

Westlea Primary School Profile

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Westlea Primary School

Langstone Way, Westlea Down

Swindon, Wiltshire, SN5 7BT

Telephone: 1793 870469

<http://westleaprimarieschool.ik.org>

Children's Service Authority:	SWINDON
Age range:	4-11
Number of pupils:	307
Head teacher:	Mrs Suzanne Seaton
Chair of governors:	Mr Stuart Hogton

What have been our successes this year?

In response to the Every Child Matters agenda and personalised learning, children embark on Independent Study Projects three times a year. The introduction of Citizenship Week has further developed children skills, awareness of the wider world and the contributions they can make to it.

Modern Foreign Language is being successfully implemented with all KS 2 pupils having 1 hour of French tuition per week.

Strong International links through the Comenius project and leading french teacher.

Dyslexia Friendly School Award achieved in July 2007

Healthy Schools Award achieved May 2007

Working towards validation of Basic Skills Quality Mark

Residential trips from Y4 - Y6 and termly trip/visitors to support curriculum. In Year 6 children visit France where they apply skills developed during weekly French sessions.

Weekly 'Wider Opportunities' music tuition for **all** Y2-Y6 children. Year 2 and Year 3 children learn to play descant and treble recorders, whilst Year 4 and Year 5 children learn to play clarinets and brass. In Year 6, children develop composition skills through ICT.

Working towards validation of Arts Mark reflects the value we place on the importance of a creative

curriculum.

SEN and inclusion are a strength of the school.

What are we trying to improve?

To improve learning across the whole curriculum

- Curriculum - Ensure all children experience high quality real life and relevant learning
- Numeracy - Implementation of New Framework; providing greater opportunities for practical investigations.
- Science – Consolidation of investigation skills; introduction of yearly assessments to track progress.
- Early Years - Improving provision of free flow play.
- Literacy –Implementation of New Framework; explore and address standards in boys writing; refurbishment and resource of new library and application of library skills.
- ICT – Review of Scheme of Work to reflect progression of Skills and installation of wireless network.
- Work towards validation of Artsmark and Basic Skills Quality Mark.

Effective use of Assessment to monitor and track progress

- Development of new assessment procedures to track progress, identify trends and intervene accordingly.

Stakeholders

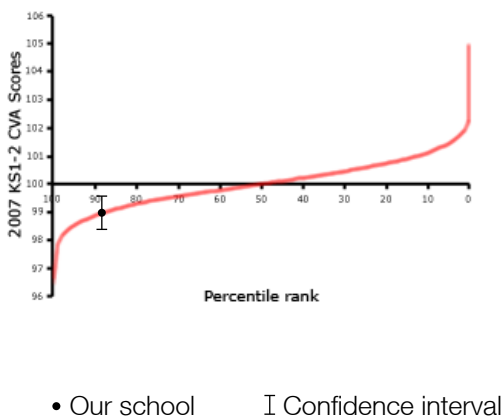
- Promotion of online questionnaires to pupils and parents on areas of school improvement.

Governing Body

- Oversee removal of mobile classroom and development of new build.
- Take over running of community rooms on Westlea site.

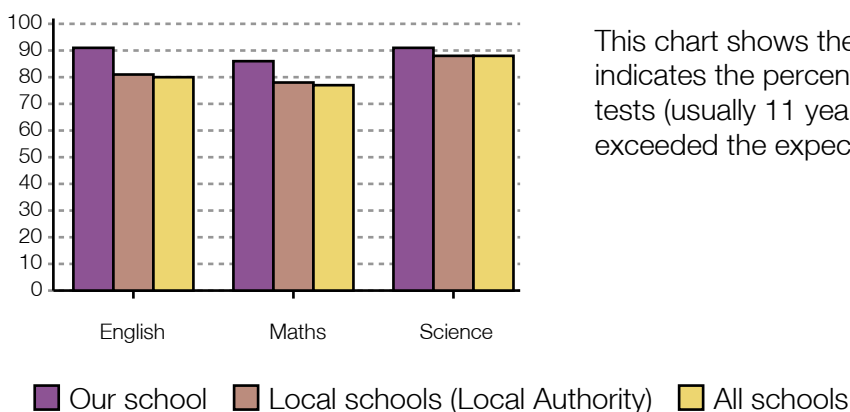
Information taken from the School Improvement Plan 2007-2008

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



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.

