

## School Profile 2007-2008

### **What have been our successes this year?**

Continuing to build on our last Ofsted report, which recognised and praised our outstanding care and guidance of our children, we have achieved Healthy School Status. We have continued to develop our creative curriculum looking at the use of the arts to improve and enhance children's writing ability. We have embedded the development of children's thinking and co-operative learning skills and enriched their learning environment.

Our recently refurbished library and computer suite are well used and enjoyed by all the children. ICT has been further developed with the provision of Interactive whiteboards throughout the school, the use of digital cameras and Beebots and more use is now made of cross-curricular ICT opportunities, all of which have impacted positively on children's confidence and achievement in this area.

Our children continue to be our greatest success story. We consistently maintain high academic standards and nurture the whole child, enabling pupils to develop their many talents.

We enrich our curriculum through an exciting range of visits, visitors, clubs and whole school activities such as 'World Book Day' and 'Walking to School Week'. This year we have developed a partnership with a school in Spain.

We currently hold the Basic Skills Award, Investors in People, Arts Mark Gold, Active Schools Mark, Healthy Schools Award and Articled School status for our support with Initial Teacher Training. This year we were also successful in gaining the FMSiS award in recognition of our financial management of the school.

School leaders work in the Local Authority as trainers and moderators.

## **What are we trying to improve?**

Our School Improvement Plan details the main priorities for the next year.

These include:-

- continuing to maintain current high standards in reading, writing, maths and science, and developing these further in line with the recommendations from the revised Primary Strategy Frameworks,
- improving our children's IT skills and use of IT to extend and enhance their learning through the successful use of our enhanced provision,
- embedding our previous work on teaching and learning to ensure that children develop as both co-operative and independent learners who are involved in self and peer assessment,
- further extending creative opportunities by providing a rich, varied theme based approach which motivates and excites children,
- further developing our children's understanding of the variety of cultural traditions in this country and the wider world through a curriculum that embraces a multi-cultural dimension,
- extending our range of clubs and activities offered to children and particularly to introduce French as an additional language throughout the school,
- further improving our wildlife area, our playground facilities and play provision at lunch time,
- Developing provision in our Foundation Stage.

## **How have our results changed over time?**

Our children make good progress through school and we are proud that we are an inclusive school. Our SAT results show that we continue to maintain consistently high standards especially for our less able children. Ofsted recognised that although attainment on entry is generally above national average, our Year Two results are significantly above national average, demonstrating the very good progress our children make. Our 2008 results show that at least 98% of children achieved Level 2, with above national average percentage of our children achieving level 3 in reading, writing, maths and science. Our Foundation Stage results show that our youngest

children achieve high standards, again above those nationally, and make good progress throughout Nursery and Reception.

### **How are we making sure we are meeting the learning needs of individual pupils?**

We are a very successful school that is committed to meeting the individual needs of all learners. We do this by ensuring that:-

- we provide a broad, creative curriculum enabling children to find and develop areas of expertise and interest,
- teachers plan for different levels of ability and learning styles,
- the use of thinking skills and co-operative learning techniques ensures that children are motivated and actively engaged in demonstrating their learning,
- daily on-going and formal assessments are embedded and used to inform planning and identify children requiring further intervention.
- pupils have targets and their achievements are valued and celebrated,
- Year Two children are grouped for literacy and numeracy enabling less able children to get maximum support and higher ability children to work at a higher pace,
- we involve parents in all aspects of their child's education,
- children are very effectively supported from well trained teaching assistants and good use is made of parent volunteers to support learning,
- the needs of children who have special educational needs are met in school and when necessary through the involvement of relevant external partners,
- Gifted and Talented children are identified by class teachers and work is planned to challenge and extend their learning.

### **How do we make sure our pupils are healthy, safe and well supported?**

The school has fully embraced the five outcomes of the 'Every Child Matters,' agenda. Children have designed symbols for what these mean to us.

The school gives the highest priority to the health, safety and support of all our children as demonstrated by:

- our high emphasis on healthy eating and living both within our curriculum and within daily school life,
- recognition of our active commitment through accreditation of the Healthy Schools Award,
- children being able to engage in school sports clubs outside school hours, in addition to two hours PE for each child. We hold the Active Mark in recognition of our commitment in this area,
- our safe environment with careful supervision of children is maintained and we have developed very good pastoral care systems. Our care and guidance of the children was graded as outstanding by Ofsted,
- our clear behaviour and anti-bullying policy including positive behaviour incentives which is followed by all staff and explicit to all children,
- teachers use the Social, Emotional Aspects of Learning materials to develop the children's understanding of themselves and others,
- our well defined Inclusion Policy and our active commitment to this which ensures the needs of all children are fully met, which has received positive feedback from parents and the outside agencies involved.
- Our work towards meeting Disability Discrimination standards.

