

Self-Evaluation Statement



School Name	Roman Road Primary School	Headteacher	A Mahmood
School Type	Community	Number on Roll	383
Address	Roman Road, London E6 3SQ	LA	Newham
Telephone	020 7476 1602	Last Inspection	December 2017
Email	info@romanroad.newham.sch.uk	Overall Grading	Good
Website	Main (romanroad.newham.sch.uk)	Religious Character	n/a
DfE. No.		SIAMS Grading	n/a
Ofsted URN	102740		

Contextual details

Roman Road is an inner-city school catering for pupils from a diverse range of cultures and ethnic background. Our pupil premium percentage (25%) is above the national average. Several other socio-economic factors mean that many of our children start school at well below age expected standards. We have 16.5% of our pupils on the SEN register, which is just above the national average with 9 having additional funding.

Two-thirds of the pupils have English as an additional language with 42 different first languages, other than English, represented across our intake.

As a two-form entry school it is larger than the average sized primary school, however this is the norm for Newham.

Key Issues raised at the last inspection and school response

Leaders were asked to:

- Build on the developments in reading, so that pupils make strong and sustained progress by the end of key stage 2
 - Reading has consistently been significantly above national results for expected and greater depth, however it will remain a key priority. We feel that initiatives to improve phonics, reading skills, comprehension and enjoyment have converted our reading data to an outstanding category
- Ensure that attendance rates continue to improve.
 - We have put in place several initiatives to help improve our attendance. The pandemic, unsurprisingly, has had an impact. Naturally during school closure and thereafter it was difficult to ascertain the impact that our new systems were having on overall attendance.
 - Since the pandemic, we have noticed that many families have taken the opportunity to take pupils on holidays during term time to take advantage of cheaper flights, etc. These are obviously unauthorised absences, and the school takes appropriate action. However, it has been difficult to stop the practice.
 - As of Autumn 2022 attendance is moving toward our expected target of 94.5%. This target was set in light of significant pupil absence in Newham and Nationally following COVID. We work with the borough AMO and have recently produced a termly attendance specific newsletter explaining expectations and providing support and advice for parents.

