

Self-Evaluation Summary – Summer 2017

Road Primary School URN: 928/2079

Overview

Overall School Effectiveness of Road Primary School	Current Self-Assessment Grade	Good with outstanding elements
	Last Inspection Grade	Good
The Effectiveness of Leadership and Management at Road Primary School	Current Self-Assessment Grade	Good with outstanding elements
	Last Inspection Grade	Good
The Quality of Teaching, Learning and Assessment at Road Primary School	Current Self-Assessment Grade	Good with outstanding elements
	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	Good with outstanding elements
	Last Inspection Grade	Good

School areas for development

Induction and support of new members of staff including 2 NQTs
Development and management of the school site building work to double the intake in each year group
To manage financial pressures and demands placed upon the school in light of expansion
Quality recruitment to match the pupil numbers
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)
Embed the school values and ethos
Develop leadership at all levels in staff and students across the school for subjects and in individual responsibility

School characteristics

Numbers on roll:

There is a four year trend of increasing numbers.

2012	2013	2014	2015	2016	Current
177	184	189	183	187	215

As of 1st January 2017

This makes our school smaller than average and means that we are in the 40th percentile for size. As you can 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 places. This has impact upon the

budget and future planning as we discussed at many governors meetings. At Easter 2017 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 two open days this year, but we are unlikely to fill all 60 places.

Girls/Boy ratio:

There are currently 49.2% girls from the 215 on roll. Nationally this figure is 49% this puts us in the 60th percentile and matches us perfectly to national and is the same as last year.

What this means:

Statistically girls out-perform boys at primary phase

Number of pupils known to be eligible for free school meals:

14.4% currently and is still well below the national 25.2% (this is a drop for national figures, but it is a slight increase for us from 9.4%. This places the school in the 20th percentile nationally.

What this means:

Either that we have an affluent area or that parents are not accessing what is entitled to them. Not sure how long this indicator will be significant due to changes in the way that universal free school meals are funded. It has already had an impact nationally.

% children from minority ethnic groups:

Our school community has 14.7% from ethnic minority groups. This is an increase from 13.8% last year, but in line with the national increase (30.7%-31.6%).As you can see we are well below the national average.

What this means:

Our community is predominantly White British. This time last year I wrote about how this makes the focus on these children easier due to the numbers, but it should be acknowledged that our community has changed to become more diverse from 2014-2016 our school % ethnic minority measure has increased by 2.6%.

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

Our 8.3% is well below the national average of 20.1% 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, but the two don't really match up. I will be asking the office to do some research into this.

% of pupils with SEN support

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

% of pupils supported by school action plus or with a statement of SEND:

Our 1.1% is in line with the national average of 1.4% of all schools. This is exactly the same figure as last year.

What this means:

We are 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.

% 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 deprivation indicator:

Our school: 0.13 National 0.21

What this means:

Although our school is situated in a desirable location and as you can see we are below the national deprivation figure this number is increasing. 2014 our deprivation figure was 0.09. The national figure is decreasing (from 0.24 in 2014) As our school is in a very desirable, affluent area and the expectation is that our children should do well in comparison with similar schools nationally.

What it all means:

From the contextual data-no excuses. Our standards of progress and attainment need to be high.

