

Bransgore Church of England Primary School Profile

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Bransgore Church of England Primary School

Ringwood Road

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Telephone: 01425 672272

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

Children's Service Authority:	Hampshire
Age range:	4-11
Number of pupils:	338
Head teacher:	Mr P Pretlove
Chair of governors:	Dr S Tomkins

What have been our successes this year?

- Judged 'outstanding' by OFSTED **in all areas** and SIAS (Church School inspection)
- Very successful implementation of the International Primary Curriculum
- 100% of Year 6 learners entered for KS2 SATs obtained Level 4+ in English and Maths; 98% in Science
- Children's love of writing developed through weekly Big Write (motivational Extended Writing)
- Highly successful Read Write Inc (Synthetic Phonics programme) across the school
- Strengthened our partnership with St. Mary's Church
- Achieved Golden Status for Social and Emotional Learning (SEAL) by Jenny Mosley (nationally recognised Educational Well-Being Consultant)
- Extended personalised learning through regular one-to-one enhancement and ICT-based Home Link Education City
- Half-termly Open Afternoons for parents to share the positive outcomes of children's work in the International Primary Curriculum
- Highly successful Sports partnership with local schools

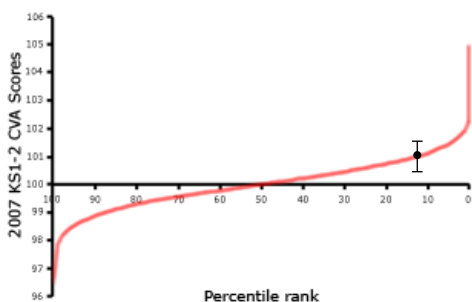
- Gained distinction for our choir and honours for the recorder ensemble in the New Milton Music Festival
- Extended opportunities for GATE (Gifted and Talented Learners)
- Successful pupil tracking systems enabling learning to be personalised

What are we trying to improve?

Our current foci are:

- Embedding the International Primary Curriculum (IPC) across KS1 and KS2 to enrich learning in the non-core subjects with an increased focus on skills and global dimensions to learning
- Enrichment of learning using ICT, for example video conferencing and multi media projects
- Continuing to broaden children's love of, and opportunities for, writing through Read Write Inc and the weekly Big Write
- Encouraging all children to know their times tables whilst extending their maths skills using new approaches to learning
- Developing music, drama and dance
- Increasing the range of opportunities for children in extra-curricular sport
- Developing the number and range of after school clubs and activities
- Improving play provision
- Further enriching our work for children with learning differences
- Extending opportunities for Gifted and Talented learners in all areas

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



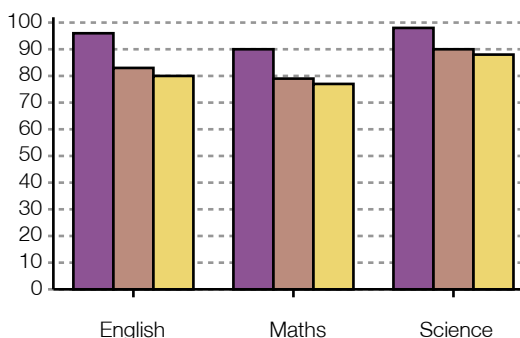
- Our school
- Confidence interval

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.

We are very proud of the progress which all of our children make and, with our focus on personalised learning, we seek to meet the needs of individual learners at all times. We strive, continually, for the very best for all of our pupils. We are always happy to discuss individual pupils' progress with parents.

In 2008 100% of our Year 6 learners entered for English and Maths obtained Level 4+ and 98% in Science. Pleasingly 61% gained Level 5 in English; 46% in Maths and 70% in Science.

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)

■ Our school ■ Local schools (Local Authority) ■ All schools

Our attainment statistics are pleasing however we are never complacent and always strive to ensure that every pupil achieves their potential.

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How have our results changed over time?

Continuous Assessment which enhances Learning drives our school and our overarching objective that every child is given the opportunity to achieve their optimum standards of attainment and rates of progress.

Our assessment processes are rigorous. Robust pupil progress tracking, targeted support, ongoing monitoring, evaluation and review are key elements of assessment at our school. Personalised Learning and forging individual pupil learning journeys are at the heart of our practice.

KS2 Year 6

Over the last three years standards at the end of Key Stage 2 have risen and, in 2008, 100% of our Year 6 learners entered for English and Maths obtained Level 4+ and 98% in Science. Pleasingly 61% gained Level 5 in English; 46% in Maths and 70% in Science.

KS1 Year 2

Results have remained consistently good and Read Write Inc has been proven to help raise standards in Reading and Writing. Standards in maths remain high.

