school feel that there are more families in our community who could access the additional support/funding. At Roade Primary School the disadvantaged pupils do very well compared with the national "England state funded schools other pupils"

All our pupils recorded as disadvantaged at KS2 did exceptionally well-scoring well above average in progress and attainment. Last year none of our children recorded as disadvantaged achieved the higher standard-which is something for the school to look at moving forward.

The pupils eligible for free school meals at any time in the past 6 years is currently 13.7%- well below the national 24.7%.

What this means:

Either that we have an affluent area or that parents are not accessing what is entitled to them. Our children do very well compared to the national data

	School disadvantaged pupils	England state-funded schools other pupils
Progress in reading (score, description and confidence intervals)	6.0 Well above average (1.7 to 10.3)	0.3 Average (0.0 to 0.0)
Progress in writing (score, description and confidence intervals)	4.5 Well above average (0.3 to 8.7)	0.2 Average (0.0 to 0.0)
Progress in maths (score, description and confidence intervals)	5.9 Well above average (2.0 to 9.8)	0.3 Average (0.0 to 0.0)
Percentage of pupils meeting the expected standard	89%	67%
Percentage of pupils achieving a high standard	0%	11%
Average score in reading	108	105
Average score in maths	108	105

% children from minority ethnic groups:

As a school we are well below the national average. The low numbers at KS2 mean that the actual figures for those children were suppressed on the ASP report. In all areas the EAL children perform well, but there was only a 15% conversion to the higher standard. This is something for the school to look at in the future.

What this means:

Our community is predominantly White British. It should be acknowledged that our community has changed to become more diverse from 2014-2016 where our school % ethnic minority measure has increased by 2.6%. With the increase in numbers there is a probability that our catchment will become more diverse.

% of pupils first language not / believed not to be English:

Our 6.9% (8.3% last year) is well below the national average of 20.5% of all schools.

What this means:

See above in the minority section. However this needs further investigation. We can only go on the information that is given to us on the children's entry, really our school should becoming more diverse-but this indicates that it is less so despite the increasing numbers.

% of pupils with SEN support

On previous data Our 5.3% is an increase from 4.9%, but remains well below the national figure is well below the national average of 12.1% of all schools. We have a leading SENCo in Sally and we have been assured that our identification of SEN children is spot on.

What this means:

Nationally this number has been reducing as schools look to find solutions within school to ensure that pupils are accessing quality first teaching. The national figure has dropped from 13% to 12.1%. Pupils are provided for on the provision map. School needs to ensure that there is appropriate identification of all pupils with additional needs and time for the SEND Co to coordinate the interventions being used. The school believes that this is accurate as underperforming children are not to be recorded as SEND

Pupils with a statement of special educational needs (SEN) or education, health and care (EHC) plan:

This year our 0.9% is slightly lower than last year's 1.1% this was in line with the national average of 1.4% of all schools, but this has increased to 3% 2017.

What this means:

We are no longer in line with national data. We have identified an accurate number of children. The children have additional support to enable them to access the curriculum, but this is an ongoing review process.

% stability

Our school is 82.8% stable. This is a slight increase from last year-82.4%, but we are still slightly below the national figure of 85.7%

What this means:

The school is almost spot on with the national figure, showing that we have not too much movement in and out of the school.

School mobility:

Our school is not a very mobile place! The statistics are identical for the mobile and non-mobile pupils apart from the % of children meeting the expected standards in RWM where the 93% moves to 96% if the pupils are non-mobile.

What this means:

Although our school is quite non-mobile there will be a lot of movement over the next few years as we calculate those children coming in (and sometimes out) of the school

What it all means:

From the contextual data we have had a good year. The areas for development are around converting some of those high % of children achieving the expected standard to go on to get the higher standard. Close monitoring of those vulnerable groups will enable more support to be put in where needed.

