



Roman Road Primary School - Summary SEF 2021 – 2022

Other key documents linked to school improvement and development:

- **Full SEF 2021 - 22**
- SEF 2019 for last official SATS data
- School Improvement Partner Report November 2021
- Subject Leaders Action Plans
- Reading Recovery Action Plan
- Pupil Progress Reports (FS, reading, writing, maths SEN)
- Pupil Progress Data (September 2020- July 2021)
- School Development Plan
- Applicable Policies and SOW
- COVID SEF (adaptions during Remote Learning including remote learning)
- Curriculum Overview and Rationale

Response to OFSTED Inspection 2017 – Area for Improvement - Higher Order/Greater Depth Reading

Target - to improve attainment of higher ability reading (Level 5+/Greater Depth). This SEF and related documents outline how we have responded and succeeded in improving reading at greater depth and priorities for further improvement. Yearly, Greater Depth reading is now significantly higher than in 2017.

	2017	2018	2019	2020 in house data (Data from March 2020 due to school summer closures	2021 in house data Due to COVID	2022 Projected results 2021
Achieved Greater Depth Reading	18%	41%	24%	55%	85%	30%

Reading targets and Priorities 2021-23

Priorities

- To close gaps in reading and develop Greater Depth for Reading (see reading and writing targets and Reading Recovery Action Plan)
- To track and improve Greater Depth reading
- To identify, intervene and support if children fall behind. Teachers of top sets will be expected to improve the range and depth of questioning in their planning.
- To ensure that reading skills are revisited and practised through other curriculum subjects. Vocabulary generated in guided reading should be carried forward into other lessons such as literacy and topic.

Other Key Next Steps that provide opportunities to link with developing reading skills

- To develop teachers and monitors use of pedagogical questioning (in learning walks and observations)
- To develop children's responses to questioning through practise.
- Both promote and develop higher order thinking, inference and comprehension skills required for SATs tests in reading
- Incorporate learning walks for all the non-core subjects ie music, Art, D & T, PE, RE to promote higher order reading and comprehension skills
- Develop new units of study that incorporate current issues such as diversity, environment, locality, mental health.
- To improve greater depth writers by proving INSET around developing higher order grammar skills.

Assessment Data

Grade: Outstanding

Key Stage 2

Year 6 Attainment 2019

	Expected +	Greater Depth
Reading	93%	24%
Writing	93%	46%
Maths	96%	48%
Grammar	98%	61%

Year 6 Attainment 2021

	Expected +	Greater Depth
Reading	98%	85%
Writing	90%	44%
Mathematics	90%	74%

Trends - Key Stage 2 against National (no national data for 2020 and 2021)

	2018	2018	2018	2018	2019	2019	2019	2019	2020	2020	2021	2021
	RR Expect ed +	RR GD	National Expected +	National GD	RR Expected +	RR GD	National Expected +	National GD	RR Expected +	GD	RR Expected +	RR GD
R	95%	41%	75%	28%	93%	24%	80%	31%	90%	57%	98%	85%
W	90%	44%	78%	20%	93%	46%	84%	26%	92%	58%	90%	44%
M	97%	61%	76%	24%	96%	48%	86%	38%	94%	51%	90%	74%
G	97%	82%			98%	61%	86%	52%				

Progress from KS1 to KS2 - 2021

	Below	Expected	More than expected	Expected or above
Mathematics	6%	52%	42%	94%

Reading	13%	77%	10%	87%
Writing	3%	52%	45%	97%

Progress 2021 against National 2019

	<u>R</u> <u>Expected</u> <u>progress</u>	<u>R</u> <u>More than</u> <u>expected</u> <u>progress</u>	<u>W</u> <u>Expected</u> <u>progress</u>	<u>W</u> <u>More than</u> <u>expected</u> <u>progress</u>	<u>M</u> <u>Expected</u> <u>progress</u>	<u>M</u> <u>More than</u> <u>expected</u> <u>progress</u>
National Progress expectations 2019	80%	29%	82%	17%	78%	22%
Roman Road Progress 2021	87%	10%	97	45	94	42
Roman Road 2021 against 2019 National expected progress	+7%	-19%	+15%	+28%	+16%	+20%

