



Wilstead Lower School School Profile 2010-11

Wilstead Lower School is a place where children, staff and parents work actively in partnership to enable all the children in the school to realise their full potential.

Our Aims:

- For children to operate as independent learners and thinkers;
- To inspire a love for learning;
- To provide a relevant curriculum for all;
- To provide a welcoming, safe and caring environment in which each pupil is valued and supported;
- For children to value themselves;
- To improve the quality of educational service to all pupils through the professional development of the staff team;
- To continue to integrate the Every Child Matters Agenda into the philosophy, curriculum and culture of the school.

Our children and staff share these values:

- Friendship
- Respect for others
- Being kind to other
- Self-discipline
- Truthfulness
- Responsibility for own actions
- Being polite and considerate
- No bad language
- No Bullying
- Respect for property

More Information

We will soon be launching new areas on our website with information for parents and a learning platform for our children.

We will be inviting all parents and carers to an open evening to launch this, but in the mean time, for more information about the school please contact:

Mrs Janine Cox, Head Teacher
Wilstead Lower School, Cotton End Road, Wilstead, Bedfordshire, MK45 3
Tel: 01234 302303
Email: Wilstead@deal.gov.uk

Website: ww.wilsteadlower.co.uk

JOINT STATEMENT

Our School continues to perform at an exceptional level.

Our School Improvement Partner said *“Attainment at the end of Key Stage One is very good. The Level 3 results are looking impressive. The targets were achieved well and surpassed in writing and maths. The writing result is exceptional and the maths virtually exceptional. ... The current key stage one children were high performing in foundation stage and have maintained high standards with good progress. Attainment at the end of Year 4 is good and exceptional in reading.”*

OFSTED have written to the school at the end of the year: *“The results of the interim assessment indicate that the school’s performance has been sustained and that we can defer the school’s next inspection.”* Congratulations to all our staff and pupils for this exceptional result.

For 2010/11 our priorities will include a whole-school maths scheme; updating the English reading scheme and consolidating the assessment of all subjects.

Our children do well in team and competitive sports and we have continued to do well in inter-school sports events:

- The Tag Rugby Team went through to the county finals;
- The Year 3 Football Team have won many matches and were given a good sportsmanship award;
- The cricket team made it to the Schools Partnership Finals;
- Year 3 held a mini-olympics supported by students Wootton Upper School

The highlights of 2009/10 for me include Year 4 winning a Heart FM poster competition and being recorded as part of the broadcast programme; the Year 3 Saxons project with Bedford Museum with children’s work being exhibited at the museum and Year 4’s performance in a concert at the Corn Exchange. The school has raised lots of money for charity this year including the Children in Need, Haiti Appeal and The Sue Ryder Hospice at Moggerhanger – thank you to all concerned.

Finally, we have all enjoyed the Talent Show this year with outstanding performances from dancers, musicians, magicians and comedians from the across the school, a fantastic and highly entertaining event.

Janine Cox
Head Teacher

OVERVIEW

Wilstead Lower School was opened in 1959 and now accommodates 5 classes (1 in each year group). The school takes approximately 71% of its children from the village of Wilstead itself and is a well established part of the local community, with strong links into the local churches, businesses and community groups.

Standards

Our most recent Ofsted inspection was in 2007. The report highlighted three areas for development:

- Plan the use of IT more effectively to support pupils' learning in different subjects;
- Fully develop the roles of subject coordinators so that they take more responsibility for improving standards and learning and teaching;
- Analyse information about children's achievements in reception class more carefully to ensure that weaker areas of learning are given sufficient attention.

Last year we reported the actions we had taken in 2008/09, and we have continued to build on these. In 2009/10 we have:

- Further invested in and integrated IT equipment across all year groups and subject areas, including the use of interactive media such as video and using IT to support specific development needs;
- Continued to support subject coordinators to lead the improvement and development of their subject areas with professional development where required;
- Held regular staff sessions on specific subject teaching, comparing techniques and results across the school;
- Ensured that subject coordinator reports are regularly prepared and submitted to the school governors;
- Enlisted expert support to improve our systems for monitoring and recording children's achievements in reception class.