Overall School Effectiveness

Overall School Effectiveness of Roade Primary School	Current Self-Assessment Grade	Good
	Last Inspection Grade	Good
<p>On reading the descriptors for the outstanding grade, Roade Primary School is working within Good (2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> The quality of teaching, learning and assessment is at least good. <input type="checkbox"/> All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good. <input type="checkbox"/> Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being. <input type="checkbox"/> Safeguarding is effective. <p><i>The school is graded as "good" overall. This judgement is a response to the teaching and learning being good currently due to the new members of staff and the expansion of the school. This needs a little time to embed, but with the leadership of the school secure and the systems in the school well established, this is due to only improve. The school is in a very good situation and improving all the time. If standards stay high and the feedback from parents and pupils remain as positive as they are there really are no barriers to this school being considered as outstanding in the very near future.</i></p>		
Main Strengths	Main Barriers to Achieving the next grade	
Leadership and governance of the school Staff Behaviour and attitudes of the pupils Pastoral support and care	Historical data Old curriculum data New members of staff new to school New expansion of the buildings New resources to buy	

<p>Extra-curricular opportunities Attainment and progress of the children in EYFS is outstanding Attainment in KS1 has been outstanding for many years Attainment in KS2 has been outstanding for 3 years Progress between the two KS results is good</p>	<p>Reducing budget</p>
<p>Key Actions</p> <p>The school needs to ensure that all PP identified pupils are being provided with additional support to make more than expected progress. Ensure that all eligible children have been identified. Ensure that TT is effective at recording he progress and attainment at each term/year Set challenging but realistic targets for PM across the school The school needs to ensure that all SEND identified pupils are being provided with additional support to make more than expected progress. To review how the school engages with parents of vulnerable pupils. To review the teaching and learning in years 2 and 6 to make sure we are effectively meeting the needs of the new curriculum. To encourage teaching staff to make changes to their timetable and work schedule to make the role manageable. More moderation across the school and from external agencies.</p>	<p>Expected Impact</p> <p>Increased progress New curriculum implemented effectively. Staff wellbeing is supported Work load is manageable PM targets are realistic TT regularly up dated by all staff and regularly reviewed by the SLT Increased progress between the two KS from KS1 to KS2</p>

Effectiveness of Leadership and Management

<p>The Effectiveness of Leadership and Management at Roade Primary School</p>	<p>Current Self-Assessment Grade</p>	<p>Outstanding</p>
	<p>Last Inspection Grade</p>	<p>Good</p>
<p>Outstanding (1)</p> <p><input type="checkbox"/> Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.</p> <p><i>The leadership from the governing body has always been a real strength. The governors are quick to support the school and lead the development of an ethos and culture that supports both staff and pupils. Staff are encouraged, nurtured and promoted from within into roles of responsibility to ensure that there is continuity and progression whilst maintaining the values that are held strong by all. The governors are quick to monitor and challenge the leadership of the school whilst offering support where needed. The well organised committee and full governor meetings are focused on the development of the school and the community as well as the academic success of the students. Governor visits are recorded in the visits file kept in the office and governors minutes are made at each meeting recording the high expectations of all staff and the detailed monitoring that ensures that this is happening across the school.</i></p> <p><input type="checkbox"/> Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.</p>		

□ The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.

The leadership of the school (governors and SLT) are committed to improving the outcomes for all pupils. The outcomes for our pupils at the end of KS2 were very high-the outcomes for disadvantaged pupils were significantly higher than national data:

	School disadvantaged pupils	England state-funded schools other pupils
Progress in reading (score, description and confidence intervals)	6.0 Well above average (1.7 to 10.3)	0.3 Average (0.0 to 0.0)
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Progress in maths (score, description and confidence intervals)	5.9 Well above average (2.0 to 9.8)	0.3 Average (0.0 to 0.0)
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With progress being well above average for all areas and the average scores in reading and maths being higher than national. 89% of the pupils considered disadvantaged in Roade Primary school achieved the expected standards compared to 67% nationally.

□ Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.

The governing body minutes show challenge and support throughout the monitoring of the standards, triangulation and the questioning by both the finance and the teaching and learning committees. The finance committee challenge the use of the money throughout the school and ensure that the funds are directed to the children who need it and that it is having the impact that it should. The evidence of this is in the minutes and through interviewing the governing body. Any data, internal and external is shared directly with the governing body and unpicked.

□ Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.

