



# Send Church of England First School

## School Profile 2009/10

Send Church of England First School  
Send Barns Lane  
Send  
Woking  
Surrey  
GU23 7BS

Telephone: 01483 223464 Fax: 01483 211244

Email: [sendfirstschool@send.surrey.sch.uk](mailto:sendfirstschool@send.surrey.sch.uk)

Web site: <http://www.sendfirstschool.co.uk/>

|                               |             |
|-------------------------------|-------------|
| Children's Service Authority: | Surrey      |
| Age range:                    | 4 -7        |
| Number of pupils:             | 221         |
| Head teacher:                 | Simon Hobbs |
| Chair of governors:           | Tony Shutt  |

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

Improvements have continued in the learning environment to ensure that it is exciting and wholly provides for the nurture of young children. The playground has new play markings.

The continuing development and work of the Nursery and Foundation Stage are very good with clear systems and procedures to ensure a happy and settled start to school and good progression through the curriculum. The outdoor classroom provides exciting opportunities to learn beyond the classroom setting.

We continue to develop effective and manageable assessment procedures that have enabled us to track individual children's performance and ensure that each child reaches their full

potential. The quality of learning is effective and pupil attitudes are positive and enthusiastic. Knowledgeable teaching stimulates this interest. We have continued with our intervention programmes for targeted children to support their needs and enable them to make above age appropriate progress. ELS, Snap on 2 Maths and Reading recovery have helped children make more than expected progress. The school is currently working with a new intervention programme- Fischer Family Trust- part of the Every Child a Reader programme.

The development of the use of ICT with cross-curricular links has had an effective impact on motivation and attainment. We continue to update and install the latest technologies. Our ICT suite reflects this and is used throughout out the day by classes, groups and individuals. We have updated our school website to include more information and provide learning links for the children. We continue to use e-communication (schoolcomm), as a way of enabling us to provide fast, efficient communication to parents.

Governors support the work of the school, fulfil their statutory responsibilities and respond to the many changes.

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

We strive continuously to improve teaching and learning within the school to ensure children's well being, nurture, and development of personal qualities is at a high level through a creative curriculum and the learning network.

We continue to target the standards of writing throughout the school by focussing on speaking and listening and drama. The use of the Lexia computer programme is also designed to improve the standard of children's reading and writing skills, in a personalised way.

Further facilities and resources have been added to enhance early years learning, especially undirected learning and outdoor play. In line with this development, resources, timetables, and additional staffing continue to help us fully utilise the outdoor areas throughout foundation stage. The Parent Teachers Association (PTA) is continuing to support us by fund raising to enable us to become more sustainable as a school and to also continue to enhance our playground with new play markings.

We raise levels of achievement in targeted groups in specified subject areas by continual review and refinement of teaching and learning with further challenge by reviewing LA data. We provide phonics, reading, writing and Maths intervention programmes, motor-skills sessions and language sessions and assessments. In addition we extended those more able pupils both within the class and through targeted groups work. E.g. Maths extension groups in Year 1 and 2

We continue to develop the children's confidence and happiness, benefiting from the learning programmes provided at school.

We continue to carry out risk assessments in all key areas: safeguarding, fire, health and safety, school trips, cost effectiveness.

## How have our results changed over time?

### Summary of performance over the last three years

#### Attainment compared to Targets

Performance over the last few years has fluctuated on a yearly basis due to cohort intake and the schools inclusive ethos, but has remained constant overall.

##### *Data From 2009 Cohort*

##### *Analysis of the data for Reading shows:*

- ◆ Just under a fifth (18.9%), of all children at Send who achieved a Level 2 or above in reading attained a Level 2A, compared to 22.4% of pupils in Surrey. Just under a half (41.5%), of all children at Send who achieved a Level 2 or above in reading attained a Level 3, compared to 38.4% of pupils in Surrey.
- ◆ 92.6% of boys at the school attained a Level 2 and above compared to 88.5% of girls. Across Surrey 85.2% of boys and 92.3% of girls achieved the threshold.
- ◆ Slightly fewer boys (40.7%) at the school achieved a Level 3 in Reading than girls (42.3%).
- ◆ Overall the performance of boys in the school at both Level 2 and above and Level 3 appear encouraging when compared against Surrey. However, the performance of girls at Level 2 and above and Level 3 is slightly disappointing.