How well do pupils achieve at age 11?



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?

The school keeps detailed information on pupil's skills and attitudes on entry. 2006-07 data indicated that some pupils are below average on entry. End of FS information showed pupils were almost in line with local average scores. There was a continued downward trend on entry in 2007-08.

Attainment at KS 1 has improved significantly after a dip in 2006. Attainment in Reading and Writing is above the national average, with Maths in line with the national average. L3 Writing is well above the national average and in line with national averages in Reading and Maths. Overall KS 1 results are above national average scores and pupils make good progress from FS to the end of KS 1.

KS 2 results for 2007 were disappointing dipping in progress made in all 3-core . These was partly as a result of high KS 1 attainment in 2003 and increasing numbers of SEN pupils in the cohort. However, the KS 2 average points score of 28.7 was above the national average of 28.0. Girls achieved better results than boys in all subjects except for Maths. Boys writing is an area for development.

SEN pupils without a statement achieved better than similar pupils nationally and this reflects the positive inclusive ethos of the school.

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

Effective systems for assessing and recording pupils' attainment, particularly in numeracy and literacy are in place and information is used well to inform planning and teaching.

Results are tracked from Reception to Year 6 and layered targets are identified in each of the core subjects.

Work is marked regularly and pupils are provided with comments of encouragement and praise for good work. They are given clear guidance on how their work can be improved. Also from this individual targets are identified and shared with pupils and parents at termly parent meetings. Staff meetings, on a termly basis, are used for moderation to ensure consistent standards.

For individuals or groups of children with similar needs within the SEN spectrum (learning difficulties to GAT) various programmes have been organised by our non-teaching 0.4 senco and to support/challenge identified children and are delivered by support teachers and TA's. On top of this a general TA has been placed in every mainstream classroom to support learning.

The school has a SRP where all children are fully integrated into mainstream classrooms. All areas of the school's learning environment are accessible to every child.

How are we working with parents and the community?

Termly letters are sent to parents from class teachers identifying key areas for learning and any events that might have been organised to support the topic. Termly letters from the Headteacher are sent home in addition to specific letters related to events - also displayed on community boards within the grounds. Annual online/paper school 'health checks' are carried out for pupils and parents. Equality, extended services and travel to school surveys have also been carried out in the last 12 months. The promotion of online completion and access is a key priority in gathering stakeholders views.

Three open evenings enable discussion of pupils' progress and targets. Class assemblies share and celebrate work. Induction Programmes for new Reception parents are run through the Summer Term. Close liaison and activities with local secondary schools throughout the year foster KS2/3 links and ease transition. The school hall is let on a regular basis and the grounds used by football teams, tennis and the after school club. The school also serves as the local church. Two 'community rooms' are used for a number of groups varying from pre school to brownies. Breakfast, after school and holiday clubs are also situated on site.

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

The School Council is made up of a representation of 2 children per class across the school. It meets on a regular basis to discuss all aspects of school life. Annual pupil surveys are carried out for all children and teacher/child conferencing during Project Week provide further opportunities for 'pupil voice'. The key areas for focus during this year have been identified as follows: a) refurbishment of the school library and communal corridors, and b) safe routes to school.

For a):

We gathered information from a wider field - parents and children.

Investigated possible options for refurbishment

Presented findings to governors to agree in principle

Applied for capital funding to finance the project.

Friends of Westlea also raised funds to support the refurbishment at the younger end of school.

For b):

We have gathered information from a wider field about the viability of cycling to school, including representations and opinions from the LEA Road Safety Unit, school governors and practice from other local schools.

At present we have agreed to remain status quo regarding cycling to school at present. However, further exploration into the development will be considered in the formulation of the school's Travel Plan.