The governing body are responsible for the administration of the parent questionnaire. The most recent of these was in autumn term 2017. The feedback from the parent questionnaire was very positive. The children's questionnaire is administered by the staff in school and shared with the governors and parents. The school development plan is then reviewed to include the views and responses of both the children and the parents. As a school we have started to specifically drill down into what the pupils feel about specific subjects. This one was for maths:



Maths questionnaire for KS2 pupils:

	Strongly disagree	Disagree	Agree	Strongly agree
I like my Maths lessons	5%	2%	48%	45%
	95%			
I think I am good at Maths	8%	12%	52%	28%
	80%			
I understand what I am learning in most of my lessons	2%	4%	72%	22%
	94%			
We do lots of different activities in Maths lessons	0%	5%	56%	41%
	97%			
My teacher helps me improve in my Maths lessons	0%	4%	31%	65%
	96%			
I know what I need to improve in my maths lessons	5%	14%	53%	28%
	81%			
I know that I have improved my Maths this year-since September	3%	15%	44%	38%
	82%			
My teacher explains new things clearly and helps me understand	4%	4%	50%	42%
	92%			
I always make sure my Maths homework is done (and on time!)	10%	5%	40%	45%
	85%			
I think Maths is important and will give me skills to use throughout my life	4%	1%	28%	67%
	95%			
I feel safe in my maths lessons	4%	4%	41%	51%
	92%			

November 2017

WHAT DO PARENTS SAY?

We are extremely happy with the school and teachers. They support and develop our children. Because of the brilliant teachers we have watched our children gain confidence and improve massively each year

I don't think you could do any better-one amazing school

When alerted about a bullying issue this was dealt with effectively and I was amazed at how quickly it was dealt with. Having 2 children with different learning abilities I am happy with how both children have developed since being there! Well done all staff

Roade is a fantastic school and I feel we are really lucky to have the school in the village where we live

Roade primary is a very good school my child enjoys attending. Communication is good and we are kept well informed. Sometimes there is a lot going on and so there is a lot of information that comes out, which is a good thing.

Happy children with caring enthusiastic teachers

The staff are superb

I feel all of the staff have a brilliant rapport with the children and know them as individuals. Learning is done on an ability basis which I really like.



WHAT DO PARENTS SAY?

My child enjoys school: 100% agree or strongly agree
Behaviour is good at the school: 92% agree or strongly agree
The school is a caring community: 95% agree or strongly agree
My child enjoys playtimes and lunchtimes: 92% agree or strongly agree
My child is making good progress at school: 96% agree or strongly agree
The school is very welcoming: 99% agree or strongly agree
School has a good relationship with parents: 93% agree or strongly agree
I would recommend this school to other parents: 94% agree or strongly agree
The school is well led and managed: 95% agree or strongly agree
I am happy with my child's experience at Roade: 96% agree or strongly agree



- Leaders and governors use high quality professional development to encourage, challenge and support teachers' improvement. Teaching is highly effective across the school.

The professional development and performance management in school is robust and delivered effectively-a strength of the school. The school has created systems that hold others to account in pupil development and subject leadership. Staff are encouraged to develop and are supported through observation and feedback. Courses are sourced through the school's partners and teaching school alliances where needed. Performance management, feedback and support offered to staff has been overseen by the governing body to ensure consistency. Governor feedback forms have been completed. The quality of teaching and learning feedback is shared with the governing body.

- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.

Staff are encouraged to support, observe each other and use lesson study to ensure they are constantly reviewing and progressing how they teach, pedagogy and challenging each other with new ideas and schemes. An example of this is Read, Write Inc in phonics, purple mash for ICT programming and realPE all of which are having positive impacts throughout the school, with improvements in delivery and outcomes. With the doubling of classes (two year 3 and 5 classes and three mixed 1/2 classes) there is a lot of cross over and lots of opportunity to immerse children in exciting topics and for the staff to share ideas, planning and creativity. All staff are actively encouraged to take risks with their teaching and to plan exciting, engaging and fun learning. The aim is to make positive memory connections to make learning stick.

- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.

The staff use the National Curriculum guidance documents to ensure that the children and staff are covering the needed areas. The children are assessed regularly against the target tracker statements to show the progress the children are making. Staff use a variety of summative assessment at the end of each term and formative ongoing assessment to support the day to day progress. All subjects are covered and where the skills allow blended into a mixed, creative curriculum. TT is used to track the progress and Age Related Expectations for each child in each year group for each subject. The subject leaders use this information to effectively manage their subject and ensure standards are high across the school.

- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.

The PSHE curriculum is through some really interesting Apple's friends or Zippy's friends projects. The school is piloting these through the TaMHS project. The school has well established set of values that underpin the assemblies and core values teaching across the

school. As a TaMHS school we have access to high quality support and training and our staff have benefited from this immensely. At the end of this academic year the PSHE scheme will be reviewed and a new one introduced to keep the teaching and learning of the subject up to date, relevant and in line with all current best practise and guidance from the DFE. Staff regularly review the scheme in light of local and national initiatives (such as the school tragedy 2017)

□ Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.