Our Curriculum Intent	Our Curriculum Implementation	Our Curriculum Impact	Personal development, welfare and safety	Leadership and management
<ul style="list-style-type: none"> To ensure cultural capital we provide students with the essential skills and knowledge they need to be 'secondary ready'. We prepare them for the wider world. They leave us as creative, well-educated and responsible citizens. We put in the building blocks to inspire our students toward success in whichever field they aspire to later in life. We know our pupils well and ensure that we provide them with an interesting, motivating and challenging curriculum to develop their knowledge and skills. We use composite learning and their components to break down learning into achievable steps. Children know this as the LO and SC. Children then use AFL to evaluate their work. We activate prior knowledge at the beginning of each non-core unit of work in order to make an initial assessment of children's prior learning and to ask questions and stimulate interest in the theme. This is then used by the children to reflect on their new learning at the end of the unit. We pay great attention to the development of basic skills and necessary knowledge in reading, writing and maths as these skills underpin the basis of all learning. We devise the reading curriculum so that children are confident readers and enjoy reading. We have a focus on 	<ul style="list-style-type: none"> Middle and senior leaders with subject lead responsibility play a very supportive role to ensure that all staff feel confident about delivering our broad and balanced curriculum. They support teachers with planning, marking, differentiation and resourcing. They model lessons or sequences of lessons and organise CPD. Much attention is given to ensure pupils' prior knowledge is activated before the new learning is introduced. As well as summative assessment the first lesson of each new topic involves formative assessment. Staff are aware of the key skills that pupils have already attained in the core subjects. Teachers use summative assessment excellently to ensure that they have a good knowledge of what they are teaching and what the students need to learn. All non-core subjects are assessed at the end of each unit. Maths and Reading are assessed after tests and writing is teacher assessed at the end of each writing unit. Targets are set following assessment. Maths and English progress is discussed at termly pupil progress meetings. Our systematic approach to marking is diagnostic and differentiated. It enables students to learn from mistakes and to move their learning forward. Analysing students understanding through AFL 	<ul style="list-style-type: none"> Attainment and progress standards have remained significantly above the national averages in most categories for many years Therefore learners achieve well and in 2022 we are in the top 20% nationally in reading, writing and maths in attainment and progress. When taking account of pupils' starting points in EYFS compared with the levels of their attainment at the end of Year 6, the vast majority of our pupils make good to outstanding progress. Pupils enter Roman Road significantly below age expected in reading, writing and math's. By the end of year 6 they are significantly above age expected. In 2022 attainment was in the top 20% nationally. From their starting points our SEN pupils make good progress. Those SEN pupils who cannot access the national curriculum make good progress from their starting points working toward their personalised targets and goals. From their starting points our disadvantaged pupils in reading, writing and maths achieve well and make good to outstanding progress. Reading and quality reading opportunities and materials underpin much of our curriculum intent in both topic and English. So much so that by end of year 6 students are 	<ul style="list-style-type: none"> The school behaviour code promotes ownership of behaviour and a collective approach to maintaining outstanding standards of behavior. The focus is always on positive behaviour, creating role models in both staff and children. Rewards always far outweigh consequences. We celebrate this fantastic behaviour in assemblies. Pupils show exemplary respect towards each other in lessons and around school. Children celebrate achievement within class and encourage each other. This reflects on behaviour thereafter across school. Students are proud to receive a reward 3 letter home and even more delighted to receive a award from the HT for acquiring a Reward 5. The school has a robust anti-bullying and behaviour policy. Leadership ensure policies are adhered to consistently. Incidents of bullying or offensive behaviours are infrequent and dealt with swiftly by school leadership. Children celebrate Anti-Bullying Week with themed assemblies and a dress up day to raise money for the Anti-Bullying Alliance which was organised by the school council. Pupils have a good understanding of what bullying is and how to deal with it. Our 	<ul style="list-style-type: none"> The leadership team has significant impact in all areas of school life resulting in outstanding outcomes for pupils. The Head teacher and the leadership team are committed to creating a school that has a safe and welcoming environment. One that supports and empowers children to reach their full creative and academic potential. Leadership support staff to develop and improve as practitioners. Middle leaders and managers ensure that the curriculum for their subject is carefully sequenced so that pupils are building on prior knowledge and skills. The curriculum lead in conjunction with the senior management team and subject leaders have helped develop the curriculum. Our curricular map shows progression and cross curricular links. We have whole curriculum and individual subject rationales of intent. Leaders implement new initiatives. In the curriculum we have introduced modelling in science, geography and D&T. In years 4 and 5 there is a river and water cycle unit with an activity to make actual