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

The school has Healthy School status. Personal development is encouraged through the giving of responsibility eg looking after younger pupils, paired classes and nominated play leaders. Citizenship awareness is promoted through the school council and Sex education and drugs awareness, through the use of the school nurse and visits from the Lifestyle Caravan.

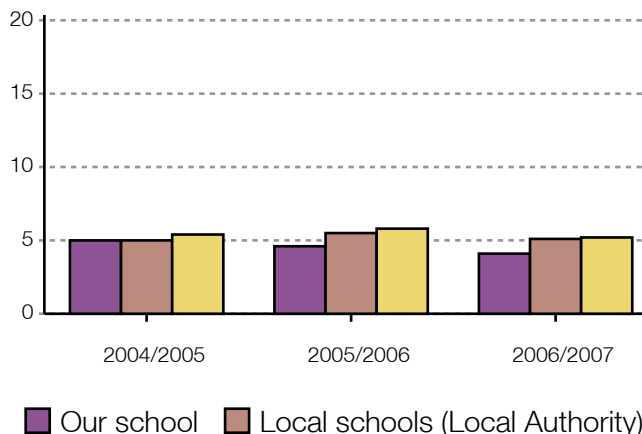
Hot school meals are available for all children. Menus are regularly checked by the Food In Schools checking service to ensure food standards are met.

Pupils are well prepared for the next stage of their education. Induction days and lessons from senior school teachers are organised.

In July 07, the school was also awarded the Dyslexia Friendly Schools Award in recognition of our ethos of inclusion and practice that supports all children in their learning differences. Pupils are supported by a large band of classroom assistants who work alongside pupils in classrooms as well as running a wide range of support groups.

Classrooms are equipped with the latest classroom technology available, enabling teachers to use interactive whiteboards, laptops and other ICT equipment to support teaching and learning.

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.

What activities and options are available to pupils?

The curriculum is enriched through visits, visitors and extra curricular activities. Every class has termly visits or visitor arranged to support learning, and all areas of learning are well supported. French is taught from Y3 - Y6 with an awareness to MFL introduced in KS1.

Residential trips are organised for Y4, Y5 and Y6 and a wide range of clubs, offering physical, artistic, literature and musical activities, is well supported by pupils from all age groups.

Pupils attend the Swindon Arts Week, Literacy Festival, take part in Netball and Football Tournaments, as well as Area Sports Meetings.

Grandparents Day, close links with local churches and ventures with local businesses also support the curriculum.

What do our pupils do after leaving this school?

Once children leave Westlea they have the option to go to either Ridgeway School, Wroughton or Greendown School, Westlea. The majority now choose to go to Greendown School, with the majority of the remainder selecting Ridgeway. However, a few choose Wootton Bassett Comprehensive or Bradon Forest School, Purton.

Children who leave Westlea are equipped with the necessary skills to adapt to the 'secondary' style of education and achieve well. Those who attend Ridgeway or Wootton Bassett can continue into their sixth forms but Greendown and Bradon Forest children can select Swindon College, New College or Cirencester College for further education

What have we done in response to Ofsted?

Our latest Ofsted (May 2005) found the five key issues from our previous Ofsted (Dec 1998) to have been effectively addressed - provision for ICT have considerably improved and provision for the more able is good. Good assessment systems are in place and used to guide planning. Behaviour in the playground is very good and the Reception has a new play area with outdoor equipment. Standards in Y2 have improved to above average whilst Y6 has maintained its above average standards.

From our last Ofsted May 2005, curriculum balance and presentation and marking were identified as areas for development. In response to these we regularly monitor presentation practice and where necessary reviewed policy, continually exploring avenues for improving presentation in all written work. The school has adopted a whole school scheme for handwriting. Its impact is monitored by the literacy co-ordinator and a designated member of staff responsible for presentation. An audit of the curriculum balance has been carried out and ways of redressing the balance, in particular of foundation subjects, implemented. This has led to review of schemes of work and a shift towards a more skills based, cross curricular approach curriculum.

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 1793 870469

Our website <http://westleaprimaryschool.ik.org>