The positive environment supports pupils and staff and sets good values and standards for everyone. The school becomes self-policing with students and staff mutually respecting the ethos and being role models for the school. Prejudice of any kind is unacceptable.

□ Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.

Safeguarding is very effective. The systems work and have been tested. There are many examples of this at work. The school has recently adopted a computerised on line system of recording concerns that can be accessed by staff and governors at any time and from any device. The concerns are recorded automatically and the DSLs and the work that they do is held to account by the safeguarding governor.

□ Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

Staff training in safeguarding and noticing the signs of radicalisation are fully up to date. Prevent training has been undertaken by every member of staff and all governors. Staff are confident to pass on information to the SLT and the school is quick to act when needed.

Main Strengths:	Main Barriers to achieving next grade
Governing body Experienced school leaders Challenge for leaders Curriculum	Parents not willing to recognise their PP status as it carries a stigma. This prevents parents from coming forward to access the PP grant funding.
Key Actions:	Expected Impact:
The school needs to ensure that all PP identified pupils are being provided with additional support to make more than expected progress. The school needs to ensure that all SEND identified pupils are being provided with additional support to make more than expected progress. To review how the school engages with parents of vulnerable pupils. To review the teaching and learning in years 2 and 6 to make sure we are effectively meeting the needs of the new curriculum. To ensure that the trips, visits and experiences of different cultural groups and backgrounds is firmly promoted throughout the school.	Vulnerable groups are supported to make exceeding progress. Over time pupils and teachers become more secure with the new curriculum and expectations. RE coordinator to support the development of trips, visits and visitors into school to encourage our school to embrace the changing demographic.

Quality of Teaching, Learning and Assessment

The Quality of Teaching, Learning and Assessment at Roade Primary School	Current Self-Assessment Grade	Good
	Last Inspection Grade	Good
<p>Outstanding (1)</p> <p><input type="checkbox"/> Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected. Lesson Observations, monitoring of planning, book scrutiny and careful use of Target Tracker have ensured that the senior leaders and governors have a positive overview of the quality of teaching learning and assessment across the school. Teachers plan together carefully drawing upon the experience and creativity of the team. Children respond well to the create learning and the immersion time that really kicks off the topics. Teachers (led by the SLT) carefully use the National Curriculum to guide their planning, ensuring that there is good coverage of all aspects. Questioning has been developed over the last two years with the planning format being changed so that the staff have the opportunity to plan the questions (including higher order questioning of the more able pupils). Book scrutiny and careful monitoring of the teaching and learning shows that misconceptions are being challenged and the staff are all encouraged to guide and challenge children where misconceptions are seen in the daily delivery.</p> <p><input type="checkbox"/> Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced. Planning has been reviewed and the new format has been introduced to all staff. There is constancy across the school and triangulation shows that all staff are using the format and are planning effective lessons and learning over time. Throughout observations pupil behaviour is observed as a strength. School values are consistently applied throughout the school and supported through assemblies and PSHE lessons.</p> <p><input type="checkbox"/> Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up. The collaborative planning and the use of Target Tracker ensures that the pupils are challenged at their level throughout the school. Robust progress reporting shows where children are and what they need to do next. The staff provide the children with adequate time to respond to the teacher's marking. Editing and improving is a vital part of the learning process and red pen response is constantly developed throughout the school.</p> <p><input type="checkbox"/> Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.</p> <p><input type="checkbox"/> Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. Support and guidance is provided for all children. Feedback is tailored to the ability of the child-more verbal one to one feedback in the younger years and more written feedback when the children can access what the member of staff is asking of them. Monitoring and observations show that staff in lessons move around the groups to ensure that they are checking on pupils understanding and intervene where necessary.</p> <p><input type="checkbox"/> Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come. Staff have reviewed homework and ensured that it is consistently delivered across the school. The homework policy was reviewed in light of parental feedback and although we cannot please everyone-we have taken all views into account and we have tried to ensure that homework is challenging and yet achievable by the pupils in the allocated time.</p> <p><input type="checkbox"/> Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words. Standards in reading, writing, mathematics and phonics are very high. For the last few years externally moderated/marked SATs for KS1 and KS2 have shown that our children achieve well in all these key areas. Data and targets for the year are included in this document.</p>		

□ Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.

Pupil's attitude to learning is excellent. The children are motivated to challenge themselves and want to do well. This is supported through the rewards system used throughout the school including certificates and bears!

□ Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.

Children are passionate about their learning-this is supported by both parent questionnaires and by pupil questionnaires. The children are supported and challenged in equal measure-observed through then monitoring by governors and SLT. After school, extracurricular activities are supportive and challenging and well attended by the children. The staff have a free fitness club provided on a Tuesday evening for 1 hour designed to motivate and challenge staff to maintain a healthy lifestyle and fitness.

□ Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

Throughout the school the pupils use red pen response. This is more developed further up the school where the children can really access the staff member's comments and respond to them. This is introduced in the younger years and is developed throughout the school. Editing and improvement times are ensured throughout the weeks' timetable.

□ Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

Parents have two formal parent's evenings a year and a further optional one following the school report. There is a very detailed school report at the end of the year on each child breaking down each subject into each skill and showing whether the child is emerging, at or exceeding in that skill. The school is to review the report system to ensure that it is manageable by staff as it is a big document currently. In our recent parent questionnaire parents commented that there was a lot of information and there is a lot going on!

□ Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

The children have good behaviour modelled for them and insisted upon throughout the school. Standards of behaviour are high. All staff are quick to challenge those negative views when they do occur-which are thankfully few and far between. Instances of bullying are rare, but when they do occur they are dealt with swiftly and with the support of the parents in line with our behaviour policy which is reviewed annually. All members of staff are role models for our children at all times and challenge behaviour that is considered derogatory both in and out of school. Parents are periodically requested to support with the initiatives in school that support the development of the community and the school's ethos.

There is enough evidence to suggest that teaching, learning and assessment could be considered outstanding according to these descriptors and the evidence that has been collected. However, due to the addition of new members of staff and the current class structures with mixed age classes- the school consider that we are good with significant areas of outstanding. Our current data, standards and monitoring show that the children achieve very well and are making very good progress in reading and writing with numeracy being in line, but still +1.9. This leads us to believe that Teaching and Learning are outstanding, but we need to ensure that this is consistent.

Progress score in reading, writing and maths ?

Reading

Above average +2.8

[More score details ?](#)

Writing

Well above average +3.3

[More score details ?](#)

Maths

Average +1.9

[More score details ?](#)

Main Strengths:

Teachers plan well

Main Barriers to achieving next grade

Pupils do not have enough time to respond appropriately to teacher's

Marking is a strength Pupil behaviour is excellent Pupil attitudes to learning is excellent Teacher's expectations are high	marking/feedback. Teachers using the whole curriculum. Staff members ensuring that all pupils (more able PP children specifically) in all classes are making outstanding progress.
Key Actions:	Expected Impact:
Staff meetings to ensure that all staff hear the message about providing the pupils with time to edit and improve. Staff meeting to discuss the impact of planning and ensuring that time is used effectively throughout the week. Staff to plan time into their week Staff to review the time taken marking and providing feedback. Review the report frames to parents. Embed new members of staff and ensure that the expansion of the school maintains standards and ethos.	Work in books shows a greater response to marking More cross curricular literacy and numeracy Quality across the curricular is high Challenge is clearly evident throughout the books. Timetabled response time Teachers having more time Report to parents is more manageable by staff and is more in keeping with the Target Tracker tracking throughout the school.

Personal Development, Behaviour and Welfare

Attendance trend:	2012-13	2013-2014	2014-2015	2015-2016	2016-2017	Current to date-autumn 2017
	96.5%	96.9%	96.3%	96.5%	97.5%	95.9%

Personal Development, Behaviour and Welfare at Rode Primary School	Current Self-Assessment Grade	Outstanding
	Last Inspection Grade	Good
<p>Outstanding (1)</p> <p><input type="checkbox"/> Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. Feedback for the students through questionnaires, conversation and from staff and visitors show that our children behave well and are always complimented about their attitude. The pupils are proud of their school and share in the many successes-sporting and musical. Children share in each other's performances throughout the year and enjoy working and playing together at playtimes and in the many provided opportunities the staff plan. Pupils collect bears from the head teacher's office for a variety of lovely reasons-awarding them to staff and friends who have gone out of their way to be supportive and wonderful.</p> <p><input type="checkbox"/> Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view. The children are confident to discuss issues and take up opposing points of view when they need to. Debating is strong further up the school where the pupils have developed their debating and presentation skills.</p> <p><input type="checkbox"/> In secondary schools, high quality and impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training. Not applicable-although there are several sessions for our older children before they transition on to secondary school. This includes visits to their new schools and guidance and support to ensure they are well equipped for secondary school. The feedback from the secondary schools is very positive about our pupils. Here is a message recently received from a parent of a year 7/8 pupil.</p>		



□ Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life. **The children's learning is supported by our school values of Resilience, Optimism, Ambition, Dedication and Empathy. These are on display throughout the school and are in all assemblies throughout the year.**

□ Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.