### **What activities are available to pupils?**

In addition to a broad and balanced curriculum fulfilling all the statutory requirements, we are very proud as a school to offer a wealth of extra-curricular and enrichment opportunities and activities including:

- visits as part of our themed curricular activities,
- visitors to school including artists that we work with on a regular basis,

- a range of clubs available for Year Two children that include recorders, art, craft, nature, ICT, Sport and Fitness, judo, drama and tennis,
- themed days and activities such as World Book Day,
- participation in community events and competitions e.g. Yellow Pages collection and sculpture, exhibitions in Warrington Art Gallery, performances at the Parr Hall, concerts at Christmas and summer,
- our choir and participation in a local music festival,
- special projects such as developing a school garden,
- parties, discos, Christmas and summer fairs,

This broad range of activities is all evidenced in our school diary created by children and staff.

### **How are we working with parents and the community?**

Our mission statement, "*Working together to do our best to make sure all of our children achieve their best.*" embodies our ethos and commitment to working with children, their parents and the local community.

A strength of our school is our home/school partnership which begins as the children start Nursery. Parents particularly value our 'open door' policy. We have been praised for our excellent communication through our regular newsletters, website, information and open mornings and evenings. We collect and act on views of our parent body and encourage their active involvement in all areas of school life. We have a very active Home School Association.

We are members of the Da Vinci Network - a group of five schools committed to the development of the arts as a tool for learning. This year our theme of 'Echoes' encouraged us to investigate our local history which enabled us to work with many different members of the community. In turn we housed a mini art/history exhibition of work from the five schools which was enjoyed by parents and local community members.

We also work closely with our partner high school to draw on their expertise and provide learning opportunities for students through work placements,

The charities we have supported this year include a child in Bolivia, St Rocco's Hospice, Children in Need, Caudwell Children and Clic Sargent. We take part in local and national competitions and events such as the local Primary Arts Network exhibition. We support our local elderly residents through our distribution of Harvest festival gifts and Christmas concerts for them and community members visit school and take part in assemblies.

### **What have pupils told us about the school, and what have we done as a result?**

Although our children are very young, we believe in pupil voice and seek their views on a regular basis. Our 'Friends of the School' are a group of Year Two pupils who meet regularly to raise issues, find the views of other children, consider solutions and make decisions where appropriate. Our use of co-operative learning techniques and De Bono's, has enabled us to concentrate on developing more fully, the pupil voice of all our children. They have developed their skills and have been encouraged to apply them to whole school issues where their decisions have been acted on. For example, the development of our new garden and playground provision. A group of children visited other local schools to gain ideas for this.

Questionnaires about their learning confirmed that children enjoy school, their lessons and activities provided for them and know their targets for development.

### **What do our pupils do after leaving the school?**

On leaving our infant school children move on to Broomfields Junior School. Good links exist between the two schools with the headteachers and deputy headteachers meeting regularly to discuss procedures etc for the benefit of all children.

We work hard to ensure a smooth transition and liaison through:-

- involving their headteacher and staff in curriculum issues and the life of the school on certain occasions,
- participating in joint social events,
- enabling visits to the juniors during the summer term before transfer,
- supporting Year Two and Three teachers' meetings in the summer and autumn terms.

### **What have we done in Response to Ofsted**

We were last inspected in September 2006.

Ofsted graded our school as good with outstanding in care, guidance and support. They recognised that the school knew itself well and was well poised to take the next steps. They also recognised that the school had made good progress since its previous inspection.

Since then we have strengthened and embedded our tracking system which is used to target support appropriately and inform children and parents of next steps.

Our new build, which was completed in June 07, has enabled the installation of the ICT suite which, when coupled with our significant investment in interactive whiteboards and stand alone PCs, has considerably impacted on ICT provision within school.

Children also have the opportunity to use digital cameras, recording equipment and programmable toys such as the Beebots. The impact of the use of this technology on children's learning is already evident.