

Barwell Church of England Junior School Profile

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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:	241
Head teacher:	Mrs Brenda Davies
Chair of governors:	Mr Charles Broadhurst

What have been our successes this year?

TEACHING, LEARNING and STANDARDS

Standards in Maths and Science are significantly higher than local and National averages.

Teaching is good and meets the needs of learners of all abilities

Pupil attitudes to learning are good and behaviour is good.

BUILDINGS and PREMISES

Refurbishment of a teaching base and redevelopment of our Library and additional ICT suite

Additional outdoor facilities include shade canopies with seating and games

STAFF DEVELOPMENT

We are recognised as a training institution with University links as Teacher Trainers.

Staff work collaboratively to support the development of teaching staff from other schools in the county.

GOVERNORS

We have a skilled and dedicated team of Governors who provide strategic support and guidance to

us.

COMMUNITY

The Friends Association continues to thrive

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

Adult learning continues through Keeping up With the Children support

Transfer arrangements between schools are very good, with systems in place to support pupils transferring from KS1 to KS2 and KS2 to KS3

We enjoy active links with local churches

The SureStart Children's Centre provides learning opportunities for children aged 0 - 19 and their families

What are we trying to improve?

English

Develop children's love of reading and capabilities as writers in a range of styles.

Maths

Continue to develop pupils' **application** of the full range of maths skills at all levels of attainment.

National Strategies for English and Mathematics

Embed revised and improved methods for assessment of pupil progress into our planning, teaching and feedback to pupils and parents.

General

Standards of teaching and learning will be consistently good, with significant elements of outstanding practice.

We shall develop outstanding standards of practice in inclusion, catering for the learning, physical and emotional needs of all learners.

Community

Parents as partners in learning will positively impact on pupil progress.

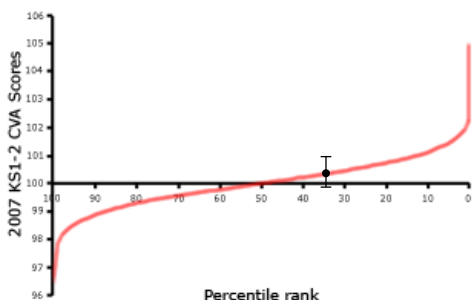
Working with our Extended Schools Cluster Co-ordinator, we shall provide the full offer of extended school activities through provision of good quality, varied and interesting before and after school activities and holiday activity schemes.

ATTENDANCE

Attendance levels during the academic year will equal or exceed 95.5%

Unauthorised attendance levels will remain below 0.5% (excluding poor attendance due to unauthorised holiday absence taken at the discretion of parents)

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



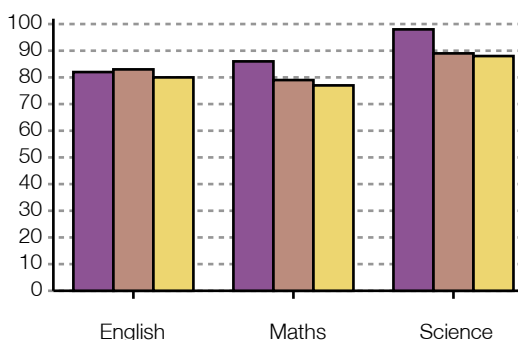
- Our school
- I Confidence interval

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 above graph is a little out of date now. It indicates that in 2007 our Year 6 pupils made overall progress slightly beyond expectations based on evidence of prior attainment at Key Stage One (2003). The confidence limits show attainment to be within the top 10%-50% of all schools nationally.

The official publication of CVA measures for 2008 have been delayed nationally due to the difficulties encountered last summer when the quality of marking of SATs papers was called into question. Our CVA for 2008 has recently been published and is even better than in 2007. It shows that our children had progressed well above national expectations and in line with the level of progress enjoyed in the best 20% of schools nationally.

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)

How have our results changed over time?

Results in English, Maths and Science have improved 2002 - 2005 and remain high in 2006 - 2008.

Standards are satisfactory in English, excellent in Maths and excellent in Science.

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

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

The percentage of pupils attaining Level 4 in Maths remain well above Leicestershire and National averages.

