

Barwell Church of England Junior School Profile last published 14 January 2007



Barwell Church of England Junior School

High Street, Barwell

Leicester, Leicestershire, LE9 8DS

Telephone: 01455 842047

<http://www.barwelljuniorschool.co.uk>

Children's Service Authority:	Leicestershire
Age range:	7-11
Number of pupils:	235
Head teacher:	Mrs Brenda Davies
Chair of governors:	Mr Charles Broadhurst

What have been our successes this year?

TEACHING, LEARNING and STANDARDS

Standards in Literacy, Numeracy, Science and ICT continue to be above county and National averages

Standards and attitudes towards PE have improved

We have continued to develop ICT well to support teaching and learning across the curriculum
Children's learning is supported and challenged appropriately

Pupil attitudes to learning are good and behaviour continues to improve

BUILDINGS and PREMISES

Refurbishment of a additional Y3 room has provided another clean, light and airy base

Internal re-organisation has provided a dedicated Art area

Outdoor activity equipment was installed as a play resource and to develop children's team building skills

An awning has provided an all weather play area on the lower playground

STAFF DEVELOPMENT

Our formal Investors in People re-accreditation has confirmed that we are an exemplary organisation

COMMUNITY

The Friends Association continues to thrive

We provide a wide range of free after school activities and a daily Breakfast Club

Adult learning continues through Keeping up With the Children support

Transfer arrangements between schools are good, with Transition Mentor in place to support vulnerable pupils transferring from KS2 to KS3

What are we trying to improve?

English

Improve children's skills to write expressively and accurately, recognising and using appropriately the features of all genre.

Maths

Improve **application** of the full range of maths

General

All teaching to be at least satisfactory with over 80% of lessons good or outstanding

Pupils prior knowledge, understanding and attainment to drive planning and lesson delivery

Curriculum leaders thoroughly monitor and evaluate their subject. Outcomes to be used to guide improvements.

ATTENDANCE

Attendance levels during the academic year to equal or exceed 95.3

Unauthorised attendance levels to fall below 0.2

How have our results changed over time?

Results in English, Maths and Science have improved 2002 - 2005 and remain high in 2006.

Standards are very good in English and Maths and excellent in Science.

Progress in English and Maths is in line with expectations. Pupils make significantly better than expected progress in Science.

The percentages of pupils attaining Level 4 in English and Maths remain above Leicestershire and National averages.

The percentage of pupils attaining Level 4 in Science has been maintained above Leicestershire and National averages at between 94% - 97% over four years.

The percentage of pupils attaining at an above average level (Level 5) in English, Maths and Science rose 2002 - 2005 and remained high in 2006 years.

In 2006 the percentage of children attaining Level 5 in English, Maths and Science was significantly higher than both Leicestershire and National averages.

Pupils make very good progress in their development of ICT and PE skills. Standards in both subjects are good.

Progress across the foundation subjects is in line with expectations

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

Teachers regularly assess learning and progress. They use this evidence to set learning targets with pupils.

Targets are discussed with parents. Parents are encouraged and supported to help their child at home.

Teachers show pupils how to assess their learning and how to make progress from lesson to lesson

Teachers know how each pupil learns best. They use this information when planning lessons.

Lesson plans include independent or supported activities matched to pupil needs.

Learning support staff work with teachers to offer support or challenge to pupils as appropriate.

Our marking scheme shows what pupils have done well and how to improve.

Resources (including ICT) are provided to support and challenge pupils, according to their prior attainment and expected rate of progress.

Pupils are grouped by ability in Literacy and Numeracy lessons. Pupils who need extra help learn in smaller groups with additional classroom support staff

Various programmes (e.g. Additional and Further Literacy Support; Springboard Maths lessons) are used to boost learning with pupils at risk of falling behind with their studies.

Specialist support (e.g. Speech and Language) is available to individual pupils.

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

Teachers and LSAs work with pupils to provide interesting and stimulating lessons well matched to learning needs. Staff and pupils work together to set appropriately challenging targets which are regularly reviewed and updated.

Parents are encouraged and supported to help their child at home.

All adults in school have full CRB disclosures. Recruitment and selection processes conform to safe practice legislation.

Policies and procedures are in place to ensure safe practices on and off the premises

Lessons support personal social and emotional development and health education in a structured way.

Pupils take part in twice weekly PE lessons, including swimming in Years 3/4/5. After school sports run all year for all pupils. We encourage active break and lunchtime play.

Drinking water is provided in all classrooms.