<p>early reading right from Nursery through ensuring that our children have a rich experience of story books and early reading in a variety of different ways such as story time, role play, planned activities etc. We follow a well-established phonic program called RWI across the whole school but focusing mainly into Early years and KS1. We even introduce RWI to our Nursery children in order to give our children a confident start to early reading. At school, children read widely and develop fluency and the skills required for comprehension. We understand that reading is a lifelong attribute and therefore encourage reading for pleasure. For example, children read a book of their own choice every morning before registration across the school.</p> <ul style="list-style-type: none"> • In order to close the gap in achievement noticeable when students start in the EYFS. the needs of pupils with SEND, EAL and those from a disadvantaged backgrounds and those with high needs are met through specific interventions, PPMs, IEPs and personalised learning. • We have some SEN pupils who are unable to access the national curriculum. To address this, we have developed two sensory spaces which are exceptionally well resourced and tailored to support learners with a range of needs. The staffing is about one adult for every two children. Their curriculum, goals and targets are designed for 	<p>and marking enables teachers to adapt their planning and teaching methods.</p> <ul style="list-style-type: none"> • Staff are exposed to high quality CPD either run through our curriculum leaders who have attended high quality courses themselves or through accessing high quality external providers. As an example and with an aim to enhance children’s awareness of locality, environment and sustainability, four lead teachers received Forest school training which they in turn disseminated to the rest of the school via CPD. The embedding of Mathematics Mastery and introducing a new scheme of work following high quality CPD we believe is exemplary. • We give additional attention to reading, ensuring that it underpins much of the curriculum. We use Read, Write Inc in Nursery to year 2 to develop early years reading and phonics and reciprocal reading in years 2 to 6 to push higher level reading skills. We have a post covid reading catch up action plan. We have three leads for Literacy. Two oversee phonics and reading and the other writing. This allows for wide coverage and support in order to set and maintain standards. • We have embedded a reciprocal approach to challenge abler readers. Reading materials are of a high quality across the curriculum. 	<p>significantly and consistently above national averages for attainment and progress.</p> <ul style="list-style-type: none"> • The impact of our reading curriculum is not just celebrated through results. We take great pride and joy knowing that we facilitate reading for enjoyment and pleasure. Children share their work in assemblies; read their work to the HT on a regular basis and read a book of their choice every morning before registration. • In Early years, our children take home a book of their own choice and in Reception, children take home an additional book that is at their reading level for them to read independently. • We hold a parent phonic workshop for our Reception parents in October to express the importance of early reading and demonstrate to our parents how reading is taught so that parents can support their child in the most effective way that is consistent with our school. We also hold a phonic session for our Year 1 parents to explain to parents about the phonic screening test and how they can support their child at home. • We have three Phase Leaders who oversee transition between phases. They support ECT teachers and teachers new to a particular key stage in this transition. Each transition ie between reception and year 1, between year 2 and 3 and 	<p>assemblies, ICT and PSHE units incorporate anti-bullying. Children are encouraged to talk to teachers and assistants if they have concerns,</p> <ul style="list-style-type: none"> • Zero tolerance to racist, homophobic, religious intolerance to promote fundamental British Values. • We employ a counsellor to work with pupils with behavioural and emotional needs and to improve social skills and wellbeing. This service was particularly significant during the COVID period and remains important. Pupils seeing our counsellor usually attend for a specified period of time, where-after they continue to be supported in school. • Members of staff have qualified in Bereavement Training in order to better support children who may experience a loss or are grieving. • Phase Leaders have all received Mental Health First Aider training, and Wellbeing lead has undertaken Senior Mental Health Training. • Our new PSHE curriculum (Jigsaw) includes units around diversity, equality, locality and mental health. Training opportunities have been outstanding. • We have developed pupil voice through a school council who meet regularly and influence the direction of the school. Discussion include how to improve habitats for wildlife in 	<p>models. We bring history to life through History days ie</p> <ul style="list-style-type: none"> • We have a robust and exemplary program of monitoring, learning walks and observations in place lead by Leadership. • For English we have a lead for reading, another for writing and another for phonics. They carry out the monitoring and oversee standards. This is overseen by one of the AHT’s who has overall responsibility for Literacy. • For maths we have three school leaders who undertake monitoring and standards. One for FS, another for years 1 – 3 and another for years 4 – 6. This is overseen by one of the AHT’s who has overall responsibility for Numeracy. • The above have allowed for leadership ‘specialism’ by age range and by subject area. • Governors know the school well and offer a robust level of challenge to school leaders. Governors have regular opportunity to visit school. Our Chair of Governors is our link for Safeguarding and ratifies our related policies and checks our Section 11 safeguarding questionnaire yearly. The Chair of Governors attended our recent coffee morning; an opportunity to meet and chat with stakeholders such as teachers and parents. Our Maths Link has undertaken a