##### *Analysis of the data for Writing shows:*

- ◆ Over a quarter (26.4%), of all children at Send who achieved a Level 2 or above in writing attained a Level 2A, compared to 23.5% of pupils in Surrey. Just under a third of the boys at the school (29.6%) attained a Level 2A in Writing. Across Surrey 19.7% of boys achieved a Level 2A. Just below a tenth of the boys at the school, 7.4% achieved below the expected threshold, compared to 19.0% across Surrey.
- ◆ 92.6% of boys at the school attained a Level 2 and above compared to 88.5% of girls. Across Surrey 81.0% of boys and 90.7% of girls achieved the threshold.
- ◆ 14.8% of boys at the school achieved a Level 3 in Writing compared with 12.8% of boys in Surrey.
- ◆ Overall the performance of boys in the school at Level 2 and above appear encouraging when compared against Surrey, but at Level 3 they are slightly better than Surrey. However, the performance of girls at Level 2 and above is disappointing when compared against Surrey but at Level 3 it is above that of Surrey (26.9% compared to 22.9%).

##### *Analysis of the data for Mathematics shows:*

- ◆ Just below a third (32.1%), of all children at Send who achieved a Level 2 or above in mathematics attained a Level 2A, compared to 26.5% of pupils in Surrey.
- ◆ 96.3% of boys at the school attained a Level 2 and above compared to 92.3% of girls. Across Surrey over 90% of boys (91.1%) and girls (94.1%) achieved the threshold.
- ◆ Notably, fewer girls (26.9%) at the school achieved a Level 3 in mathematics compared to boys (33.3%).
- ◆ Overall the performance of boys at the school at Level 2 and above is good when compared against Surrey. At Level 3 it is slightly below that of Surrey (33.3% compared to 34.3%). However, the performance of girls at Level 2 and above and level 3 is slightly disappointing when compared against Surrey

##### *Analysis of the data for science shows:*

- ◆ 100% of all children at Send achieved a Level 2 or, compared to 93.2% of pupils in Surrey. Just over two-fifths of the girls at the school, 42.3%, attained a Level 3 in science. Across Surrey 34.7% of girls achieved a Level 3.

- ◆ 100% of girls and boys at the school attained a Level 2 and above. Across Surrey over 90% of boys (91.6%) and girls (94.9%) achieved the threshold.
- ◆ Overall the performance of girls and boys, in the school at both Level 2 and above and Level 3 appear very good when compared against Surrey.

*Summary Report of National Curriculum Assessment Test  
Results of pupils in the school (2010) and Nationally (2009)*

|                |               | Abs | W | 1+    | 2c+  | 2b+  | 2a+  | 3+   |  | 2+   |
|----------------|---------------|-----|---|-------|------|------|------|------|--|------|
| <b>Reading</b> | <b>School</b> | 0   | 0 | 100.0 | 94.5 | 87.3 | 61.8 | 45.5 |  | 94.5 |
|                | National      |     | 3 | 97.0  | 84.0 | 72.0 | 49.0 | 26.0 |  | 84.0 |
| <b>Writing</b> | <b>School</b> | 0   | 0 | 100.0 | 89.1 | 70.9 | 36.4 | 27.3 |  | 89.1 |
|                | National      |     | 4 | 96.0  | 81.0 | 60.0 | 32.0 | 12.0 |  | 81.0 |
| <b>Maths</b>   | <b>School</b> | 0   | 0 | 100.0 | 94.5 | 83.6 | 56.4 | 32.7 |  | 94.5 |
|                | National      |     | 2 | 98.0  | 90.0 | 74.0 | 48.0 | 21.0 |  | 90.0 |

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

Send First is committed to ensuring that the environment is a stimulating, and very positive learning environment for all children to develop within. Effective management in the early years team ensures continuing development of the foundation stage for the benefit of all learners.

The well planned and evaluated lessons meet the wide range of the learners' needs. The school has very good provisions for literacy, numeracy and ICT with strong cross-curricular links (materials and equipment and ICT hardware and software are very evident) Learners' have many opportunities to work individually, as buddies, pairs and in teams as appropriate to the activity involved.

There is a high emphasis on raising levels of reading with a good range of reading schemes, established programmes and parental involvement. We currently have a member of staff who is a specialist Reading recovery teacher trained through the Every Child a Reader programme, which has had a positive impact on the schools poorest readers.

There is also a major emphasis on raising the levels of writing across the school, with the school focussing on writing as part of the renewed framework, and the differentiation of work to personalise learning further.

Learning is carefully assessed and progress tracked through the school using our data tracking tool- Assessment Manager 7. Potential difficulties are, therefore, recognised at an early stage enabling for us to alter provision to meet pupils needs. Likewise children exhibiting greater ability are also identified and supported so that their needs are met.

