

Waite End Primary School Profile

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Waite End Primary School

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<http://www.waiteend.hants.sch.uk>

Children's Service Authority:	Hampshire
Age range:	4-11
Number of pupils:	142
Head teacher:	Mrs Diane Lawry
Chair of governors:	Mrs Margaret Gray

What have been our successes this year?

We are proud that Waite End Primary School is a rapidly improving school.

Publication of Key Stage 2 results as shown in the local news on 1st April 2009 indicated that Waite End Primary School has now moved to 7th out of the 31 schools in the Havant area. This was an improvement from the 2007 position of 21st. This is the second most improved school in the local area. The school's value added position is 5th in the same group of schools.

The governors were delighted to announce the appointment of their new headteacher who has brought extensive expertise and experience to the school and has made a considerable impact on the quality of learning and teaching which has been recognised by Ofsted: "Under the clear and strong leadership of the headteacher, the school has made good progress. This, in turn, is leading to rising standards and improvements to the overall quality of education that pupils receive at the school." (Ofsted March 2009)

We continue to invest in making Waite End an inspirational learning environment and most recently we have upgraded the ICT suite.

We are also extremely proud of our well developed grounds which are used to enrich learning in the school's curriculum.

What are we trying to improve?

The headteacher's first task was to create a new vision for the school and to write a three year strategic plan for 2008-2011. The first year's priorities are below.

Key Theme 1: Raising attainment and accelerating progress

Main objective: To raise standards and accelerate progress in all year groups in reading, writing, mathematics and science to a point where all children make at least two levels of progress across key stage 2 and where all year groups are meeting D levels FFT estimates thus ensuring that all year groups are achieving in line or above national averages.

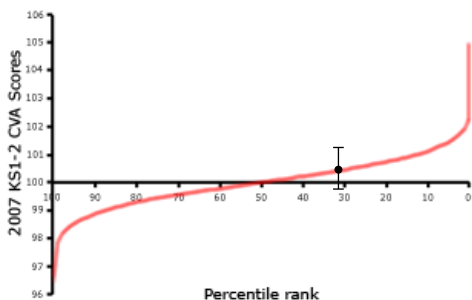
Key Theme 2: Improving the quality of learning and teaching

Main objective: for all learning and teaching to be consistently good with much outstanding because children are fully engaged in the learning process and learning is undertaken across a rich and broad curriculum with clear skills progression sliced through the whole curriculum.

Key Theme 3: Developing leadership at all levels

Main objective: for effective leadership to be widely distributed across the whole school with all governors, staff, children and a significant body of parents willing to take initiative and lead different aspects of school improvement.

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 graph above shows performance until 2007. The 2008 data shows further and sustained improvement. The school has successfully eliminated poor progress in English and mathematics for all pupils.

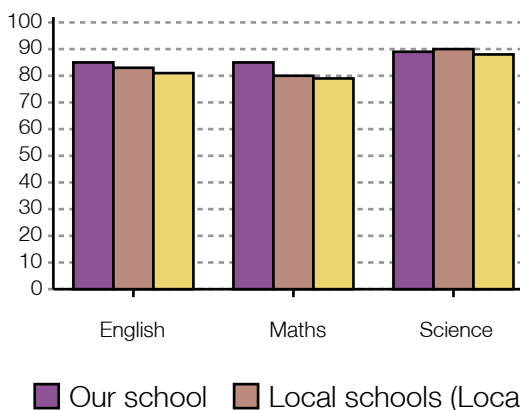
The graph above indicates the **progress** made by pupils. Our aim is to continually improve our performance so that all pupils achieve their very best and have improved life chances as a result.

The school aims for all children to make at least two levels of progress between key stage 1 and key stage 2.

There is an improving trend when progress is considered in English, mathematics and science combined over the last three years and the school is now above the national average (at 100.4). The biggest improvements have been made in English and mathematics where progress is significantly above the national average. Our most successful improving group of pupils in 2008 were the pupils who were lower attaining.

The progress of every single child at the school is of vital importance to us. The headteacher monitors the progress of each child every half term and works closely with the teachers to ensure that all children make steady and sustained progress.

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2008. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

The graph above shows results for 2006/ 2007.