Responding to feedback

Our Children told us that they wanted more active play areas. We supported the school council to look at options, then procured a 'trim trail' for the playground.

Our parents told us that they had concerns about security. We tightened up end-of-the-day arrangements, making sure that each child is picked up safely. We plan to invest in improved fencing along the front of the school.

Our staff told us that they needed better IT equipment in class and through-out the school. We continued to prioritise investment in IT, with interactive white boards and hand-held technology being used by all year groups.

Our auditors recommended that we improve our financial controls, including ratification our statement of internal control, document decisions appropriately and complete a matrix of governor competencies. All recommendations have been implemented.

For more information on how we strive to improve, please refer to our School Improvement Plan which will be on the learning platform from September.

OUR PUPILS

In 2010/11, Wilstead Lower School 1 class for each year, and has a total of 138 pupils spread across the five year-groups as follows:

Reception Class	29
Year One	27
Year Two	28
Year Three	30
Year Four	24

We have several children with special educational needs in our school, (including four with statements) and we are proud that they are supported by staff and pupils to be included in all our activities. All of our classroom staff have had additional training to support these children and help them and their classmates to benefit from our inclusive approach.

Supporting individuals

All children have personal targets for literacy and numeracy, set and discussed with parents at the beginning of the year and regularly monitored. Additional support is available through learning sets and specific interventions to help children to achieve these learning goals.

We want all our children to become healthy and independent with a love of learning. We use the close relationship between staff and children to identify individual skills and help each child find ways to develop.

Working with Parents and carers

We acknowledge that every family is different and want to be inclusive and open to all parents and carers.

There are open sessions for parents and carers to visit their child's classroom at the start of each year and offer information about the main topics that each class will cover and we meet formally with the parents or carers of each child twice in each academic year – once in the first term and again in the second term. All parents are offered the opportunity of a third meeting, if required, at the end of the year.

We actively include parents, grandparents and other carers in our activities where we can and are grateful to those who give their time to be involved with reading, visits and special projects.

We have an active PTA to whom we are extremely grateful for their tireless support both in raising funds for the school and enabling us to hold events like the May Dance, Sports Day and Christmas Plays.

We actively seek the views of our parents and will be working on improving communication with parents as part of next year's development plan.

OUR PEOPLE

Foundation Stage	Mrs Gill
Year One	Mrs Gammon and Miss Rickard
Year Two	Mrs Robertson
Year Three	Mr Tavener and Mrs Roberts
Year Four	Mrs Jeacocke and Mrs Hogben

We have a strong compliment of Teaching Assistants and have supported many to do further training and development this year, as well as including 2 long-term and several short term placements for students.

We are committed to working with all our staff to support their individual development alongside the development of our school. We expect all staff to engage in continuous professional development, sharing their skills and knowledge with their colleagues.

At the end of the year, Mrs Jeacocke (year 4 teacher) and Mrs Jacobs (teaching assistant) will be leaving the school. We are also losing two members of our mid-day supervisor team, Mrs Billington and Mrs Mitchell. We would like to thank them all for their hard work and wish them well for the future.

Management and Governance

The Management team comprises Mrs Cox (Headteacher), Mr Tavener (Deputy Head) who were joined in year by Mrs Robertson (Senior Teacher). Mrs Cox, Mr Taverner and Mrs Robertson have attended leadership training courses this year. Mr Taverner and Mrs Robertson also attended the Becta Annual Conference on 21stC technology in schools.

This year has seen several changes to the school's governing body. We have a new Chair (Mr Ian Bryant) and several new members. We have reorganised our committee structure, reducing the number of committees and bringing the main themes together into either the Finance and Resources Committee (Chaired by Barbara Seamark) and the School Development Committee (Chaired by Barbara Buckley). Two of our Governors (Mrs Fox and Mrs Buckley) are retiring from the Governing Body at the end of year and we thank them for their commitment and support.

We are using a self-assessment tool to improve the governance of the school as part of the school development plan.

