

# Oakley Lower School Profile

## -The Governors Annual report to Parents-

What have been our successes this year?

Our children have enjoyed a happy and successful academic year. Our results at Key Stage 1 continue to be above both National and Local Authority figures and in Year 4 all our results are above those of the Local Authority and National expectation. We were exceedingly pleased to be able to send our Year 4s onto Middle School with an average level of achievement that was higher than is nationally expected. In mathematics and writing their average levels were those normally expected at the end of Year 5 and in reading their average level would have been expected nationally in Year 6.



Our School Improvement partner (SIP 2010) judged us to have “Exceptionally high standards in reading.”

Our results in reading and mathematics have been consistently above national expectations over the past 3 years and in writing have increased dramatically.

We received a visit from Ofsted last year and were delighted that under the new framework we retained our judgement of being a ‘Good’ school with some areas being judged as outstanding.

As Ofsted said in their report “This is a good school which has continued to improve since its last inspection.”

“Attainment in English and Mathematics is above average. It is consistently high in reading.”

“Pupils make good progress (*from Foundation Stage*) to reach above-average attainment by the end of Year 4.” Ofsted report 2011

We have a dedicated, experienced and hard working Foundation Stage Team consistently delivering excellent practice. Our children settle well and are happy; this is reflected in their results which are above average and above national expectation. The outside covered area for Foundation Stage pupils provides an extra room and gives access to varied and imaginative outside play in all weathers. This is just one of the many resources the children have free access to that makes their time in Foundation Stage so enjoyable.

“It is noticed and appreciated how quickly and easily children make a happy transition into Reception. Thanks to the staff who continue to get to know and value the children as individuals so quickly and so well.” (Parent feedback 2010)

“I thought transfer from pre-school to foundation was excellent. Miss Hudson has been very approachable and considerate of my child’s needs all year.” (Parent feedback 2011)

Since the formation of the North Bedfordshire Schools Trust we have further developed our links with other Lower Schools and Lincroft Middle, broadening the scope of activities and specialist knowledge available to our children.

“The curriculum contributes well to the development of pupils’ talents, especially in creative arts and through a range of sporting activities and clubs. Many of these are as a result of well-developed partnerships which offer facilities the school alone could not provide.” Ofsted report 2011



During the summer of 2010 a parent nominated us for the 'Pride in Bedford Awards'. Staff, governors and parents could not have been prouder when it was announced that Oakley Lower School was the winner of the 'School of the Year' category.

## Questionnaire results and Parent feedback

As a governing body the views of the staff, parents, children and community are very important to us. These views help to inform decisions made on future direction of the school.

We were pleased this year to find that over half of the 163 families in school completed and returned their questionnaires and approximately the same number completed the Ofsted survey.

We were delighted that between 90% and 100% of parents agreed or strongly agreed with the following statements:

- My child has enjoyed the topics and the mixed age event days this year.
- My child receives the support he/she needs.
- The school consults with parents and listens to their views/concerns.
- Behaviour at school is good.
- Communication between school and home is good.
- (For parents of Year 4 pupils) My child has been well supported for the move to Middle School.
- (For parents of reception pupils) My child was well supported in their move from preschool to lower school.
- (For parents or pupils with a disability) The school does all it can to support: My child/The parents.
- (For parents and pupils with English as a second language) The school does all it can to support: My child/The parents.

The feedback on the use of school website and learning platform was very useful and we will endeavour to deal with the issues raised with regards access. The learning platform is currently being updated and will be re-launched in January.

We would like to encourage the parents who expressed an interest in helping out at school more often to make themselves known to either their child's form teacher or to pop into the office and let Mrs French know.

## Planning for the future

Staff and governors worked closely together to develop a comprehensive strategic plan for the school. Having collated stakeholders views, gathered via questionnaires, suggestion box etc. we produced a document with a vision for the direction of the school. This covers all areas over the short, medium and long term. This is shared with current and new, parents, pupils and the wider community. It can be accessed via the website or at:

[www.oakleylowerschool.co.uk/documents/roz%20-%20strategic%20plan.pdf](http://www.oakleylowerschool.co.uk/documents/roz%20-%20strategic%20plan.pdf)

The School Development plan remains a regularly reviewed and updated document. Current focuses for the school are:

1. To further raise maths and writing standards.
2. Continue to develop use of new ICT provision across the school and raise standards of attainment.
3. To ensure continual assessment of each individual to ensure that they are provided with challenging but realistic targets and suitable levels of support across all abilities.