In 2008 results showed considerable improvement on the previous three years. The percentage of children who reached level 4+ in both English and mathematics was above the national average.

How have our results changed over time?

We are proud to say that we have a three year improving trend in all core subjects and have made year on year improvement. The school is not complacent and is determined to continue this upward trend with the challenging targets we have set ourselves in our three year strategic plan.

Particular improvements have been made in English and in mathematics. the majority of pupils with special needs reached good standards in English and mathematics in 2008.

In addition to reaching high standards we are pleased that our pupils are happy and enjoy learning. Ofsted monitoring reports have consistently highlighted that learners enjoy school and most of their learning and extra-curricular activities. In the March 2009 report the inspector's judgement was:"Pupils continue to enjoy coming to school and participate with greater enthusiasm..."

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

The headteacher reviews the individual needs of each pupil every half term and adapts the provision in the light of this. This approach ensures that teachers are then very focussed on differentiated learning for groups and individuals and adapt their teaching styles and strategies to enable all pupils to access their learning effectively. This is an area where the school has worked extremely hard to improve and is delighted with the excellent progress that has been made.

The school has invested in the training and development of all staff including the special needs co-ordinator. This has resulted in improved progress for children with special educational needs. A team of 8 teaching assistants provide high quality support for the children and special needs provision has become a strength of the school. The introduction of targeted support for individuals and groups of children who have social and emotional barriers to learning has further enhanced achievement and progress of pupils. The school improvement partner commented on how respectful, well behaved and polite the children are at the school.

Gifted and talented children are identified in all curriculum areas and have opportunities to take part in additional learning.

How are we working with parents and the community?

The new headteacher has actively sought a positive partnership with parents and encouraged them to come into school to talk to her about any concerns or feedback on their child's experiences at school.

The school offers parents regular opportunities to engage with their child's education and is proactive in communicating. Fortnightly newsletters to all parents, half termly curriculum letters and improvements to our website, which has a designated parent's section, have been priorities to improve communication between home and school.

The school values the work of the growing parent council which has been instrumental in developing school policy. Examples include the revision of the sex education policy and the agreement of the annual report format. The parent council has also undertaken fundraising activities and explored some new ways of bringing the community into the school.

One of the new initiatives offered in 2008 to help parents support their children is parent workshops. Recent workshops in mathematics and the read,write, inc. programme used in the school have been well received. The school is excited about the growing response to these sessions.

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

Our children enjoy coming to school and enjoy learning.

Children from all year groups have recently spoken with the headteacher about their learning. Overwhelmingly they described their learning as fun. The children were clear what they were learning and how they would know if they had been successful. They particularly enjoy opportunities to work in groups and with friends. They also like directing their own learning and working outside. Teachers are increasingly building in opportunities for children to direct their own learning and the extensive, high quality outdoor environment is used to support a wide range of curriculum areas.

Ofsted inspectors agree that the children are actively involved in their learning: "Pupils continue to enjoy coming to school and participate with greater enthusiasm in most of their lessons. They work well together and appreciate opportunities to work in pairs or as part of a group." (Ofsted March 2009)

The children have regular opportunities in class to talk about their learning and they have a more formal voice in their education through class and school council. Two members of the school council also attend the cluster school council which is currently focussing on sustainability in schools.

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

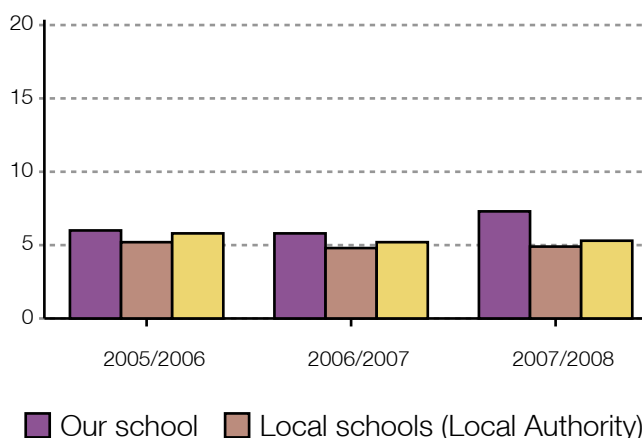
A major development this year has been the appointment of two home school link workers who support children and families on a range of issues. They hold regular drop in coffee mornings and tea afternoons and offer surgeries for parents. They also work with individuals and groups of children where a specific need such as attendance or pastoral support has been identified. The home school link workers also serve breakfast at the start of the day.