OUR PERFORMANCE

External Assessment

Our last OFSTED inspection was in 2007. The report issued following that visit praised the school for the good behaviour of its children and its strong educational attainment. As described above, we have taken a range of actions to address the three areas highlighted in the OFSTED report.

Our School Improvement Partner (SIP) is Ken Storrey. He recently visited the school to review our performance. There is evidence to demonstrate the strong academic performance of the school and a continuing trend of further improvement.

Educational Attainment

The performance of our school is measured on an annual basis by the local education authority (LEA) at Bedford Borough Council. Our results are analysed alongside those of other schools nationally for Foundation Stage and Key Stage One.

In 2009/10 the school performed very well, scoring above the national average in all areas (where this is measured) and meeting or exceeding all targets.

Foundation Stage Performance:

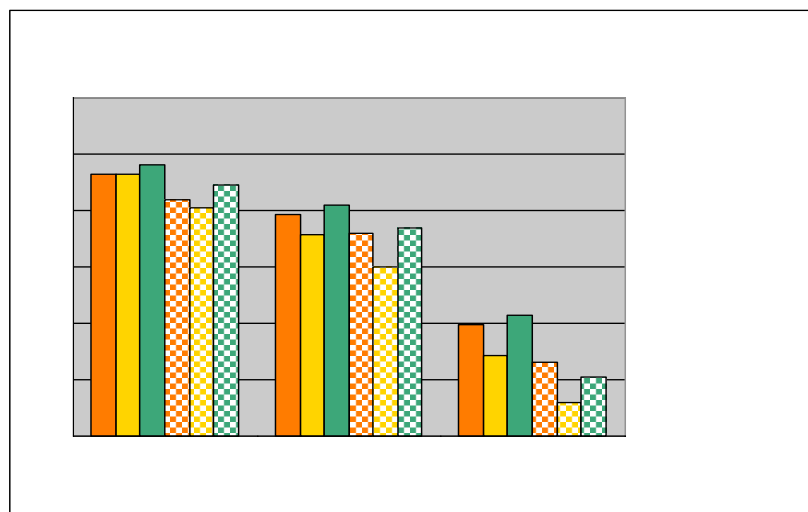
Reception Class data shows that all children have made progress throughout the academic year. Average scores for boys and girls are similar, except for Linking sounds and letters, reading and writing (see table below). Average Point Scores exceed national averages in all areas.

Average Point Scores:

	Boys	Girls
<i>Linking Sounds and Letters</i>	6.2	7.0
<i>Reading</i>	6.4	6.9
<i>Writing</i>	5.6	6.9

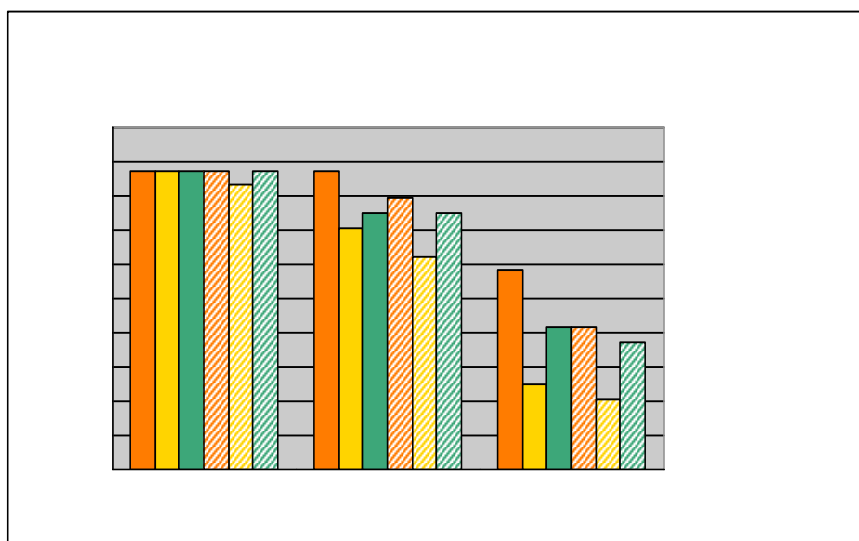
Key Stage One (Year 2):

Having performed very well as a Foundation Stage class, year 2 had a high baseline against which to be measured. They exceeded the national average performance and local targets in all areas. The Levels are set based on the national expected attainment for children at each stage.