Overall School Effectiveness

Overall School Effectiveness of Roade Primary School	Current Self-Assessment Grade	Good with outstanding elements
	Last Inspection Grade	Good
<p>Roade Primary School is successfully working at/above the good standards/descriptors. Although we are working at/achieving some aspects of outstanding it is not yet all in aspects.</p> <p>Outstanding (1)</p> <p><i>The quality of teaching, learning and assessment is outstanding.</i></p> <p>The school leaders believe that the school is not yet consistently outstanding in all areas. There is a lot to be proud of, with attainment very high, but there are some aspects that need to be developed. This includes the progress of all children in all areas. Analysis shows that there was no “lower actioners” from KS1 in 2012. All children were middle or higher ability children. Four years later MOST children made the progress required, however some of the middle ability children did not convert their middle ability at KS1 to the expected attainment at KS2. On our data this shows that although attainment is very good we need to ensure that the progress being made in KS2, years 3-6 is ensuring that the children make the required standard.</p> <p>The school is also comparing data at KS1 from the old curriculum with the results of the new curriculum. Our children did very well and achieved their potential. The goal posts moved half way through and this will continue to have an impact until 2020 when the current year 3 sit their SATs in KS2.</p> <p>There have been significant developments of the quality of teaching and learning in KS2 over the last 2 years and there have been significant changes in personnel throughout the Key Stage. The quality of teaching and learning is more secure and consistent as a consequence.</p> <p>Careful moderation of the KS1 results ensures the assessment is very accurate. Last year’s KS1 showed a dip in the results due to the academically challenging cohort.</p> <p><i>All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.</i></p> <p><i>The school’s thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.</i></p> <p>Safeguarding is effective.</p> <p>Safeguarding in the school is effective. Audit to be completed in spring.</p>		
Main Strengths	Main Barriers to Achieving the next grade	
Leadership and governance of the school Staff	Historical data Old curriculum data	

<p>Behaviour and attitudes of the pupils Pastoral support and care 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 2 years Progress between the two KS results is good</p>	
Key Actions	Expected Impact
<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>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

The Effectiveness of Leadership and Management at Roade Primary School	Current Self-Assessment Grade	Good with outstanding elements
	Last Inspection Grade	Good
Outstanding (1)		
<p>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>Evidence: School leaders believe that the school is achieving this statement. PM targets HT PM</p>		
<p>Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.</p>		
<p>Evidence: School leaders believe that the school is working hard to achieve this statement, however, there have been significant changes this year. The curriculum is vastly different making the comparison</p>		

data from KS1 to KS2 very difficult.

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

Evidence:

Children achieving PP money are making good progress and closing the gap to their peers, these children do not stand out in the school's data, but the school needs to do more to enable families to register as PP. All PP children appear on the provision map and all identified pupils are being provided with additional support to enable them to make more than expected progress. The school's records need to be improved to enable this to be displayed evidently.

Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.

Evidence:

School leaders believe that the school is achieving this statement
Governors receive lots of inform action about the quality of teaching and learning in the school.

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.

Evidence:

School leaders believe that the school is achieving this statement
All stakeholders views are sourced through questionnaires

Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.

Evidence:

School leaders believe that the school is achieving this statement
This is supported by robust lesson observations, book scrutiny's, TT reviews, PM target setting

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.

Evidence:

School leaders believe that the school is achieving this statement
Leadership has been a real focus recently with the emphasis placed upon distributed leadership, the management of each other, the use of leaders across the school, innovative curriculum days and WOW experiences and the dedication to wellbeing, resilience, independence and leadership.

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.

Evidence:

School leaders believe that the school is achieving this statement
The curriculum is packed and the staff work hard to ensure that it remains creative and exciting. The staff constantly re-evaluate and redesign the weekly timetables to ensure that the staff teach to their strengths and that all subjects have the requisite time allocated.

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.

Evidence:

The school has undergone a recent review of its values and ethos and has produced 6 values from extensive consultation with the stakeholders. Everyone contributed from governors, parents, pupils and staff. Now we have to embed these into our every working day and how we work as well as use them as themes for the assemblies and PSHE activities through apples friends and zippy's friends.

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.

Evidence:

School leaders believe that the school is achieving this statement. The school is becoming more diverse and we have moved to ensure that the school reflects the community. We have regular visitors in to support the learning-but the staff are looking to do more to ensure that the different cultures and backgrounds are fully represented across the curriculum. Projects on Sri Lanka amongst others introduced the children to different beliefs and backgrounds.

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.

Evidence:

School leaders believe that the school is achieving this statement. The school has worked tirelessly to engage with outside agencies and support for our needy families. The school could do more to identify the families who are eligible for FSM and support those families who need assistance-pointing in the right direction.