Attendance is higher than the national average each year –and for all vulnerable groups.

Group Analysis by Attendance Category

Period: 01/09/2017 to 20/11/2017

Scope: Reg Group CC+JR+SC+CL+AW+MW+NG+MA+HE+CH

Number of Sessions

Group	Presents	AEA	Authorised Absences	Unauthorised Absences	Possible	% Attend
CC	1639	0	42	12	1827	89.7
JR	2343	1	34	4	2382	98.4
SC	2439	1	78	30	2548	95.8
CL	2448	6	39	17	2518	97.5
AW	1660	1	54	7	1722	96.5
MW	1686	2	61	15	1764	95.7
NG	2900	14	86	36	3038	95.9
MA	1698	8	44	4	1754	97.3
HE	1821	6	17	16	1860	98.2
CH	2763	3	66	108	2942	94.0
Totals	21397	42	521	249	22355	95.9

Data shown is at the end of November and will climb throughout the year towards 97+% also

includes a persistent absenteeism in year 6 who has now moved on to a new setting.

□ Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.

School works quickly and effectively to resolve issues. Here are two slides from our recent parent questionnaire (October 2017) 92% of parents say that behaviour is good at the school. The school has a variety of rewards in place for good behaviour and for supporting others throughout the school. Disruption of learning is very, very rare.

WHAT DO PARENTS SAY?

We are extremely happy with the school and teachers. They support and develop our children. Because of the brilliant teachers we have watched our children gain confidence and improve massively each year

I don't think you could do any better-one amazing school

When alerted about a bullying issue this was dealt with effectively and I was amazed at how quickly it was dealt with. Having 2 children with different learning abilities I am happy with how both children have developed since being there! Well done all staff

Roade is a fantastic school and I feel we are really lucky to have the school in the village where we live

Roade primary is a very good school my child enjoys attending. Communication is good and we are kept well informed. Sometimes there is a lot going on and so there is a lot of information that comes out, which is a good thing.

Happy children with caring enthusiastic teachers

The staff are superb

I feel all of the staff have a brilliant rapport with the children and know them as individuals. Learning is done on an ability basis which I really like.



WHAT DO PARENTS SAY?

My child enjoys school: 100% agree or strongly agree

Behaviour is good at the school: 92% agree or strongly agree

The school is a caring community: 95% agree or strongly agree

My child enjoys playtimes and lunchtimes: 92% agree or strongly agree

My child is making good progress at school: 96% agree or strongly agree

The school is very welcoming: 99% agree or strongly agree

School has a good relationship with parents: 93% agree or strongly agree

I would recommend this school to other parents: 94% agree or strongly agree

The school is well led and managed: 95% agree or strongly agree

I am happy with my child's experience at Roade: 96% agree or strongly agree



- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.

This a very inclusive school with pupils with different needs and different strengths and weaknesses. All are included regardless of their different needs and supported by staff and pupils alike. Bullying is rare, but when exposed dealt with within the school systems and procedures. Parents are involved where and when necessary.

- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.

The school addresses the many different ways of keeping safe throughout the year in a variety of ways. These include the blue butterfly project through the police, solve it, hazard alley, safeguarding training and PSHE lessons. All staff have full safeguarding training at the beginning of every year.

- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from

abuse and exploitation.

The children are given a range of opportunities to develop and understanding of healthy eating and healthy lifestyles throughout the year. Every year there is a very effective healthy school week where the children work through a series of tasks involving movement, exercise, healthy cooking, healthy choices, trying different sports and activities. Relationships are taught as part of the PSHE curriculum and the science topics at age related levels throughout the year. The staff have a free fitness club provided on a Tuesday evening for 1 hour designed to motivate and challenge staff to maintain a healthy lifestyle and fitness.

□ Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.