Key Stage 2 (Year 4):

The year 4 results are not measured against a national average. They are measured against the previous year 4 results, however and exceed this all areas. The levels are set based on the national expected attainment for children at each stage.



Areas for further improvement

Our school development plan identifies a number of areas where we want to do even better. These are:

- Further work on numeracy and literacy, in particular handwriting skills in year 1;
- Further IT investment;
- Strong integration across subject areas, using learning themes.

At the time of writing, we are waiting for more detailed information from the Government and the Borough Council on changes to the national curriculum and education policy. We anticipate, however, greater freedom for the school and its subject coordinators to better integrate teaching across year groups and subjects and have already started planning work around a number of themes for 2010/11.

SCHOOL DEVELOPMENT

The School Development Plan

The current school development plan has been evaluated by governing body and progress made in all areas. Improvements to the Reception Class environment are continuing, with further work planned into next year.

We have worked on 'the student voice' this year, supporting the student council and its members to have a stronger say in the way the school is run. The council surveyed all students to ask for their views and ideas, many of which have been implemented. The school council have also presented video reports to Governors including suggestions for next year.

We have met all the requirements of the Financial Management Standards in Schools and are awaiting the end of year report. Budget management through-out the year has been strong and we ended the year within our financial limits.

Vale of Marston Schools Trust and Foundation Status

Wilstead Lower School has been working with Wootton Upper School and others in the area to form the Vale of Marston Schools Trust. The Trust will help us to develop stronger relationships with other schools, share expertise and resources and support our children to move through the schools in the Trust.

The Trust will be formed on 01 September 2010. For more information on our plans please contact the Head Teacher.

At the same time, Wilstead Lower School will become a Foundation School, alongside most other schools in our area. This will give us more local control over the school and the way in which it operates.

We have worked hard to keep parents, staff and community leaders informed about these changes and will continue to do so.

HEALTHY : SAFE : ASPIRE

Wilstead Lower School works alongside other local organisations to make sure that each and every child in our school has equal opportunities to be healthy and safe and become an active member of society. We have a number of measures in place to deliver this, including:

Healthy

- PE and sports in our curriculum and as extra-curricular activities
- Walk to school week
- Themed visits and events including skipping and dance
- Trim Trail and active playtimes
- School dinners, snacks and milk,
- 'Growing our own' projects

Safe

- All policies and procedures have been reviewed in year
- Visits from Community Police and Fire Services
- Trained First Aiders through-out the school
- Buddies introduced last year and proving successful
- Tightened security arrangements protect our children through-out the day
- CRB checks for all our regular volunteers
- Safeguarding process and training embedded for all staff

Aspire

- Fully supported and active school council
- Inclusion in local community events
- Active inclusion and celebrated diversity
- Links with other schools locally and internationally
- Events to celebrate success include team competitions, talent shows and awards for exceptional individual achievements.

For more information on the Bedford Borough Council Children and Young People's Strategy please refer to the information on their website at: <http://www.bedford.gov.uk>.

APPENDIX – WILSTEAD LOWER SCHOOL GOVERNING BODY

All our governors can be contacted via the school office.

Mr Ian Bryant, Chair	Parent Governor
Mrs Barbara Seamark, Vice Chair	Community Governor
Mrs Janine Cox	Head Teacher
Mr Chris Tavener	Staff Governor
Mrs Jane Wooding	Staff Governor
Mrs Marilyn Napier	Community Governor
Mrs Barbara Buckley	Community Governor
Mrs Louise Fox	Parent Governor
Mrs Susan Hoath	Parent Governor
Mr Rob McElfatrick	Parent Governor
Mr John Fensome	Community Governor (retired in year)
Mr James Carroll	Community Governor (joined in June)
Mr David Fosbrook	Community Governor (joined in March)

Finance and Resources Committee Chair: Barbara Seamark

School Development Committee Chair: Barbara Buckley