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.

Evidence:

Although the staff are trained and vigilant, confident and competent, the school has never experienced incidents of radicalisation and extremism. There is a policy for approval by the FGB and the pupils are encouraged to debate and discuss.

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.
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. Radicalisation policy to presented to the governing body and agreed at FGB. To ensure that the trips, visits and experiences of different cultural	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. Whole school training in radicalisation will lead to a better understanding and empathy and will provide the staff with the answers to give when there is a need to respond to these issues.

groups and backgrounds is firmly promoted throughout the school.	
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Quality of Teaching, Learning and Assessment

The Quality of Teaching, Learning and Assessment at Roade Primary School	Current Self-Assessment Grade	Good with outstanding elements.
	Last Inspection Grade	Good
<p>Roade Primary School is successfully working at/above the good standards/descriptors. Although we are working at/achieving some aspects of outstanding it is not yet all in aspects.</p> <p>Outstanding: 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.</p> <p>Evidence: Staff are working within this range but consistently. Next steps for the staff are to embed the higher order Bloom's questioning and to ensure that planning effectively identifies questions at all levels. Staff do effectively challenge children's misconceptions and look to correct children when they need it. Where pace is used very effectively the children are making rapid and sustained progress. Teachers now need to ensure that there is the appropriate level of challenge for all pupils in the class, but specifically (and in light of the new ITAF at years 2 and 6) ensure that there are high aspirations in all aspects and challenge at all levels. The school is working hard to ensure that it is challenging the more able to develop those numbers of children exceeding in all subjects.</p> <p>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.</p> <p>Evidence: School leaders believe that the school is achieving this statement. Evidence from learning walks, lesson observations, triangulation, planning and book scrutiny would support this.</p> <p>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.</p> <p>Evidence: Staff are not consistent in providing/planning time for pupils to embed skills being taught in lessons. There needs to be planned time in the curriculum/week so that children can practice, rehearse and edit and improve. Red pen response has been introduced and is being developed across the school and the pupils are well developed-especially at the higher end of the school. Teachers are reflective and can "play" with the time available to best meet the needs of the pupils in their care.</p> <p>Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.</p> <p>Evidence: Staff are working within this statement but there is still a lack of consistency. Some children are "slipping through the net" and the school is working harder to ensure that the tasks are differentiated and that the SENCo monitors the impact of the interventions being used throughout the school. School has introduced class profiles and have grouped their children to ensure that differentiation clearly targets those children who are falling behind. TAs are used effectively throughout the school to ensure those identified children are supported to make the progress needed to catch up.</p> <p>Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.</p>		

Evidence:

Staff do check understanding and are picking up on pupil's misconceptions –this is evident in the marking and the book scrutiny. Lower down the school the interventions are observed to be timely and effective in refocusing the children and encouraging the children to achieve well.

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.

Evidence:

Staff provide pupils with good feedback following a robust and recently reviewed feedback and marking policy, however, there school acknowledges that it tries hard to build time into the curriculum/week where pupils can respond and act on the support/guidance offered. Books show that this is happening and this could be developed further across the curriculum into science and humanities subjects.

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.

Evidence:

In a recent parent questionnaire 83% of the parents believe that homework is appropriate and challenging. This indicates that the school is setting age appropriate homework.

The school has experimented with creative homework and has responded to parent feedback all the way. Homework can be a contentious issue and currently the individual classes set homework that supports the learning done in the classrooms and is *usually* literacy or numeracy based. This is differentiated and will be at the child's level.

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.

Evidence:

Staff work hard to provide an effective and challenging curriculum, and are working hard to encourage all cross curricular opportunities. At this stage we are working to ensure that work in all subjects is of the highest standards and that literacy and numeracy targets are being picked up in other subjects as transferrable skills.

The teaching of phonics is very effective and the school remains well above national.

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.