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<p>personalized attainment and progress.</p> <ul style="list-style-type: none"> • We develop pupils' substantive knowledge as well as their disciplinary knowledge by having clear schemes of work and progression maps which link to other subjects where appropriate eg in Year 5 the children study Earth and Space in Science which is deepened by their research of the planets in English and writing a non-chronological report. • We assess both knowledge and skills at the end of each Foundation Subject unit of work to inform future planning and learning. • Our outstanding broad and balanced curriculum contains depth, with enrichment opportunities which our pupils might not otherwise have access to. It is designed to stimulate learners to aspire toward success creatively, academically and emotionally. We have educational visits to enhance learning. We employ an external Music Teacher to teach recorder, ukulele and guitar. We have afterschool enrichment clubs in ICT, Art and PE. We have high quality resources and materials to support this. • We have set up Forest school lead by four trained teachers. Every child in our school has the opportunity to experience Forest School session. In our Forest School sessions, children are given the opportunity to play, explore and take supported risk. This program is helping our 	<ul style="list-style-type: none"> • We use high quality on line reading materials in the non-core subjects to those available for Literacy lessons. English lessons are book based in 3 week blocks, based on developing speaking and listening, reading, oracy and writing skills. Wherever possible English units link to areas studied in history, science, RE and geography. 	<p>between year 6 and secondary require different elements and priorities. Our three Phase Leaders oversee transition between phases. In Reception, children are encouraged to experience working in exercise books from Autumn term and some lessons are delivered in year 1 lesson style where children go off to carry out independent work at their tables. This is to help prepare our children for the transition into year. We have decided to do this in small steps throughout the year so that our children are gradually building confidence in working independently</p> <ul style="list-style-type: none"> • Expectations as required in year 1. At the end of year 2 all children are supported to write their own LO and data and underline/draw margins themselves. This is to prepare for the expectations in year 3. Transition between year 6 and secondary school includes covering a PSHE transition unit to prepare children emotionally and socially for secondary school. Most of our pupils attend Brampton Academy. One of their teachers spends a day with our pupils as part of the transition process every summer term. Arranging and participating in meetings with secondary school to discuss pupils who may require extra support in secondary school. • All stakeholders are dedicated in ensuring that by the time 	<p>the school grounds and to having positive input into school meals and healthy eating. There was a very large uptake for our summer term food tasting 'Cultural Day' which celebrated food from around the world.</p> <ul style="list-style-type: none"> • We have worry boxes and a 'calm' corner in all classes including EYFS to help children regulate their emotions and teachers refer any concerns to the safeguarding team. Staff know that our ethos is that safeguarding is every-one's responsibility. Pupils feel safe at school. • We raise money and awareness to various charities and collect produce at harvest time. We encourage an involvement with charity work both at local and wider community levels to develop social and moral values and citizenship. • To promote physical and mental wellbeing we are part of the National School Breakfast Program (delivered by Family Action) whereby all children receive a bagel as a snack in the morning. • All staff are have received level 1 place2B training so we are better equipped to support children and promote well being • Year 6 children are given the opportunity to attend a "Junior Citizenship" workshop. This is led by The Metropolitan Police and focuses on Safety Awareness. Other agencies 	<p>school learning walk and has had input into initiatives around mental health and wellbeing. Our local Councilor (school Governor) organised a visit to school from the Newham Lord Lieutenant to talk to the school council about Democracy.</p> <ul style="list-style-type: none"> • Safeguarding is effective and the team is very experienced. Stakeholders know who the Safeguarding team are. The Governor safeguarding link works at Roman Road. Staff and Governors receive regular and relevant safeguarding CPD. • We develop the skills of our middle leaders so that they are able to take on wider roles in driving forward the curriculum. Our KS1 and 2 Phase Leaders have completed the training 'Developing Middle Mangers' at the Institute of Education. Our recently appointed leads for reading have attended RWI Leadership Training. The HT takes due consideration of succession planning.
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<p>children to develop in many ways including socially, emotionally, physically, spiritually as well as intellectually. Our children in EYFS experience Forest School once a week throughout the year. For our children in KS1 and KS2, Forest School is incorporated into their science curriculum and in other FS subjects. This is providing our children with a holistic learning.</p> <ul style="list-style-type: none"> • We serve a rich and diverse community and ensure that there is a strong sense of respect, diversity and inclusion within our curriculum. Celebratory Festival assemblies are given by each class to which parents attend. We visit different places of worship. Our Religious Educational lessons cover a wide variety of religions and their religious teachings. Religious Education is taught also in Early Years. We teach children from an early age to understand and respect differences. • In Early Years/Foundation Stage, the topics we have chosen such as “Marvelous Me” and “Our World” promote learning of differences and similarities. It also teaches children to develop respect and understanding. 		<p>children leave us they are secondary ready, able to meet the social, creative and academic demand ahead of them.</p> <ul style="list-style-type: none"> • Year 5 attend booster maths sessions at Brampton Academy. • Impact in the Foundation subjects can be measured in data that show that around 90% of pupils attained at age expected or above in assessments with approximately one third attaining Greater Depth. 	<p>involved include the Fire Brigade, St John’s Ambulance and the Environment Agency. Children are taken through potentially life-saving scenarios such as ‘stranger danger’, contacting the emergency services, fire awareness and safety.</p>	
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Personal Development