Key Stage 2 Attainment Targets for Summer 2022

	Reading	Writing	Grammar	Maths
Expected	55%	55%	50%	52%
Greater Depth	30%	30%	35%	38%
Expected or above	85%	85%	85%	90%

Key Stage 1

Year 2 Attainment

	Below	Expected	Greater Depth	Expected or above
Mathematics	27%	56%	17%	73%
Reading	27%	44%	29%	73%
Writing	31%	56%	13%	69%

Progress between end of Reception and end of KS1

	Not making expected progress	Making expected progress	More than expected progress
Reading	13%	72%	15%
Writing	18%	69%	13%
Maths	18%	62%	21%

Early Years Foundation Stage

Reception Attainment

	Below	Expected	Working above	Expected or above
Mathematics	26%	66%	8%	74%
Reading	32%	62%	6%	68%
Writing	32%	42%	26%	68%

Progress between on entry and end of Reception

	Working at or above	Working above	Working at or above – FSM	Working at or above non FSM	Working at or above SEN	Progress EAL	Working at or above - male	Working at or above - female	Progress White British	Progress White Eastern European
READING	45/50 90%	15/50 30%	9/12 75%	36/38 95%	5/5 100%	27/27 100%	26/29 90%	19/21 90%	6/8 75%	8/8 100%

WRITING	43/50 86%	21/50 42%	10/12 83%	33/38 87%	5/5 100%	23/27 85%	27/29 93%	16/21 76%	7/8 88%	7/8 88%
MATH	45/50 90%	18/50 36%	9/12 75%	36/38 95%	5/5 100%	27/27 100%	27/29 93%	18/21 86%	7/8 88%	8/8 100%

Grade: Outstanding

Lesson Observations 2020 - 2021

All teachers receive two maths and two English observations a year. Lessons that receive requirement to improve or inadequate receive a follow up observation within a couple of weeks. Targeted actions plans are devised for failing teachers. Reduced number of lesson observations due to school closure Jan – March 2021

	Good or better	Outstanding	Good	Requiring Improvement	Inadequate
Maths	24/25 96%	4/25 16%	20/25 80%	1/25 4%	0/25 0%
English	24/24 100%	5/24 21%	19/24 79%	0/24 0%	0/25 0%
Maths/English	48/49 98%	9/49 18%	39/49 80%	1/49 2%	0/49 0%

Grade: Good

Attendance

COVID has had an impact on attendance 2020-21

Attendance trends

Attendance Year 1 to 6 (%)

	Autumn Term	Spring Term	Summer Term	Year
2018-19	96.9	95.9	94.4	95.8
2019-20	95.5	94.6	99.0	95.2
2020-21	95.2	95.2 (96.% 8/3/21- 3/4/21)	94.3	94.9

Whole school (including Reception) attendance for 2020/2021 was 94.5%

Persistent Absence trends

Since September 2015, the Department of Education guidance on persistent absence (PA) has changed, and the marker for persistent absence has decreased from 15% to 10%. A dip in our figures is due to impact of COVID

	Number of children with persistent absence (15%)	Number of children with persistent absence (10%)
2018-19	9	31
2019-20	3	19
2020-21	15	34

Curriculum and Assessment (see also Curriculum Overview and Rationale)

Assessment

Assessment of reading, writing and maths

Attainment and progress for reading, writing, maths are assessed and tracked through termly tests to identify children working at., below or above expectations

Phonics assessment data are both summative and formative. This informs strengths, areas to improve, CPD and intervention requirements

Assessment of other subjects

History, geography, art, RE, ICT, PE and science are assessed at the end of each unit to identify children working at., below or above expectations.

This informs of teachers requiring support, pupil's strengths, areas to improve, CPD and intervention requirements

Monitoring and Observations

Observations

All teachers receive two maths and two English observations a year. Lessons that receive requirement to improve or inadequate receive a follow up observation within a couple of weeks. Targeted actions plans are devised for failing teachers.