The percentage of pupils attaining Level 4 in Science has been maintained well above Leicestershire and National averages at between 94% - 99% over six years.

The percentage of pupils attaining at an above average level (Level 5) in Maths and Science rose 2002 - 2008.

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 or above expectations.

Pupils with Special Educational Needs and pupils of higher ability make progress in line with or above expectations based on prior attainment.

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

Regular teacher assessment of standards and progress drives lesson planning and target setting.

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.

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 Numeracy lessons. Pupils who need extra help learn in smaller groups with additional classroom support staff. Literacy lessons are in mixed ability class groups with additional support provided for pupils at their point of need.

Various programmes (e.g. 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 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.

Written progress reports are produced for parents twice yearly.

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 with our development planning.

Parents are welcome in our school and on visits as helpers.

Parents are encouraged to join our 'Keeping up with the Children' initiative to help parents understand how we teach Literacy and Numeracy in school.

We provide parents with support for learning at home, including resource packs and a website area with lots of ideas.

FoBS (Friends of Barwell School) is a group of kind 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.

Our building is used for evening and weekend community activities.

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.

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 adventure play area and three all weather canopies. We have provided balls, skipping ropes and other play equipment. We have installed additional seating and games.

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

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

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.

We have improved the quality of school meals and the provided better equipment to make dining more enjoyable.

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.

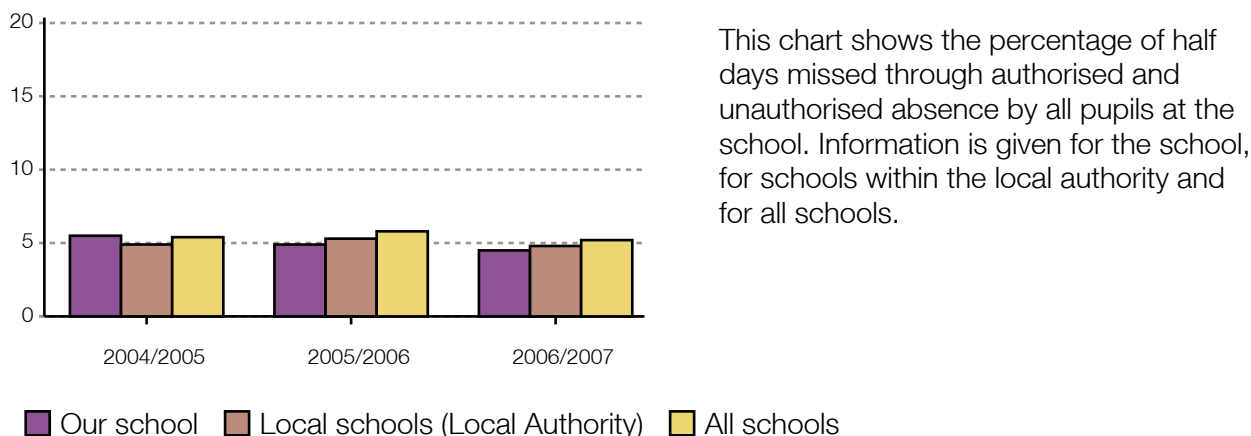
Drinking water is provided in all classrooms.

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 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.

How do our absence rates compare with other schools?



Our pupils enjoy coming to school. Absence rates have been lower than the National and Leicestershire averages for the last two academic years.

What activities and options 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 Activity Weeks (provided through the Local Authority)

Off-site learning through day visits whenever possible to support projects and topics

Two hours curriculum PE/Sport each week

Weekly Personal and Social Educational activities, including Social and Emotional Aspects of Learning, Circle Time and Relationship Development Time

Enrichment days for different curriculum areas across the year (e.g. International Day).

All Y5 pupils learn to play a musical instrument

All pupils take part in at least one major drama / music production every year to which parents and the wider community are invited.

We offer a daily Breakfast Club (8.00a.m. - 8.40a.m.)

Cycling Proficiency Training is offered to all Year 5 pupils

After school clubs as follows:

Sporting activities, including multi-sports, basketball, athletics, gymnastics, girls' and boys' football and netball

ICT; Art and Design; Drama; French; Latin; Chess; Cookery; School Newspaper; Choir; X-Factor; Bible Stories

What do our pupils do after leaving this school?