“Leaders, managers and the governing body have a clear view of the school’s strengths and weaknesses, leading to well-formulated plans for further improvement.” Ofsted report 2011

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

At Oakley Lower we value and promote the needs and interests of all children. When children are identified as having particular learning needs assessment and observation will guide the school as to how best to support the child. One of the strengths of our school is that every pupil is an individual, known to us, which enables us to focus on their personal needs and develop their potential. We as a school truly believe ‘Every Child Matters’ and strive to show that in every aspect of school life.

“Because the school monitors the progress of individuals and specific groups of pupils.....these pupils make good progress in line with their peers.”

“Good support in classrooms and in small groups and individual work aids learning for these pupils.” Ofsted report 2011

Where appropriate children will be placed on the Special Educational Needs and Disability (SEND) register and an individual education plan (IEP) will be written. This will be shared and discussed with parents or carers and reviewed regularly. The school liaises closely with external agencies. We are extremely pleased that our SEND pupils make good progress and sometimes outstandingly so.

“I’m just glad you picked up his need for extra help because it really helps him” (Parent feedback on IEP questionnaire 2011)

Progress of Gifted, Talented and More Able as well as children with Special Educational Needs and Disabilities are monitored as a group by either the SENDCo or Gifted and Talented co-ordinator and the governor responsible.

“Adults have very good relationships with pupils and high expectations of what they can achieve. Teachers use the information they have about pupils’ progress well to plan for the next stage of learning. This means that, generally, there is a good match of work to ability...” Ofsted report 2011

“OLS is a lovely school with fabulous hard working staff. Their efforts are noticed and appreciated”. (Parent feedback, 2010)

For relevant policies please go via the website or the link below:

[www.oakleylowerschool.co.uk/documents/Special Needs and Inclusion Policy 2010.pdf](http://www.oakleylowerschool.co.uk/documents/Special%20Needs%20and%20Inclusion%20Policy%202010.pdf)

[www.oakleylowerschool.co.uk/documents/Disability%20Access%20Action%20Plan.pdf](http://www.oakleylowerschool.co.uk/documents/Disability%20Access%20Action%20Plan.pdf)

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

Children provide us with their views in a variety of ways. We have an active School Council and Eco-Council where children have representatives from each class attending and they feedback to their

class after each meeting. One of their initiatives was to put a suggestion box in the entrance hall for parents and children to use. As a result of one child's suggestion street dancing club is now a regular feature. Children are given questionnaires on all aspects of school life and they know we value their



opinions. One recent example being the survey carried out to gain their views on topic work. The children, whilst discussing the topic 'Ancient Egypt' said they would like to taste food, get a real Ancient Egyptian to come in and have a camel as a pet. Unfortunately we couldn't accommodate the request for an Ancient Egyptian or a camel but we did have an Egyptian day complete with costumes, music, dancing and craft. The day ended with a feast with slaves and a Pharaoh and his Queen.

As well as supporting national campaigns such as The Blue Peter appeal, Red Nose day and Children in Need, the children wanted to support their fellow pupils and local community by fundraising for charities with more personal connections such as Jeans for Genes day and Great Ormond Street Hospital.

“Pupils are encouraged to have a voice in school Improvement” (SIP, 2010)

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

Keeping healthy continues to be a major focus as the school retains the 'Healthy Schools Award'. We continue to run our annual sponsored Keep-Fit-athon/ Skip athon. This is strongly supported by governors, parents and extended family. We have a popular daily keep-fit at the end of assembly for all.

Events such as the Year 4 day at Kempston Outdoor Centre, KS1 and KS2 sporting activities at Lincroft Middle and sports day are always popular, with children competing both in teams and as individuals.