Learning Walks

We undertake announced and unannounced learning walks. These inform coordinators of strengths, areas to improve, CPD and intervention requirements. In these we question children about their current and prior learning. They are asked about what they would like to learn in the topic and cross curricular links are discussed.

Book and planning monitoring

All coordinators monitor plans and books work every half term. Any concerns identified are immediately addressed by the coordinator. Maths, English, History and Science books are graded and feedback/support is given where required.

Curriculum

Concept Maps and Subject rationale

All subject leaders have designed a 'concept maps' which places the subject at its core and then branches out to identify key skills, transferrable skills and cross curricular links. The Curriculum lead has written a subject rationale for each subject which explains what is taught and the reasons why

Cross Curricular links - Rationale

Our Cross Curriculum Map shows the links between different subjects and units of study. Our Cross Curriculum Map also includes many opportunities to learn about life skills, wellbeing, environmental issues, e-Safety, British Values, locality, current issues and good ethics SEE

Environmental Projects for 2022 ongoing

We have a planting trees project in line with the Jubilee and have staff trained in the Forest schools project to implement from Summer 2022

Wellbeing and Mental Health

Management of Wellbeing of staff - We recognise that the COVID Pandemic created anxiety for some staff and that it is a Newham priority to support staff with wellbeing. The HT has provided individualised plans (and personal discussions) for those who needed to shield or suffered with anxiety during the Pandemic. Each of our Phase Leaders is trained in wellbeing and mental health, whereby staff have more than one expert they can talk to about concerns. We have staff trained in supporting with bereavement. Following lockdown returns, our school Councillor was timetabled to meet and support staff concerned or affected by COVID. We signpost agencies that support with Wellbeing ie PAM (the Staff Assistance Programme). Teachers received Wellbeing INSET training from the PSHE lead in September, completed an online mental health course 'Place 2 be' in March and INSET from the councillor in February 2022.

Management of Workload - The expectation around planning and marking (and subject coordinator roles) have been considered with an understanding of teachers and teaching assistants work load. Our phase leaders and subject coordinators support teachers with planning and marking if required to ease pressure. Deadlines are expected to be met however, we often extend deadlines on a needs basis. All teachers receive their PPA entitlement without fail. Subject leaders receive management time weekly. NQTs who extend their NQT year have received additional NQT time. For display deadlines teachers receive additional support from teaching assistants. So long as teachers do not fall behind deadlines they may arrive at about 8.00 and may leave at about 4.20. We feel this is a reasonable daily structure (excluding meetings/INSET). These times allow for a work life balance.

Pupil Wellbeing (and supporting parents during COVID)

The COVID 19 Pandemic may create anxiety for pupils and their families. In line with Newham priorities, we have supported in our learners and parents in many ways. During lockdown whilst providing a varied, comprehensive and enriched remote learning structure. We did not put intense pressure or expectation on children or parents to complete all work. Our teachers made weekly calls and remained in touch with pupils on line to advice and support with all aspects of home learning. We also support children and families via our SENCO and Safeguarding teams and our Learning Mentor. We have staff trained in supporting with bereavement. On first weeks back following lockdowns our school Councillor provided Wellbeing sessions for each class. During lockdowns SEN and 'safegurading' children were offered a school place. Calls were made weekly to SEN and safeguarding concern children to support them and their parents with any issues such as around remote learning. During COVID communications with parents was ongoing, based on LA and Governmental advice, around testing, symptoms and isolation periods etc

Wellbeing and mental health within the curriculum

Wellbeing and mental health education is embedded throughout our curriculum. The Y5 unit 'The Island' makes links with current issues ie immigration /refugees. It also opens debating opportunities. For PSHE in Year 3 children study the unit 'Anti bullying' of different groups and minorities. This aligns with our school ethos and Equalities Policy. It tackles bullying and the equal right for all groups and minorities. Year 5 study the unit Emotional Health. This links to explores mental health, an issue that is very current particularly in the COVID period. Year 6 study the topic Peer Pressure. This relates to the rights of children. It also links to peer on peer abuse/harassment (including sexualised).