Evidence:

School leaders believe that the school is achieving this statement. Evidence from learning walks, lesson observations, triangulation, planning and book scrutiny would support this.

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.

Evidence:

School leaders believe that the school is working within this statement, however the whole school has seen a need to develop the pupil's resilience. The majority of pupils have the desire to do well and to learn. The school benefits from well-motivated and polite pupils. We are now looking to not only provide exceptional children with exceptional standards, but to develop children ready

for secondary school, independent leaders ready for the real world.

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

Evidence:

The majority of pupils are eager to improve their learning. Staff work hard to provide opportunities and enough time built into the curriculum/week where pupils can respond and act on the support/guidance offered, this is still under development throughout the school.

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.

Evidence:

In the recent parent questionnaire 95% of parents say the school has a good relationship with parents. 95% say I would feel comfortable about approaching the school. The school have worked hard to provide information for parent's so that they can support their child's leaning at home and there is an extensive school report at the end of the year. Parent's evenings happen three times a year and are focused on pupil progress. Approximately 80% of parents commented "I am kept well informed about my child's progress."

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.

Evidence:

School leaders believe that the school is achieving this statement. Evidence of bullying and racist incidents within the school is very low. Lesson observations, staff feedback from playground duties all support this judgement. 88% of parents in the questionnaire say "The school is effective in minimising bullying"

Main Strengths:

Teachers plan well
Marking is a strength
Pupil behaviour is excellent
Pupil attitudes to learning is excellent
Teacher's expectations are high

Main Barriers to achieving next grade

Pupils do not have enough time to respond appropriately to teacher's marking/feedback.
Teachers using the whole curriculum.
Staff members ensuring that all pupils in all classes are making outstanding progress.

Key Actions:

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.

Expected Impact:

Work in books shows a 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

Personal Development, Behaviour and Welfare

Attendance trend:	2011-12	2012-13	2013-2014	2014-2015	2015-2016	Current to date
	96.5%	96.5%	96.9%	96.3%	96.5%	97.5%

Personal Development, Behaviour and Welfare at Roade Primary School	Current Self-Assessment Grade	Outstanding
	Last Inspection Grade	Good

Roade Primary School is successfully working within the outstanding standards/descriptors.

Outstanding (1)

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.

Evidence:

Although the pupils and school is working within this statement the staff need to be mindful of showing the impact upon progress. Pupils are confident and are positive about their school and learning.

Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.

Evidence:

Although there is evidence of this happening across the school, staff need to ensure that there are plenty of opportunities for pupils to debate and discuss issues.

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.

Evidence:

There is a strong use of life skills in all assemblies and within the values and ethos/PSHE lessons. This is further developed using the Zippy's friends and Apples friends schemes in KS1 and 2

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.

Evidence:

Attendance across the school is high. Where pupil attendance is lower than 90% it is challenged and parents are contacted.

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. 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.

Evidence:

School leaders believe that the school is achieving this statement. Evidence from learning walks, lesson observations, triangulation, and visitor feedback would support this.

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.

Evidence:

School leaders believe that the school is achieving this statement. Evidence of bullying and racist incidents within the school is very low. Lesson observations, staff feedback from playground duties all support this judgement. 88% of parents in the questionnaire say "The school is effective in minimising bullying"
Our work with anti-bullying and song writing has been praised across the county and the school works hard to spread positive messages throughout the every class.

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. 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.

Evidence:

School leaders believe that the school is achieving this statement. Pupil feedback and work undertaken on healthy schools enables children pupils to make informed choices. Pupils talk very positively about their school.

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.

Evidence:

School leaders believe that the school is achieving this statement. All year groups have had safety training and all parents have had access to safety parental support. All pupils are confident in approaching staff and know that any incidents will be dealt with swiftly and effectively. On line safety training for the parents was very poorly attended and the school is looking for better ways of engaging with the parent community.

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

Evidence:

School leaders believe that the school is achieving this statement. This is supported by the number of visitors, trips and visits. Children are encouraged through assemblies and PSHE lessons to make informed life choices.