In November 2008 Ofsted commented: "Pupils really value the range of clubs, trips and residential visits and are enthusiastic about sports activities and raising money for a range of charities". Clubs include a choir, hockey and cross country running. The children run a range of clubs including chess, drama, computers, keep fit and dance. The lunchtime supervisors also offer a range of lunchtime clubs to all children.

The school has an effective behaviour policy based on rewards with clear sanctions when necessary. This works in conjunction with the anti-bullying policy. In November 2008 Ofsted said: "Behaviour around the school and in lessons is generally very good."

The school undertakes rigorous risk assessments for all activities and these are closely monitored by the governors.

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.

In the past, there has been poor attendance at the school and the new headteacher and governors are determined to improve this. New initiatives include the appointment of two home school link workers who work proactively with parents and pupils to improve attendance and punctuality. They also run a breakfast club to encourage children to come into school on time and ready to learn; this has the added benefit of helping working parents and providing an opportunity for children to socialise.

We encourage parents who are concerned about getting their children to school to come and talk to us; we have found a range of creative solutions to meet the needs of individual parents.

Parents are encouraged not to take holidays in term time as it is detrimental to pupil's progress and also to the stability of their friendships. Holidays will not be authorised during test periods or for the reason of cost. Parents must seek headteacher's permission prior to booking a holiday.

Attendance is measured in half day sessions therefore one day of absence equates to two missed school sessions.

What activities and options are available to pupils?

All pupils have the opportunity to learn through a rich curriculum. Our extensive grounds are an excellent resource and teachers increasingly deliver many aspects of the curriculum outdoors.

The school owns a minibuss and also regularly uses the minibuss from the on-site children's centre. This allows the children to undertake regular trips in a cost effective way providing the children with a range of first hand experiences.

The school also has regular theatre productions and other visitors to the school to provide the children with different cultural experiences.

The school works closely with Hampshire music service to promote the music curriculum. The school also participates in the "Listen to me" programme where all children in key stage 2 learn an instrument a term; this has included keyboard, clarinet and ukelele. Guitar lessons are also an option for key stage 2 pupils.

The school participates in a range of local events including a music event in the local town and Christmas celebrations at the local church.

What do our pupils do after leaving this school?

The school works to ensure that all children achieve as highly as possible in all aspects of their lives in order that they have as many choices as possible, at every stage of their education, and therefore have improved life chances.

Our children are proud of all they achieve at Waite End and present their thoughts and memories to parents at the end of the summer term in Year 6. They also take part in a dramatic production as their final learning opportunity at the school.

Most children transfer to Crookhorn College of Technology at the end of Year 6. The Crookhorn cluster works closely together and transition is well supported. Children attend activities such as technology fairs and drama and music productions at Crookhorn throughout their time at Waite End and are therefore comfortable in this setting.

If children stay within the local area, they are likely to transfer to Souhdown's College at the end of Year 11, although there are also other local alternatives. The children at Waite End are encouraged to have high aspirations for their futures and are taken on visits to Portsmouth University.

What have we done in response to Ofsted?

Waite End Primary School is a rapidly improving school and the local authority and Ofsted are in agreement with this judgement.

The school has a three year strategic plan and a one year strategic plan which detail how the school will become a good to outstanding school. These plans are available on the school website. The school also works to a very detailed termly action plan to address all issues which have been identified for improvement. The work of all school leaders is now firmly focussed on standards and improvement.

Currently, the school is working hard to improve standards and progress in English, mathematics and science in response to the November 2007 Ofsted inspection. Ofsted has recognised that standards are now beginning to rise and has judged progress in this area to be good. A major action which has led to this improvement is the introduction of half termly pupil progress meetings where each teacher discusses the progress of each child with the headteacher and other leaders. The school sets challenging targets for all year groups and is currently on track to meet these targets.

In March 2009 Ofsted found: "The school has made good progress in improving the overall quality of teaching and learning."

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 023 92256955

Our website <http://www.waiteend.hants.sch.uk>