

Bourton-on-the-Water Primary School Profile

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Bourton-on-the-Water Primary School

School Hill, Bourton on the Water nr Cheltenham

Cheltenham, Gloucestershire, GL54 2AU

Telephone: 01451 820458

<http://www.bourtononthewaterprimary.org/>

Children's Service Authority:	Gloucestershire
Age range:	4-11
Number of pupils:	248
Head teacher:	Mr John ap R Jones
Chair of governors:	Mrs Jane Pickup

What have been our successes this year?

The academic year 2006/7 brought a number of successes to the school. Building on the GOOD grading of OFSTED, the school has been developing its curriculum provision by linking subjects and focussing on skills and enquiry.

The results in the Key Stage 2 SATs were very strong and reflected the hard work and ongoing drive for improvement.

On the sports field, the School's football team won the local league for the second year running, the Cirencester Schools 6 aside tournament. The rugby team came second in the local rugby festival and the netball team won the Hi Five challenge. The School was also awarded the 'Sports Active' mark for its provision in PE and Games.

The SAT results for Key Stage 1 saw the School performing better than the County and National averages in Maths, Writing and Reading.

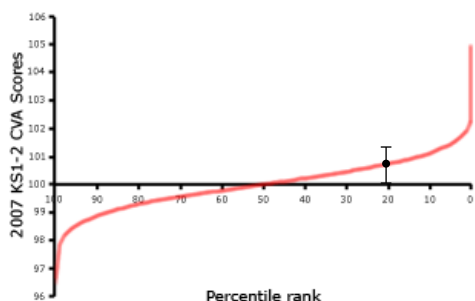
What are we trying to improve?

The School has developed rigorous self-evaluation procedures, which were praised at the Ofsted inspection. These include analysis of results, identification of the common errors made on testing, lesson observation, audits of planning and regular scrutiny of work.

The main area for improvement is to better track pupil progress on a termly basis through better assessment practices and the provision for 'The Making Good Progress' pilot. Also, we are also looking to improve our progress in Maths.

Our third major area for improvement continues to be the developing a more creative and experiential curriculum to cater for the learning styles of the children. This will be an ongoing project for the next few years. We are hoping to provide more practical and enriching learning sessions for our pupils based on shared assessment and catering better for their interests.

How much progress do pupils make between age 7 and 11?



- Our school
- I Confidence interval

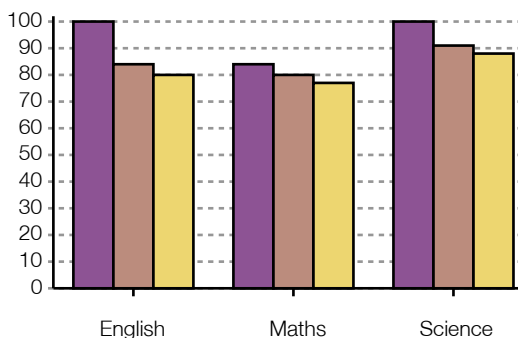
The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

The value added score (a measure of progress between Key Stage 1 and Key Stage 2) of 100.7 puts us into the upper end of schools nationally.

The value added (progress) score for writing and reading was very strong. The value added score for Maths put us into the average category and this has become a focus for 2007/8.

We are proud of this performance.

How well do pupils achieve at age 11?



- Our school
- Local schools (Local Authority)
- All schools

This chart shows the Key Stage 2 results for 2007. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

Our attainment at Year 6 in English, was above the national picture. Ver strong English results showed the focus on writing was paying off, whilst the Maths attainment also rose from the previous year.

Of course it is difficult to compare one year with the next because every child within the year groups has different strengths and weakness and so every cohort is different. If we take a three-year average, this tends to flatten out the effects of extremes. We were pleased to note that in this case our results of,

English 93%,

Maths 78%,

Science 98%

compare more very favourably with local and national data.

How have our results changed over time?

Since the makeup of year groups is different year on year, it is impossible to use the comparison of one cohort with the next, to make any judgements about the school. However it does suggest trends and highlights areas for further analysis.

Key Stage 2

These results were as we expected given this particular group / cohort of children. The trend is for improving results.

In English the results rose 79% in 2006 to 100% in 2007; as did the three year average figure which rose to 93%.

In Maths the result rose from 79% in 2006 to 84% in 2007. The three year average rose 75% to 78%.

In Science the result stayed the same at 100%. The three year average rose from 97% to 98%.

How are we making sure that every child gets teaching to meet their individual needs?

The Special Education Needs programme at school was audited last year and many aspects were praised. Teachers, working closely with the Special Needs Coordinator, identify pupils who are not progressing as well as their peers. Following identification, an Individual Education Plan is written for pupils and this is monitored every ten weeks. Specific support programmes have also been introduced for SEN pupils.

Children who have been identified as being gifted and talented have had the opportunity to undertake some special events. From September Year 4,5,6 G&T Literacy and Numeracy pupils will attend special classes every fortnight.

Children across the school are set individual learning targets in maths and writing. These are practised each week and reviewed each term. These targets are set from the layered targets identified by analysis of the SAT papers. Copies of the individual targets are discussed with the pupils and the parents are informed of them, so that they might support the work at home.

How are we working with parents and the community?