Pupils are taught at the beginning of each ICT unit how to stay safe on line and the dangers of mobile technology. There was an incident in Feb 2017 outside of school that led the school to review all aspects of our children on line and the parameters and support implemented by both the school and by parents. This is now seen by many as a strength of the school and the community. The school has been praised by police, local authority and by safeguarding professionals for the work it did in spring 2017 and ongoing. Police also delivered the blue butterfly project in autumn 2017 to the whole school. All staff have been butterfly trained and will have a butterfly badge on their lanyard.

□ Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Our children are often complimented upon their behaviour and attitude and as seen previously in this section they go on to be hard working and wonderful individuals with our values and ethos at heart.

Main Strengths:	Main Barriers to achieving next grade
Pupil behaviour and attitude to learning is excellent Assemblies are effective at supporting pupils to make good choices. Values are embedded	
Key Actions:	Expected Impact:
Staff need to ensure that there are plenty of opportunities for pupils to debate and discuss issues. Staff to ensure that there are more visitors, trips and visits to support the learning in all faiths. More and more funky improved values signs!	Pupils given more opportunities for debate and to discuss the bigger, wider issues. Curriculum brought to life through trips, visitors and visits.

Outcomes for Pupils

Outcomes for Pupils at Roade Primary School	Current Self Assessment Grade	Outstanding
	Last Inspection Grade	Good
Outstanding (1)		
□ Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.		
Progress is above average in Reading, Writing and Maths – significantly so in writing.		

Progress score in reading, writing and maths ?

Reading

Above average +2.8

[More score details ?](#)

Writing

Well above average +3.3

[More score details ?](#)

Maths

Average +1.9

[More score details ?](#)

- The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.

Pupils described as disadvantaged at Roade Primary school outperform England state funded schools other pupils. The school must be mindful of the 0% not achieving the higher standard and in KS1 the current PP % is low.

Disadvantaged pupils

Evidence shows that, overall, performance of disadvantaged pupils is lower than that of other pupils. This data indicates how well a school does at tackling this difference. Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children looked after (in the care of the local authority for a day or more or who have been adopted from care).

	School disadvantaged pupils	England state-funded schools other pupils
Progress in reading (score, description and confidence intervals)	6.0 Well above average (1.7 to 10.3)	0.3 Average (0.0 to 0.0)
Progress in writing (score, description and confidence intervals)	4.5 Well above average (0.3 to 8.7)	0.2 Average (0.0 to 0.0)
Progress in maths (score, description and confidence intervals)	5.9 Well above average (2.0 to 9.8)	0.3 Average (0.0 to 0.0)
Percentage of pupils meeting the expected standard	89%	67%
Percentage of pupils achieving a high standard	0%	11%
Average score in reading	108	105
Average score in maths	108	105

- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
Pupils are able to do this well-especially further up the school. School leaders are confident that this descriptor is achieved. This judgement is supported by questionnaires of the student body and the parent community.

□ Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check.
Progress and attainment in reading is above average across the school in both KS1 and KS2. Phonics scores in year 1 are consistently very high with 93% this year achieving the phonics pass.

- For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress from starting points is above average across nearly all subject areas.

□ From different starting points, the progress in English and in mathematics is high compared with national figures.

Progress score in reading, writing and maths ?

Reading

Above average +2.8

[More score details ?](#)

Writing

Well above average +3.3

[More score details ?](#)

Maths

Average +1.9

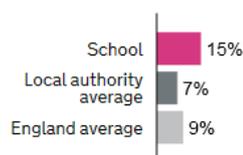
[More score details ?](#)

□ The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.

Pupils meeting expected standard in reading, writing and maths ?



Pupils achieving at a higher standard in reading, writing and maths ?



Average score in reading ?



Average score in maths ?



□ Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training

The feedback from the secondary schools is very positive about our pupils. Here is a message recently received from a parent of a year 7/8 pupil.



Main Strengths:	Main Barriers to achieving next grade
Attainment is high Phonics attainment is high	Parent engagement New curriculum, expectations have moved significantly.
Key Actions:	Expected Impact:
The school needs to ensure that all PP identified pupils are being provided with additional support	Vulnerable groups are supported to make exceeding progress. Over time pupils and teachers become more secure with the new curriculum and expectations.