Healthy eating is encouraged through education about food groups and food preparation. Well balanced and nutritious hot dinners are prepared on the premises. There is a daily breakfast club.

Well structured behaviour and anti-bullying policies are fairly and consistently applied. Pupils feel safe in school; they know adults in school listen to them.

The school environment is clean and safe and secure.

What activities are available to pupils?

In addition to our broad and balanced curriculum we provide the following opportunities:

Residential activities for:

Year 4 pupils - overnight visit to Beaumanor Park, Loughborough

Year 6 pupils - 5 day visit to PGL Boreatton Park, Shropshire

Year 6 pupils - Gifted and Talented Summer Schools (provided through the Local Authority)

Off-site learning whenever possible to support projects and topics

Two hours curriculum PE/Sport each week

Weekly Personal and Social educational activities

Y5 pupils learn a musical instrument

All pupils take part in a drama / music production every year

Daily Breakfast Club (8.15a.m. - 8.45a.m.)

Cycling Proficiency Training for all Year 6 pupils

After school clubs as follows:

Homework clubs (all year groups)

Sporting activities, including multi-sports and girls' and boys' football (all year groups)

Computer Club (all year groups)

Art Club (Year 5/6)

Drama Club (Year 3/4)

Dance Club (Year 3/4/5)

Saturday Morning Multi-Sports (all year groups)

How are we working with parents and the community?

We welcome parents and arrange same day meetings upon request whenever possible.

We meet with parents at Welcome Evening in September and at Parent Consultation Evenings in November and March. Parents and children review progress and set new learning targets with the class teacher.

We meet with parents of pupils on the Special Educational Needs register termly to review progress toward Individual Educational Plans and to set new targets.

Parents views on a wide range of school matters are surveyed annually. The outcomes help us when development planning.

Parents are welcome in school and on visits as helpers.

FoBS is a group of parents and friends who work hard to raise funds and organise activities for children and adults.

We maintain strong links with local schools, churches and organisations.

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

Pupils are happy to come to school and enjoy their learning and their play times.

Pupils dislike their learning or play interrupted by poor behaviour of other pupils. They appreciate our clear, fair and effective approach to discipline and enjoy receiving rewards for good behaviour and attitude.

Pupils enjoy learning with their friends. Pupils who receive extra support usually prefer to learn in their classrooms. We structure lessons so that pupils are often required to work with a partner or in a group.

Pupils have asked for extra play equipment. We have installed a Tyre Park, an activity play area and an all weather canopy. We have provided balls, skipping ropes and other play equipment. We aim to install an additional all weather canopy in Summer 2007.

We have extended opportunities for pupils to enjoy drama, dance, music and sport -activities that they have requested.

We have extended the range of our after school provision in response to pupil requests

We have developed the role of the school council to be more effective and proactive in their roles.

We have developed a range of additional responsibilities specifically for pupils in Year 6. Many pupils enjoy and benefit from our expectations of their maturity.

What do our pupils do after leaving this school?

Most pupils transfer to Key Stage 3 at Heathfield High School. From Heathfield High School they transfer to complete Key Stage 4 (and possibly 6th Form) at Earl Shilton Community College.

Each year a significant minority of pupils apply to attend other High Schools in the Hinckley Development Group. These include St Martin's RC High School in Stoke Golding, Hastings High School in Burbage and Mount Grace High School in Hinckley. Hinckley High School pupils transfer to complete Key Stage 4 at John Cleveland College.

We maintain close links with all schools to which our pupils transfer. Transition mentor support is available to pupils if appropriate

What have we done in response to Ofsted?

Our last OFSTED inspection was in November 2002. In response to OFSTED's comments we have:-

Improved provision for pupils with Special Educational Needs through:

Improved overall management of Special Educational Needs;

Improved lesson planning showing what pupils in all ability groups should learn;

Improved use of well structured Individual Education Plans to support learning;

Improved resources to support teaching and learning with pupils who have Special Educational Needs.

Raised standards in Design Technology and Art&Design through:

Improved Class Teachers and Teaching Assistant subject knowledge;

Improved lesson planning showing how pupils develop skills as they progress through the school + commitment and planning structure to ensure sufficient time allocation is given to each subject;
Improved resources;

Improved teacher assessment of skills;

Improved use of assessment data to inform expectations;

More effective use of ICT in all subjects

Improved attitude and behaviour of those children whose behaviour is challenging during lunchtime play through the consistent application of our agreed behaviour policy

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 01455 842047

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