We are trying to better inform parents of the progress their children are making and the types of activities being undertaken in class. Each term a planning sheet is sent home informing families of the general areas of study. At the first parent consultation evening, parents are shown on a progress chart where their child is at in terms of the national curriculum and informed of specific academic targets set for their child. These are reviewed at the second consultation. In February, parents are given a mid-year report showing attainment against the year specific objectives in English and Maths. The end-of-year report informs parents of progress against these objectives and coverage in the other subjects.

Rainbow Maths cards are sent home and should be used for 10 minutes every night as part of the child's homework.

A 'SATs evening' for Year 2 and Year 6 parents was held, as were sessions on 'Jolly Phonics' and 'Reading' for Foundation stage Parents.

A weekly newsletter for parents is published every Friday and is also posted on the School's website.

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

A pupil survey is undertaken each November and forms the basis of meetings and actions for the School Council and Headteacher. Children have informed us that whilst most behave well, a small group of persistent offenders make some children feel worried. The survey also told us that there was a need for more playground equipment and that the pupils would like more practical lessons. Nearly all children expressed the opinion that they enjoyed school, found their teachers approachable and felt safe.

As a result, the School Council have had a budget to buy in new playground equipment. There have been more enrichment visits and visitors to school. Also teachers are trying to link subjects to ensure a more creative curriculum. The ICT suite has become a safe haven for children not wishing to go onto the playground and detentions have been used for the few children who behave unsocially at playtimes.

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

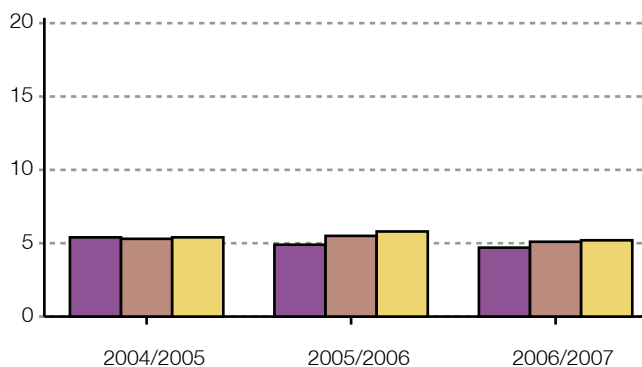
The Ofsted inspection found the School procedures in this area to be good. Golden rules, an active School Council and a PSHCE curriculum, including circle time, means that pupils have opportunities to express concerns. Behaviour in class is good, but occasionally issues arise on the playground. Whenever a pupil informs a member of staff, the incident is investigated. Pupils are encouraged to tell teachers of their worries.

The School has been reawarded 'Healthy School' status. Children are encouraged to eat sensibly, take 2 hours of PE each week and to play nicely. The School has a rigorous anti - bullying policy and uses the 'Bourton says STOP' phrase to encourage pupils in peer mediation.

From time to time children argue, but working closely with parents, teachers try to minimise social fall out. The school is running a social skills group for pupils in Year 4,5 and 6 who find it difficult in larger group situations.

The Special Needs programme identifies pupils with social and behavioural issues as well as those with academic problems.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our school ■ Local schools (Local Authority) ■ All schools

The School's absence statistics are below both the local and national picture and represents a fairly static trend over the past 4 years. Parents of pupils whose attendance drops below 90% are informed on a termly basis and those who fall below 85% are written to. The Educational Welfare service is informed if this attendance does not improve. Illness is, of course, considered to be an authorised absence.

Analysis of results shows that pupils with attendance below 80% do not always make the progress expected of them by Year 6.

What activities and options are available to pupils?

The School runs a number of out of hours clubs. These range from the sporting to artistic. This year, clubs have been run for Rugby, Football, Golf, Cricket, Rounders, Free Ball, Hockey, Athletics, Dancing, Playground Games, sewing, knitting, Design Technology, Gardening, Art and Design, Internet, Animation and Drama.

The Year 5 pupils attended The Wilderness Centre for a three day residential visit and Year 6 visit a Kingswood centre for a 5 day residential every year.

Instrumental tuition is available to pupils in Key Stage 2 and the cost is subsidised out of the school budget.

An 'out of hours club', to mind pupils after school is run with the local playgroup, who also run a breakfast club.

Various holiday clubs and activities are also run on the school site by private institutions.

What do our pupils do after leaving this school?

The vast majority of pupils leave our Primary School and go on to secondary education at The Cotswold School which shares the same site. A few pupils every year choose to sit the Pates Grammar School entrance examination. Anecdotal reports from Parents, teachers at Secondary School and the pupils themselves tell us that the children continue to progress well in their learning throughout the secondary phase and that many go on to further education.

What have we done in response to Ofsted?

Following the GOOD Ofsted inspection, the School has considered its curriculum provision in more detail in order provide greater interest with stronger links between subjects.

Over the next few years it is hoped to develop a more skills based curriculum and to introduce teaching that makes use of a number of learning styles. Enrichment activities, practical days, topic weeks and visitors to School will form the basis of children's learning to further enhance the statutory requirements of the National Curriculum.

The School Governors are taking an active role in ensuring that the few recommendations from the Ofsted report are being followed up.

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:

By telephone 01451 820458

Our website <http://www.bourtononthewaterprimary.org/>