On leaving our 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 area. 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 strong and active links to all schools in the local area. We are part of a very cohesive development group of 30 schools covering the Hinckley, Barwell and Earl Shilton Area. Headteachers and Inclusion Leaders work together to ensure processes are in place to promote smooth transition between Key Stages. Open Days, visits to the next school and visits to our school from secondary headteachers and students ensures our pupils are well prepared for their transition.

Many past pupils return to us at some point during their senior school years to fulfil requirements of their courses or to undertake school based work experience.

Ofsted's view of our school

Parents are very positive about the school and say such things as, 'Our child has been enthused by good teaching in many subjects and has developed into a well-rounded, considerate person'. This is not surprising as this is a good school with some outstanding features. Perhaps the most striking of these is pupils' outstanding spiritual, moral, social and cultural development. Pupils have numerous opportunities for spiritual development and cultivate a real care and concern for the feelings and needs of others. This extends to their awareness and appreciation of their own and other cultures, which is excellent.

Levels of pastoral care are outstanding. All pupils are very well known by staff and their individual needs are always at the top of the agenda. This ensures that the school is a happy and secure place where pupils thoroughly enjoy their learning and feel extremely safe. Academic guidance is good and targets are set for pupils. However, in most classes these are not sufficiently short term or specific to enable pupils to know what they need to learn next. Care, guidance and support are therefore good overall. This good guidance and support leads to pupils' good personal development and well-being. Pupils are developing into caring, responsible young people who have a good appreciation of their responsibilities in society.

Pupils achieve well through the school and reach above average standards by the time they leave. The reason for pupils' good progress is good teaching. Teachers make particularly good use of brief discussions and question and answer sessions to get pupils thinking, and the pupils learn quickly when these techniques are used. Comments such as, 'Wow, that's really cool!' when seeing a mathematical sequence demonstrated visually on an interactive whiteboard are typical of the enthusiasm that is engendered in lessons. Although the school has a good marking policy, this is not followed consistently to help pupils to improve their work.

Another reason for pupils' good progress is the outstanding curriculum. Pupils are interested and enthused by the very wide range of learning opportunities that it provides. As a parent typically said, 'The range of topics and the depth is incredible – I am learning a lot from my child'. Pupils have had an input into the development of the curriculum; their views on the creative curriculum being taken before adapting this to meet their needs. At the last inspection, provision for pupils with learning difficulties and/or disabilities was inadequate. It is a further indication of the improvements that the school is making that this provision is now good and these pupils make good progress.

The major reason for the success of the school is its good leadership and management. For example, the reduction in the number of classes was very sensitively managed. Leadership is strong at all levels and all staff play a considerable role in the management of the school. This is most noted in the extremely thorough monitoring that is carried out. This involves all staff and governors in a wide range of activities, including interviewing pupils for their views about how provision and their learning can be improved. All of this ensures that there is an extremely accurate picture of the school's strengths and areas for development. This has led to a trend of significantly improving standards over the last four years, which indicates that the school is exceptionally well placed to continue on its upward path.

Date of last inspection: 05-Jul-2007

Ofsted graded our school as good

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



[View the Ofsted page for Barwell Church of England Junior School](#)

What have we done in response to Ofsted?

We have modified the way in which we set targets in English and Maths throughout the school. Layered targets in Reading, Writing and Mathematics are now set termly in each year group by the Literacy and Mathematics Leaders, at three levels of difficulty. Copies of targets are sent home to parents and progress towards them is reported through parent consultations and written reports.

This complements the very specific and short term targets that we continue to set for pupils with particular needs as part of their Individual Educational Plan. We also provide additional classroom support and advice and resources for parents to help their children at home.

We continue to promote Healthy Eating with parents and children. We have provided adult learning opportunities in this area. With the help of our Local Authority, we have changed caterers of our school meals service and offer very tasty and nutritious lunches that the children enjoy. We have also invested in proper individual plates, bowls and beakers in bright melamine so that the children do not have to eat from a 'flight-tray' at lunchtime. This has improved the whole dining experience and has underlined the message about enjoying healthy food.

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>