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.	
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.	Pupils given more opportunities for debate and to discuss the bigger, wider issues. Curriculum brought to life through trips and visits.

Outcomes for Pupils

Outcomes for Pupils at Roade Primary School	Current Self Assessment Grade	Good with outstanding elements
	Last Inspection Grade	Good
Roade Primary School is successfully working at/above the good standards/descriptors. Although we are working at/achieving some aspects of outstanding it is not yet all in aspects		
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.		
Evidence: On 2016 end of year data attainment is very high. 96% of year 6 pupils achieved ARE in maths, 92% in writing and 79% in reading.		

Raise on line shows a very positive picture in both key stages.
Progress is not as high as it could be with a small minority of pupils not making the expected progress converting from a level 3 to ARE at KS2. This is a reflection of the fact that the curriculum and the expectations are vastly different and should not be used as the same comparative.

The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.

Evidence:
Children receiving PP money are making good progress and achieving well, but the school needs to ensure that all children that are eligible for PP support are receiving it. The school is working hard to ensure that all identified pupils are being provided with additional support to make more than expected progress. This is funded through additional TA support throughout the classrooms.

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.

Evidence:
School leaders believe that the school is achieving this statement

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.

Evidence:
Phonics screening in year 1 is very high.
Children can sight read with fluency, however the school is working hard to ensure that the reading is not just the ability to bark at print. The staff from all year groups are ensuring that there are comprehension activities from across the curriculum that will develop the children's greater understanding of text and their inference and deduction skills.

For pupils generally, and specifically for disadvantaged pupils, disabled pupils and those who have special educational needs, progress is above average across nearly all subject areas.

Evidence:
Children receiving PP money are making good progress and achieving well, but the school needs to ensure that all children that are eligible for PP support are receiving it. The school is working hard to ensure that all identified pupils are being provided with additional support to make more than expected progress. This is funded through additional TA support throughout the classrooms.

From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.

Evidence:
Children receiving PP money are making good progress and achieving well, but the school needs to ensure that all children that are eligible for PP support are receiving it. The school is working hard to ensure that all identified pupils are being provided with additional support to make more than expected progress. This is funded through additional TA support throughout the classrooms.

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

Evidence:
School leaders believe that the school is achieving this statement

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 to make more than expected	Vulnerable groups are supported to make exceeding progress. Over time pupils and teachers become more secure with the new curriculum and expectations.

<p>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 2017 Targets

EYFS

	2016 National (Northants) (South Northants)	2014 Roade Result	2015 Roade Target	2015 Roade actual	2016 Roade target	2016 actual	2017 Roade target	2017 actual
Reading		68%	70%	76%	83%	90%	80%	87%
Writing		64%	67%	69%	77%	76%	75%	84%
Number		68%	70%	86%	87%	87%	82%	92%
% at GLD	69.3% (67%) (74%)	57%	67%	67%	77%	76%	70%	84%

KS1

Road Year 1

	National (Northants)	2014 Roade Result	2015 Roade Target	2015 Roade Actual	2016 Roade Target	2016 Roade Actual	2017 Roade target	2017 Roade Actual
Phonics screening	74%	86%	81%	96%	97%	97%	93%	93%

KS1 Predicted/On track Age Related Expectation, at January 2017:

	2016 Predictions	2016 TA Results	2016 Actual Test results	2017 national data	2017 Predictions	2017 TA results	+/- Roade scores
Reading	64%	92%	85%	75.8% ARE 25.3% GD	86%	83% ARE 43% GD	+7%
Writing	48%	77%	77%	68.4% ARE 15.7% GD	76%	77% ARE 30% GD	+8%
Maths	52%	73%	69%	75.3% ARE 20.5% GD	83%	87% ARE 23% GD	+12%

Combined	44%	72%	69%		76%	73%	
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Teacher prediction/assessment:

Reading break down:

Below	4	14%
Expected +	25	86%
Greater depth	0	0%

Writing break down:

Below	6	24%
Expected +	23	76%
Greater depth	0	0%

Maths break down:

Below	5	27%
Expected +	24	83%
Greater depth	1	3%

Science break down:

Below	4	14%
Expected +	25	86%

KS2 Predicted/On track Age Related Expectation, at January 2017:

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
Reading	81% ARE 11% ARE+	88% ARE 11% ARE+	93% ARE 46% ARE+	96% ARE 45% GD	96% ARE 58% GD	71%	+25%
Writing	86% ARE 7% ARE+	89% ARE 7% ARE+	75% ARE 18% ARE+	93% ARE 41% GD	93% ARE 41% GD	76%	+17%
Maths	79% ARE 7% ARE+	81% ARE 7% ARE+	89% ARE 36% ARE+	96% ARE 56% GD	96% ARE 35% GD	75%	+21%
Comb	71%			93%	96%	61%	+35%
SPaG	86%	89%			93% ARE 27% GD	77%	+16%

- Class size dropped in February to 27 including a disappled student.

Teacher prediction/assessment:

Reading break down:

Below	5	19%
Expected +	23	81%
Greater depth	3	11%

Writing break down:

Below	4	14%
Expected +	24	86%
Greater depth	2	7%

Maths break down:

Below	6	21%
Expected +	22	79%
Greater depth	2	7%

SPAG break down:

Below	4	14%
Expected +	24	86%
Greater depth	4	14%

Year 5:

	Predictions January 2016	Predictions January 2017
Reading	83%	86%
Writing	86%	68%
Maths	86%	79%
Combined	72%	62%

KS2 data comparable with other Northampton schools:

	School A	School B	School C	National	Road 2016
Reading	65%	77%	61%	66%	79%
Writing				74%	92%
Maths	70%	66%	73%	70%	96%
Combined				53%	71%
SPaG	70%	83%	73%	72%	88%

Local school comparisons:

Showing 1 to 7

Overall performance at the end of primary school in 2016 - all pupils								
School name	Type of school	% of pupils meeting the expected standard	Progress score, description and confidence interval			% of pupils achieving at a higher standard	Average score in reading	Average score in maths
			Reading	Writing	Maths			
England - all schools		53%				5%	103	103
England - state-funded schools only		53%	0.0	0.0	0.0	5%	103	103
Ashton Church of England Primary School	Maintained School	55%	2.7 Average (-1 to 6.4)	-3.2 Average (-6.9 to 0.5)	-2.4 Average (-5.6 to 0.8)	0%	105	100
Remove								
Blisworth Community Primary School	Maintained School	65%	-1.7 Average (-4.3 to 0.9)	-0.6 Average (-3.2 to 2)	-0.9 Average (-3.1 to 1.3)	13%	103	104
Remove								
Collingtree Church of England Primary School	Maintained School	45%	-0.1 Average (-2.9 to 2.7)	-2.6 Average (-5.4 to 0.2)	-0.7 Average (-3.1 to 1.7)	0%	102	101
Remove								
Hackleton CofE Primary School	Maintained School	74%	-1.1 Average (-3.5 to 1.3)	-1.5 Average (-3.9 to 0.9)	-1.6 Average (-3.6 to 0.4)	7%	105	105
Remove								
Hardingstone Academy	Academy	70%	3.2 Above national average (0.9 to 5.5)	0.6 Average (-1.7 to 2.9)	0.3 Average (-1.7 to 2.3)	7%	106	103
Remove								
Hartwell Primary School	Academy	67%	2.1 Average (-0.4 to 4.6)	2.5 Average (0 to 5)	2.5 Above national average (0.4 to 4.6)	15%	105	105
Remove								
Road Primary School	Maintained School	71%	-0.5 Average (-3.1 to 2.1)	-0.1 Average (-2.7 to 2.5)	1.8 Average (-0.4 to 4)	13%	104	107
Remove								