Children on the Special Educational Needs (SEN) register have Individual Educational Plan (IEP) targets that are reviewed with parents on a termly basis. The Special Educational Needs leader works closely with the class teachers to ensure that Send is a truly inclusive school.

Phonic work within the school follows the DFE guidance - Letters and Sounds which continues the foundation stage area of learning- Linking Sounds and Letters. The school is also making use of the reading recovery material and advice. This is used throughout the school and is used to develop all children's reading, writing and spelling skills.

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

The value placed upon every individual in the school community is central to our school mission statement ('Send C of E First School stimulates, nurtures and is dedicated to achieving excellence for all') The caring, nurturing ethos in the school together with the procedures in place provides the following;

Whole school policies of behaviour, rewards and sanctions - have been agreed with all staff and children, and are in practice. Reports from school council and friendships groups work very well and children enjoy playtime. The school continues to use the 'Huff and Puff' playground resources aimed at making playtime more enjoyable. We have increased the number of lunchtime clubs using both internal and external providers e.g. Multisports

Learners' growing understanding of their rights and responsibilities, and of those of others are seen in the manner they talk to staff, develop self-confidence, develop positive relationships, choose not to bully others and deal with new experiences in school. Children's spiritual, moral, social development is good -informal observations show the confidence, positive attitudes of the children. Racist or stereotyping incidents are handled as set down in the policy and are monitored within the school. There have been no incidents reported in this academic year. The school is following the SEAL programme for PSHCE, which develops pupils' health and well being.

As a school we employ rigorous safeguarding procedures covering child protection, security, health and safety and attendance, which can be seen in the associated school policies. We follow the DFE advice on staff recruitment and all members of staff and volunteers are CRB checked. We have developed a new security pass system, where members of staff and visitors are required to wear an ID badge. The children are also aware of this and do challenge people they see without one.

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

The children enjoy coming to school and enjoy the learning activities in their classrooms and the outside environment. Children enjoy becoming part of our special weeks e.g. Art week and being a monitor for collective worship or the many class duties and agreeing to class rules.

Community links with the elderly, parents and the village, through annual events e.g., harvest baskets distributed, tea after the Christmas Nativity, carol singing to the elderly at the local

old peoples home. Traditional activities, which we give the children the experience of, include; Easter bonnets, egg rolling and Easter gardens, Christmas, summer fairs and jumble sales and charity work.

Visitors to the school enhance the curriculum e.g. people from churches, especially the local Vicar, representatives from other faiths, school nurse and representatives from Surrey Fire and Rescue and police.

Extra curricular clubs include football workshop, Karate, Multi skills, ICT, French, ActiveKids, Let's Get Cooking, Zoons- Dance and drama, Multisports, Gardening, Mad Science and lunchtime recorder and Choir.

In addition an after school club, Club +, runs each day after school serving our school and the nearby junior school. An early bird club, in Club + serves the nursery children who have older brother and sisters.

Children enjoy taking part in organising and performing 'plays' with their friends. These are held at some story times. The development of the outside stage and resources has also meant that children are actively engaged in their own drama performances at lunch and breaktimes

The children are also given the opportunity to go on Educational visits outside of the school environment in each year group. These visits include: Send Church, Ladyland Farm, Surrey Sculpture Society exhibition, The Discovery centre, Box Hill National Trust centre and Windsor Castle.

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

Send First School operates an open door policy so that parents and other visitors are made to feel welcome. Any concerns are always dealt with in a prompt and professional manner.

The school has recently carried out a questionnaire to parents about how we operate as a school and the results were overwhelmingly positive. Information meetings such as consultation evenings which take place three times a year, School development planning and review meetings for children with SEN are all well attended by parents. We have also run workshops on 'Helping Your child with Reading, Maths, Internet safety and the schools virtual learning platform. New parents are given the opportunity to meet with the teachers in the term before their children begin school. The children are also invited to attend story times and play visits to help them to become use to the school environment and key members of staff.

Parents are involved as parent governors on the governing body and are members of various committees. The school has a vibrant PTA which does a great deal in organising events for the children and the community, including Christmas and Summer fairs, Health and Beauty evenings, Quiz nights, treasure hunts and Class discos to name but a few. Parents are also invited to school concerts and festival at key times through out the year, such as Harvest, Christmas and Easter.