<p>to make more than expected progress. The school needs to ensure that all SEND identified pupils are being provided with additional support to make more than expected progress. To review how the school engages with parents of vulnerable pupils. To review the teaching and learning in years 2 and 6 to make sure we are effectively meeting the needs of the new curriculum.</p>	
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Road Primary School 2018 Targets

EYFS

	2017 National (Northants) (South Northants)	2014 Roade Result	2015 Roade result	2016 Roade result	2017 Roade result	2018 Target
Reading		68%	76%	90%	87%	72%
Writing		64%	69%	76%	84%	72%
Number		68%	86%	87%	92%	72%
% at GLD	70.7% (67%) (74%)	57%	67%	76%	84%	70%

Data accurate at the start of the year and these are reviewed throughout the year. Data is a reflection of the changing cohort and the difference in numbers-2017 has less children.

KS1

<u>Road Year 1</u>						
	National (Northants)	2014 Roade Result	2015 Roade Actual	2016 Roade Actual	2017 Roade Actual	2018 Target:
Phonics screening	81% (2016)	86%	96%	97%	93%	87%

Data still significantly above national and cohort dependent.

KS1 Predicted/On track Age Related Expectation, at January 2018:

	2016 Results	2017 national data	2017 Predictions	2017 TA results	+/- Roade scores	2018 Predictions	2019 Predictions
Reading	85%	75.8% ARE 25.3% GD	86%	83% ARE 43% GD	+7%	76% ARE 33% GD	83% ARE 17% GD
Writing	77%	68.4% ARE 15.7% GD	76%	77% ARE 30% GD	+8%	70% ARE 23% GD	74% ARE 15% GD

Maths	69%	75.3% ARE 20.5% GD	83%	87% ARE 23% GD	+12%	73% ARE 27% GD	79% ARE 21% GD
Combined	69%		76%	73%		67%	72%

Teacher prediction/assessment:

Reading break down:

Below	23%
Expected +	76%
Greater depth	33%

Writing break down:

Below	30%
Expected +	70%
Greater depth	23%

Maths break down:

Below	27%
Expected +	73%
Greater depth	27%

KS2 Predicted/On track Age Related Expectation, at January 2018:

Year 6:

	2017 Predictions (whole class) /28	2017 predictions without dis-applied student /27	Based upon KS1 data: Convert 2b+ to ARE 3 to GD	Teacher assess	2017 SATs results: (GD-110)	National data	+/- Roade scores	2018 Predictions/ targets
Reading	81% ARE 11% ARE+	88% ARE 11% ARE+	93% ARE 46% ARE+	96% ARE 45% GD	96% ARE 58% GD	71%	+25%	93% ARE 17% GD
Writing	86% ARE 7% ARE+	89% ARE 7% ARE+	75% ARE 18% ARE+	93% ARE 41% GD	93% ARE 41% GD	76%	+17%	79% ARE 10% GD
Maths	79% ARE 7% ARE+	81% ARE 7% ARE+	89% ARE 36% ARE+	96% ARE 56% GD	96% ARE 35% GD	75%	+21%	79% ARE 35% GD
Comb	71%			93%	96%	61%	+35%	69%
SPaG	86%	89%			93% ARE 27% GD	77%	+16%	76%

Teacher prediction/assessment:**Reading break down:**

Below	2	7%
Expected +	27	93%
Greater depth	5	17%

Writing break down:

Below	6	21%
Expected +	23	79%
Greater depth	3	10%

Maths break down:

Below	6	21%
Expected +	23	79%
Greater depth	10	35%

SPAG break down:

Below	7	24%
Expected +	22	76%
Greater depth	6	21%

2017 Local school comparisons:

School name	Type of school	% of pupils meeting expected standard	Progress score & description			% of pupils achieving at a higher standard	Average score in reading	Average score in maths
			Reading	Writing	Maths			
Roads Primary School	Maintained School	93%	Score average 2.8	Well above average 3.3	Average 1.9	15%	109	108
Remove								
School A	Academy	84%	Average 1.9	Score average 2.8	Score average 2.9	9%	106	107
Remove								
School B	Academy	93%	Average 1.8	Average 0.2	Average 1.2	17%	110	109
Remove								
School C	Maintained School	61%	Average 0.8	Average 1.5	Average -0.7	10%	105	103
Remove								
School D	Maintained School	52%	Average -1.6	Below average -2.5	Average -1.7	0%	103	103
Remove								
School E	Maintained School	67%	Average -1.6	Average -1.7	Average -1.6	9%	105	105
Remove								
School F	Maintained School	25%	Average -4.1	Well below average -4.9	Well below average -6.5	0%	106	99
Remove								
England - state-funded schools		61%	0.0	0.0	0.0	9%	104	104
England - all schools		61%				9%	104	104