

November 2018

## Annual Report to Parents

### Roe Farm 2017 – 2018

The start of last academic year saw a visit from OFSTED. They highlighted lots of strengths about the school including behaviour and that pupils feel safe, a diminishing difference between disadvantaged pupils and their class mates and a curriculum that promotes pupils' enjoyment and personal development well.

There were obviously areas for development, none of which came as a surprise to school leaders, including ensuring pupils make more rapid progress in writing, that most able pupils in all classes are pushed to reach their full potential and learn more about people from other faiths and communities.

During the last year we have made lots of changes in school in order to ensure we are providing the best education possible for all pupils. This has included:

- Embedding the 'Maths, No Problem' mastery approach across school.
- All staff complete Talk4Writing training and implement this approach in school.
- Completion of the SKIP-PROact approach to behaviour management.
- Updating our safeguarding protocol including the implementation of a new electronic system for staff to report and record safeguarding concerns.
- Senior and Middle Leaders completing additional leadership training.
- More pupils receiving the opportunity to continue to learn to play an instrument.
- A restructure both in terms of staffing and the physical layout of school.
- Greater structure for staff performance management.
- CPD on the way we use our pupil attainment tracking system including for annual reporting to parents.
- Recruited more members to the school Governing Body.
- Formation of 'The Woodland' nurture provision including training on Boxall Profiling and Zones of Regulation.

Some of these projects remain on going with some new projects due to start in the near future.

Each year the school writes an action plan of improvement priorities. Taking into account national changes, our OFSTED report and progress data, school leaders feel that this year our focuses should be on:

- To increase the percentage of pupils making expected or more than expected progress relative to their starting points.
- To improve and evaluate the impact of interventions on pupils so that the progress for vulnerable learners is more in line with their peers.
- To develop a deep and rich curriculum that meets the needs and context of our learners.
- To reduce the percentage of persistent absences, bringing it in line with national or better.
- The governors to have the skills, knowledge and understanding in order to hold school leaders at all levels to account.
- To enhance the school environment and develop links with the local community.

Outcomes from assessments are available on our website however below are some highlights:

### Early Years

	<b>School</b>	<b>Local Authority</b>	<b>National</b>
<b>Good Level of Development</b>	71.7%	69.5%	71.5%
<b>All goals at expected standard</b>	70%	68%	70.1%

This data clearly shows that pupils leaving F2 (Reception classes) are achieving in line or above national averages and are above the average for other schools in the local authority.

### Key Stage One – attainment (based on Year 2 National Curriculum Tests)

	<b>School</b>	<b>Local Authority</b>	<b>National</b>
<b>Reading</b>	73.7%	71.5%	75.4%
<b>Writing</b>	68.4%	67.9%	69.9%
<b>Maths</b>	73.7%	73.7%	76.1%

Data shows that we are above the local authority average in reading and writing and have matched it in maths. We are also broadly in line with the national averages. Despite our successes, maths will be a focus this year to bring us more in line with national figures.

### Key Stage Two – progress (based on Year 6 National Curriculum Tests)

	<b>School</b>	<b>Local Authority</b>	<b>National</b>
<b>Reading</b>	2.7	-0.6	0
<b>Writing</b>	1.8	-0.1	0
<b>Maths</b>	4.0	-0.4	0

Progress measures how much a pupil has come on from their starting point. Scores are shown on a scale with average progress scoring 0. A positive number means the pupils are making more than the average progress and a negative score means making less when compared to the national.

Our scores show that in reading and writing, pupils made above average progress and in maths well above average. This is also an increase from the previous year.

In terms of attainment, percentages of pupils that gained the expected standard in reading, writing and maths were:

<b>School</b>	65.1%
<b>Local Authority</b>	59.9%
<b>National</b>	64.4%

Once again this shows that we have done better than the local authority and national averages!