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

We recognise the needs of every child and therefore:

- Rigorous pupil progress tracking and identification of individual needs leads to regular one-to-one enhancement in English and Maths
 - Read Write Inc programme allows children to develop their English skills relevant to their stage not age
 - Every child is assessed regularly in the core subjects with Learning Groups and support being adapted to meet identified needs
 - Each child's learning style is identified and teaching is tailored very specifically to learners' needs in dedicated, flexible Learning Groups
 - We track individual pupil progress and set targets accordingly. This information is shared with the children, motivating them to go for their goals
 - HomeLink is differentiated in line with personalised learning
 - Successful implementation of a transition class between Foundation and KS1 to provide preparation for full access to KS1 for younger and vulnerable learners
 - Very careful attention is paid to the deployment of all teaching staff, including Teacher Assistants, so that children's learning opportunities are maximised
 - Tailored provision for children on the SEN register with IEPs and Statements where applicable
 - Opportunities for weekly liaison with Parents
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How are we working with parents and the community?

We pride ourselves in being at the heart of our village and have:

- Established a strong partnership with St Mary's Church and the vicar, Peter Rickman, who regularly leads themed worship
- An excellent and active parents association (BSA) who fund-raise to provide additional support and provisions which enrich the learning facilities and environment of the whole school
- In line with our commitment to Extended Schools we run a Breakfast Club and St. Mary's Church hosts an after-school club
- A pastoral care assistant who visits families in their own homes and who works with individual children during dedicated time in school
- Home visits offered to all children prior to joining Foundation
- Weekly Drop-ins for parents and carers to discuss pupil progress with Parent Consultations increased to 3 times per year in response to a parental questionnaire

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

Integral to our practice is asking pupils for their feedback about the school issues:

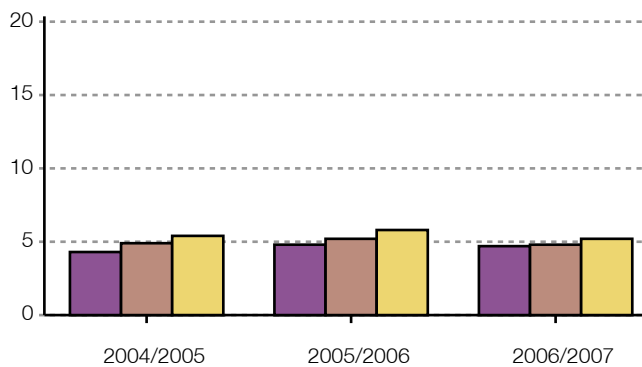
- Golden Assembly is a regular forum for whole school council
- Children are fully involved in our recruitment process
- Children's views are regularly sought relating to improvements to the playground and suggestions are often implemented
- Children adore the Big Write
- Children love their learning in the International Primary Curriculum
- Children value the opportunity to be creative during the weekly Friday afternoon Golden Time
- During Leadership Team and Governor monitoring of provision, children's views are canvassed and their ideas can shape future policy

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

As a recognised Healthy School with Enhanced status, we ensure our children are healthy, safe and well supported by:

- Dedicated pastoral care assistants lead initiatives to support personal and social development including quality circle time, extra circles of support, peer mentoring, bubble time and continuing to work very closely with Jenny Mosley Consultancies
- Ensuring the children feel safe as demonstrated in our whole school initiatives eg, Feelings Trees in every classroom. Buddies, Learning Guides
- We were awarded top status in our DDA (Disability Discrimination Act) audit
- The school has a whole school Food Policy to provide guidelines on healthy eating practices
- Developing additional sports expertise through our link with The Sports Partnership and other individual providers
- We always seek to provide a safe environment and equality for disabilities
- Visits from police, fire brigade and school nurse

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.

■ Our school ■ Local schools (Local Authority) ■ All schools

We would like to thank our parental community for their conscientious attitude to obtaining authorisation for any absences when applicable. We know that, as partners in learning, we all recognise the importance of children attending school.

What activities and options are available to pupils?

In addition to our curriculum which incorporates excellence and enjoyment there are opportunities for:

- Godzone youth club run by the vicar, Peter Rickman
 - After school football run by Teamtheme
 - After school Netball and multi ball skills
 - French club
 - Peripatetic music lessons
 - School orchestra
 - Group recorder lessons
 - STAR Dance club
 - Christmas Pantomime for Year 4
 - End of year production by Year 6
 - School Music concerts
 - Residential Outdoor and Activities trip to Avon Tyrrell for Year 5
 - Educational Visits to various locations
 - Exciting Entry Points to International Primary Curriculum units
 - A rich variety of weekly Golden Time activities
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What do our pupils do after leaving this school?

We are a feeder school for the following Secondary Schools:

- Highcliffe School
- Ringwood School
- The Arnewood School, New Milton

Some of our children also go onto:

- Bournemouth Grammar Schools
- Twynham School, Christchurch

Due to our ever closer links with our local Secondary Schools, we are delighted to be able to share in the future successes of our former pupils.

What have we done in response to Ofsted?

We are delighted with our last OFSTED Report (December 2007) which judged the school to be 'outstanding'. Never complacent we constantly strive to develop and embrace initiatives which will help raise the standards achieved by all pupils whilst enriching their learning journey through our school.

As recommended The International Primary Curriculum has become even more embedded in order to enhance the learning opportunities for the pupils.

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 01425 672272

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