- As a school we are committed to creating a community that places mutual respect at the heart of everything, our children learn about tolerance and responsibility from an early age.
- The relatively new PSHE curriculum has made a great difference to pupils understanding of equality, diversity and tolerance.
- Our pupils have a good understanding about what it means to be a good citizen and live out the fundamentals of British Values.

Next Steps - Intent	Next Steps - Implement	Next Steps - Impact	Next Steps	Next Steps
<p>1.For teaching and learning to be of the highest standard in the non-core subjects Utilising the strategies below to ensure teaching in the non-core and core subjects remains at a high standard and opportunities for improvement are maximized ongoing.</p> <p>2.For pupils to retain learnt knowledge and develop subject specific interests To embed current practice and develop further strategies that ensure students remember their studies in the long term so they may develop specialisms that can last a lifetime.</p> <p>3.For pupils to know that similar key skills and knowledge occur across the curriculum For children to be even more aware of and make links to cross curricular learning in their curriculum. For learners to understand in greater depth that core skills and key</p>	<p>1.For teaching and learning to be of the highest standard in the non core subjects With the strategies below to continue to implement robust monitoring, observation and assessment procedures for non-core subjects. This enables us to continuously strive for improvement in planning and to measure attainment and progress across the curriculum. It also provides identifies where training , sharing of practice can be focused</p> <p>2.For pupils to retain learnt knowledge and develop subject specific interests The curriculum has been designed to ensure there are opportunities for revision and review. The continuation of learning walks and lesson observations will empower teachers to ask pupils meaningful questions to support the development of memory recall. We have a newly devised ‘Foundation Subjects Key Vocabulary’ booklet which lists key vocabulary and facts for all topics learnt. This is to promote long term memory and also help ‘home learning’.</p> <p>3.For pupils to know that similar key skills and knowledge occur across the curriculum Our comprehensive cross curricular units and overview map will ensure learners can make links to key skills and knowledge across the curriculum.</p>	<p>1.For teaching and learning to be of the highest standard in the non core subjects As a result of the strategies below, the teaching and learning of the non core subjects will be of the highest standards. Pupils will retain their learning and develop interests going into secondary education.</p> <p>2.For pupils to retain learnt knowledge and develop subject specific interests For learners to develop their capacity to memorise and recall learnt knowledge. For pupils to gain a love for learning whereby they are equipped to extend interests at secondary and beyond. The ‘Foundation Subjects Key Vocabulary’ booklet will develop memory retention as it lists and revisits topic key vocabulary and key facts as they go through their school life.</p> <p>3.For pupils to know that similar key skills and knowledge occur across the curriculum For pupils to be able to recognise and express where key skills and knowledge co-relate across the curriculum. An outcome being pupils will be able to apply learnt skills and knowledge across all their learning.</p>	<ul style="list-style-type: none"> • Students are now more confident in being able to talk to staff about their own physical or mental health concerns. • To promote further the use of the class calm corner and the use of the class worry box. To encourage pupils to be confident knowing they will be supported with their concerns • To continue with the improvement of attendance following COVID. As of November 2022 we have seen an improvement and are toward our school target of 94.5%. From Autumn term 2022 we have developed an Attendance ‘specific’ Newsletter for all parents. This provides information and advice to facilitate a reduction in absences. 	<ul style="list-style-type: none"> • Leadership and management to continue to ensure improvements and Next Steps are activated by deadlines given. • Leadership and Management to oversee that strategies and initiatives are delivered to the highest standards and accountability is in place • Leadership and management to continue to ensure that monitoring processes are in place to ensure effectiveness of new and ongoing strategies. • Leadership and management to communicate new strategies to teachers effectively through process of: Leadership meetings, Phase Group meetings, ECT support, CPD