Our links with support services are very good and provide support to SEN children's programme of learning and review of IEP plans. The employment of a shared Home School Link Worker has continued to add to the support that can be given to families or individuals in the community.

The wider community is encouraged to support the school in a number of ways, e.g listening to pupils read or helping in class. This provides the pupils (alongside the involvement of their parents) with good role models.

Send First develops links with the community; through visitors/village events and fund raising events at school. Others include examples such as the Safe Routes to School with the parish council, police, and highways and the Send May Fair.

The school is closely linked to other nearby schools, especially church school, such as St Bede's Junior school and those in the Guildford and Godalming federation.

Send First has established links with other local schools, pre - schools and nurseries. The school is part of East Guildford Confederation. We share a Home School Link Worker with five other local schools and who provides sign posting information to parents as well as advice and one to one working with children.

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

#### **Findings from the Yr 2 Pupil's Questionnaire**

The school carries out yearly questionnaires to gauge the pupil's views on the Send First School experience.

What do you enjoy most about school?

The playground/playtime, Literacy, Art, Numeracy, PE, Reading, History, Learning and ICT.

'That you can Learn what you have never learned before'- Emily (Fox)

'The headmaster speeches' - Sam A (Badger)

'It's a safe place to do stuff'- Charlotte (Badger)

What are you most proud of in school?

|                        |                     |                              |
|------------------------|---------------------|------------------------------|
| Being on the top table | Learning New Things | Numeracy                     |
| The assembly           | My Dolphin picture  | Finger puppets               |
| Clay polar bear        | My Writing          | Painting                     |
| Literacy               | My Puppet           | Getting 'Star of the Week'   |
| Growing                | The castle I made   | Trying hard                  |
| My seaside picture     | Reading             | Getting a sticker            |
| Making models          | RM Maths            | My work about the Great Fire |
| My work                | Star of the Week    | Being on the School Council  |
| Reading                | Growing beans       | My targets                   |

## Result

Continuing the themes and enjoyment in school. Enhancing these to make them more interesting. Look at ways of improving the lunch hall experience.

The children also have a school council that meets on a weekly basis and discusses issues relating to the children in school, such as developing rules and play areas around the schools to carrying out environmental audits. The councillors are chosen by their peers on a termly basis. We are looking to make improvements to the way councillors are chosen- an extra Councillor chosen by the teacher of each class.

## What do our pupils do after leaving this school?

Most children transfer to the nearby junior school- St. Bede's. This is situated across the school Field. We are closely connected, as they are also a church school. The good links between the schools and the liaison between teachers ensure that there is smooth transition for the year two children. Visits are arranged for the children in the summer term to view their new school and teachers and feedback from the junior school used to strengthen the transition process still further. The Schools Special Educational Needs leaders meet and exchange relevant information and set up transition programmes for vulnerable SEN children. There are good communications with this school e.g. policies, home times, link Club +, INSET days, ICT and confederation/learning network links.

A few children go to other local junior schools (e.g. Bushy Hill) and some into the private sector at the end of key stage 1.

After leaving university, college or during Secondary schooling ex pupils often return to see us or come on work experience.

## Ofsted's view of our school

Date of last inspection: May 2007

Ofsted graded our school as good with outstanding features

Inspectors made judgements on a scale: Outstanding (grade 1); good (2); satisfactory (3); Inadequate (4).

View the Ofsted page for Send Church of England First School:

<http://www.ofsted.gov.uk/portal/site/Internet/menuitem.7c7b38b14d870c7bb1890a01637046a0/?urn=125285&providerCategoryID=4096>

## What have we done in response to Ofsted?

We are currently working on the areas for improvement as indicated *'Ensure that all pupils, especially the more able, are consistently challenged in writing.'* The school is focusing on differentiation of children's work and Assessment for learning to ensure that the children personalised needs are met. The school has developed a Virtual Learning Environment for the

children to use and enhance their learning at home. This has been introduced to the ICT club at present, but will be integrated across the school next year.

*'Ensure that the information from tracking pupils' progress is used effectively to set targets and to guide pupils on how they might improve.'* The existing tracking system has been developed using Assessment Manager 7 and is linked to the schools assessment procedures and the Performance management system in the school. Children are tracked termly and challenging target set and monitored throughout the year. Year Group cohorts are assessed at the beginning of the year and targets set and monitored.

### **More Information**

If you would like more information about school policies, including our policies on Special Educational Needs and Disability, Admissions, Finance, School Food and our Complaints Procedure, Please contact us:

Our website <http://www.sendfirstschool.co.uk/>