

Context of Rossmere Primary School

Number on Roll				
2016	2017	2018	2019	2020
404	414	411	444	

Attendance %				
2016	2017	2018	2019	2020
95.0	94.4	93.9	94.9	

Free School Meals %				
2016	2017	2018	2019	2020
53.1	52.7	57.0	52.9	

Persistant Absence % (below 90%)				
2016	2017	2018	2019	2020
13.1	13.6	16.8	14.3	

Deprivation				
2016	2017	2018	2019	2020
	0.36	0.36	0.35	

Pupils with EAL %				
2016	2017	2018	2019	2020
	0.7	0.7	0.5	

SEND Register %				
2016	2017	2018	2019	2020
	16.9	16.5	18.2	

Quality of Education is GOOD

- Curriculum is well designed to teach the essential skills of literacy and numeracy and build up the basic skills of all pupils (including those with SEND)
- The curriculum is broad and balanced and enriched through a focus on sport, performing arts, outdoor education in the Forest School and residential visits.
- Pupils with SEND benefit from bespoke teaching designed to meet their needs as well as a broad and balanced curriculum with their peers.
- Assessment and tracking are used very effectively to plan for next steps in learning and ensure that there are no gaps in learning.
- The whole school focus on reading ensures that children develop a love of reading and become proficient independent readers
- Pupils work across the curriculum is good quality as demonstrated by books and displays.

Behaviour and Attitudes are GOOD

- High expectations are understood by all members of the school community and there is no disruption to lessons.
- The school has a very positive climate in which any unkind behaviour is reported and challenged sensitively. Incidents of bullying are very rare.
- Attendance, although below national average, is improving consistently.
- Relationships between staff and pupils are respectful and warm – children like their teachers and feel comfortable talking to them. Staff know the children very well.



Self Evaluation

Leadership and Management is GOOD

- Leaders focus on upskilling teachers and support staff through regular shared CPD.
- All leaders have an ambitious vision for Rossmere as an inclusive school in which every child makes good progress from their starting point (including those with SEND)
- All leaders engage positively with each other, staff, children, parents and members of the wider community.
- Safeguarding and systems to support the most vulnerable children and families are extremely effective.
- Governors provide very effective support and challenge to the school.

Quality of Early Years is GOOD

- All staff share very high expectations of all children, regardless of starting point
- Children are highly motivated and have a high level of resilience and independence.
- Development of language and vocabulary is central to the curriculum.
- Children develop personal, physical and social skills that prepare them exceptionally well for Key Stage 1.
- Children are very engaged in their own learning and develop all skills well with support from expert staff.

Personal Development is GOOD

- The school enhances spiritual, social and cultural development through teaching drama and a love of music and the performing arts, teaching Spanish through learning about the culture of Spain.
- Forest School lessons and residential visits create children who are resilient, self confident and independent problem solvers.
- Very high quality pastoral support through lessons in mindfulness and work with Place 2 Be keep children mentally healthy.
- Equality of opportunity is demonstrated through 'Junior Leadership' applications and roles.
- The introduction of the Rights Respecting Schools Award provides children with meaningful lessons in being a global citizen.