<p>knowledge overlap across the curriculum.</p> <p>4.Develop outdoor spaces for learning To maximise further the use of the school grounds and environment within the curriculum (already used for Forest School in school and after school sessions).</p> <p>5.To continue to ensure SEN pupils make good progress The intention is to continue to identify appropriate interventions and personalized planning whereby SEN pupils consistently make good progress across the curriculum.</p>	<p>4.Develop outdoor spaces for learning To utilise to an even greater capacity our forest areas, our farm and our fully equipped, modern playground to meet and match the curriculum. Units are designed to link with geography and science. More links to be considered.</p> <p>5. To continue to ensure SEN pupils make good progress SENCO to continue to track test assessment data to inform intervention requirements. SENCO to observe teaching and TA support both within class and in our two Communication rooms. Through monitoring coordinators to ensure personalized planning continues and meets the SEN needs</p>	<p>4.Develop outdoor spaces for learning For pupils to enjoy curricular participation outside of the classroom. Whereby links and learning can focus around issues such as sustainability, environment, location, design and construction and location and use of materials.</p> <p>5. To continue to ensure SEN pupils make good progress For pupils with SEN to attain and progress at similar rates to all other pupils. To be achieved through measures noted in implementation section.</p>		<p>and weekly staff meetings.</p>
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Early Years

- For many years, we are proud to say that our early years setting has provided our children with an outstanding start to their school life. The vast majority of children start school with academic and personal skills that are well below the national expectation for their age. By the time they leave to move to Year 1, an above average number of our children have attained a good level of development and are ready for the challenges of Year 1.
- The quality of education provided for our youngest children is exemplary. Teachers have very good knowledge of the new framework for early years and provide them with enabling environments, rich in stimuli, that enable them to learn through practical and focused activities. The early literacy programme in EYFS is particularly effective and helps our children get off to a solid start when it comes to reading for pleasure and for learning.
- Many of our children when they join us have limited English and therefore there is a huge focus on communication and language throughout. The development of children's oracy skills is something we feel is exemplary.
- We believe that the provision in the early years at Roman Road provides our children with the foundations to be, not just successful in school, but also later in life.

Overall Evaluation

- We believe that our school demonstrates outstanding characteristics for behaviour, safeguarding, SMCS, the curriculum, Leadership and the provision in early years provision.
- Pupils attainment and progress is outstanding in both core and non-core subjects.

- End point attainment and progress consistently position Roman Road significantly above national expectations for reading, writing and maths. This means our year 6 are more than secondary ready.

We received the following accolade Newham based on our year 6 SATS 2022:

‘I thought you’d like to know that Roman Road feature in the top schools in the borough both for attainment and value-added. In fact pupils at RR who achieved the higher standard in all of reading, writing and maths had the highest VA score of all our schools – according to FFT, their percentage attainment (44.7%) was 34.3% points higher than might have been expected if the pupils had progressed from key stage 1 at a national average rate. This was the highest score of any school in the borough. Overall RR is in the top 3% of all schools nationally both for attainment and progress at key stage 2 – fantastic results!’

- We are dedicated to making attendance and all aspects of SEN outstanding. We have measures and strategies in place to achieve this.
- We have spent a great of time ensuring that our pupils have mastered the basic skills of reading, writing and mathematics to a level that gives them a platform to make life choices beyond.
- As a result of support, training and high expectations the school provides high quality teaching which takes account of previous learning to ensure children make good and outstanding progress.
- The pupils at Roman Road demonstrate a willingness to learn and their learning behaviours are excellent. We are particularly proud to take our pupils on visits as we know that they will behave exceptionally well and make a very good impression.
- In line with the need to constantly adapt and change accordingly we have striven since return from COVID to create a broader curriculum and more creative curriculum that offers challenge and makes cross curricular link whereby pupils may develop as historians, geographers, scientists, etc. We are still on a journey with this and now aim to further embed the work already done, to further allow for mastery of disciplinary knowledge.
- There is a clear focus on basic skills of reading writing and mathematics. By ensuring children master these the gateway to all other learning is open to the children.
- Our curriculum is broad and subject based. Links are mad wherever possible and the curriculum is organized to offer year on year progress.
- School leaders are determined to ensure that Roman Road is a school that will remain an outstanding for years to come. We are deeply ambitious and driven toward this and strive very hard to ensure this is the case.