



Send Church of England First School

School Profile 2008/9

Send Church of England First School
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Children's Service Authority:	Surrey
Age range:	4 -7
Number of pupils:	212
Head teacher:	Simon Hobbs
Chair of governors:	Peter Sheppard

What have been our successes this year?

Improvements have been made to the learning environment to ensure that it is exciting and wholly provides for the nurture of young children.

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.

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 introduced intervention programmes for targeted children to support their needs and enable them to make age appropriate progress.

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 have moved over to e-communication using schoolscomm, 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.

The school gained the Quality Mark for the third time and is working towards the Eco-Schools Green Flag and the International Schools Award.

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. The implementation of the renewed framework for Literacy and Numeracy is now complete and continues to become embedded.

We continue to target the standards of writing throughout the school by focussing on speaking and listening and drama. The embedding of the renewed framework for Literacy is also designed to improve the standard of children's writing skills.

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 have been put in place to fully utilise the outdoor areas throughout foundation stage. The Parent Teachers Association (PTA) is continuing to supporting us by fund raising to enable us to invigorate our school library with new furniture and books and to also enhance our playground with new play equipment.

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 and Maths intervention programmes, motor-skills sessions and language sessions and assessments.

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: fire, security, 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 2008 Cohort

Analysis of the data for Reading shows:

- ◆ Just under a fifth (18.2%), of all children at Send who achieved a Level 2 or above in reading attained a Level 2A, compared to 23.3% of pupils in Surrey. Just under a half (47.3%), of all children at Send who achieved a Level 2 or above in reading attained a Level 3, compared to 38.2% of pupils in Surrey.
- ◆ 100% of girls at the school attained a Level 2 and above compared to 75.9% of boys. Across Surrey 86.1% of boys and 92.3% of girls achieved the threshold.
- ◆ Notably, fewer boys at the school achieved a Level 3 in Reading.
- ◆ Overall the performance of girls at Level 2 and above and Level 3 is outstanding.

Analysis of the data for Writing shows:

- ◆ Over a third (38.2%), of all children at Send who achieved a Level 2 or above in writing attained a Level 2A, compared to 24.0% of pupils in Surrey. Over a third of the boys at the school, 34.5%, attained a Level 2A in Writing. Across Surrey 20.6% of boys achieved a Level 2A. Just over a fifth of the boys at the school, 20.7% achieved below the expected threshold, compared to 17.7% across Surrey.
- ◆ 96.2% of girls at the school attained a Level 2 and above compared to 79.3% of boys. Across Surrey 82.3% of boys and 91.1% of girls achieved the threshold.
- ◆ 13.8% of boys at the school achieved a Level 3 in Writing compared with 12.3% of boys in Surrey.
- ◆ Overall the performance of boys in the school at Level 2 and above appear lower 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 good when compared against Surrey and at Level 3 is only slightly below that of Surrey (23.1% compared to 23.4%).

Analysis of the data for Mathematics shows:

- ◆ Just over a third (38.2%), of all children at Send who achieved a Level 2 or above in mathematics attained a Level 2A, compared to 24.0% of pupils in Surrey.
- ◆ 100% of girls at the school attained a Level 2 and above compared to 89.7% of boys. Across Surrey over 90% of boys (92.5%) and girls (94.4%) achieved the threshold.
- ◆ Notably, fewer girls (34.6%) at the school achieved a Level 3 in mathematics compared to boys (48.3%).
- ◆ Overall the performance of boys, and particularly girls, at the school at both Level 2 and above is good and at Level 3 is very good when compared against Surrey.

Analysis of the data for science shows:

- ◆ 96.4% of all children at Send achieved a Level 2 or, compared to 93.6% of pupils in Surrey. Just over two-fifths of the girls at the school, 42.3%, attained a Level 3 in science. Across Surrey 35.2% of girls achieved a Level 3.
- ◆ 100% of girls at the school attained a Level 2 and above compared to 93.1% of boys. Across Surrey over 90% of boys (92.6%) and girls (94.6%) achieved the threshold.
- ◆ Overall the performance of girls and boys, in the school at both

Level 2 and above and Level 3 appear good when compared against Surrey.

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 are currently training a member of staff to become a specialist Reading recovery teacher through the Every Child a Reader programme, which will have 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 the newly introduced data tracking process- Assessment Manager 7. Potential difficulties are, therefore, recognised at an early stage. Likewise children exhibiting greater ability are also identified and supported so that their needs are fully 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 DCSF guidance - Letters and Sounds which continues the foundation stage area of learning- Linking Sounds and Letters. 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.

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 child protection, security and health and safety procedures, which can be seen in the associated school policies. We follow the DCSF advice on staff recruitment and all members of staff and volunteers are CRB checked.

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. Book 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.

Extra curricular clubs include football workshop, Karate, Multi skills, ICT, Guildford Heat basketball, French, ActiveKids, Let's Get Cooking, Zoons- Dance and drama, 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, The Witley 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 evenings and review meetings for children with SEN are all well attended by parents.

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 used 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 also added 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 flower festival at the church, 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.

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 and field, lunchtimes, It's fun, writing, maths, science, 'star of the week'

What are you most proud of in school?

Star of the Week	The playground	Book week
Eating all of my lunch	the teachers	learning lots of things
Castle	Joining basketball	Writing
My friends	being myself	being good
Getting 10/10 in my spellings		My Inuit work

Result

Continuing the themes and enjoyment in school. Enhancing these to make them more interesting. Include baked potatoes on the lunchtime menu.

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 interviewing prospective Headteachers. The councillors are chosen by their peers on a termly basis.

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 now 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/>