We support and celebrate the achievements of our children outside school in our weekly award assembly; we also recognise and reward examples of behaviour that reflect the values of the school.

“I love the idea of the 'Tree of Values'. I found my daughter really responded to this and I find it very reassuring you strive to teach the children about this area of their development” (Parent feedback 2010)

The children's safety remains vitally important. Risk Assessments are completed for school trips and activities. Teachers and support staff have had the training they need to ensure the various health, safety and welfare policies are in practice. The school is fully committed to safeguarding procedures.

“Pupils have a good understanding of how to stay safe and feel secure in school...Pupils take an interest in new experiences and enjoy learning about others, supported well by the school's positive promotion of community cohesion and interesting curriculum. Pupils are very proud of their school community and are ready to take on responsibility, especially to help younger pupils or participate on the school and Eco councils. “Ofsted report 2011



There is an excellent induction programme for new children. An informative and friendly meeting is held for parents to attend and this is an opportunity to meet the staff as well as to look round the Foundation stage provision. Home visits take place before the children start in September and the Foundation Stage Classroom is open for children to visit and play in with their parents in the afternoons in the week preceding their start at school. All of this goes a long way to ensuring that when the children start they are happy and confident in their new surroundings.

### What activities and options are available to pupils?



Activities that have been available to children recently have been many and varied. They have included: yoga, tag-rugby, cricket, netball, singing, recorders, drumming, gardening, country dancing, street dancing and chocolate club. There is also the ability to learn an instrument from visiting peripatetic teachers and a parent volunteer.

"We value the variety of activities on offer and thank the staff for their continued commitment and dedication in providing more than just teaching the curriculum". (Parent feedback, 2010)

The children have participated in community events such as Oakley Carnival, Sharnbrook Upper's Creative Arts festival, Fiddle Fiesta, the Summer Fete and Inter School Sports Tournaments. All children are encouraged to participate in the Christmas Concert and most are keen to show their dancing, singing or acting ability to the parents, grandparents and governors who attend.

### How are we working with parents and the community?

The school has an 'open door' policy to parents. This, along with annual reports, questionnaires, newsletters, consultation evenings, the school website and Learning Platform, ensures good relationships and communication.

"Excellent school, fully supportive, great levels of communication. Thank you!" (Parent feedback 2011)

We have enthusiastic parent and community representatives on the Governing body and an excellent PTA who provide social fund raising activities.

Parents and members of the community are regularly asked to help in school, assemblies and to accompany children on school trips. They are also invited to attend or even join in sports days and other activity days.

Being active members of the NBST has enhanced the links between all the members of the school community.

### What do our pupils do after leaving this school?

The majority of Year 4 children transfer to Lincroft Middle School, which is situated next door to Oakley Lower. Due to our close proximity the children have many opportunities to visit the school. They take part in events there along with the other feeder schools giving our pupils regular opportunities to meet their peers before starting in September, helping make the transition much smoother. 100% of parents who completed the middle school transition section on the end of year questionnaire felt that our provision was good or outstanding.

"My daughter will leave OLS as a generally happy, self confident determined girl. Thanks for all your support". (Parent feedback, 2010)

“Brilliant! Extra visits (*to Lincroft*) arranged for my child who was concerned about the move made a huge difference to her.” (Parent feedback 2011)

The children celebrate their achievements at the end of year leavers’ assembly. Sharing their memories of their time at Oakley Lower and performing through music, drama and dance. Parents attend and are proud to see their children receive their Lincroft tie and share this special occasion with the whole school community.

What have we done in response to Ofsted?

This is the link to our Ofsted report 2011:

[www.oakleylowerschool.co.uk/documents/Ofsted\\_Report.pdf](http://www.oakleylowerschool.co.uk/documents/Ofsted_Report.pdf)

The Senior Leadership Team and Governors value the dedication and hard work of all staff; they know what the school needs to do to improve further and have developed a comprehensive development plan to address the areas for improvement as out lined by Ofsted.

These include:

Raising attainment in writing by:

- extending opportunities for pupils to write creatively and extensively for a range of purposes and in a variety of subjects
- ensuring that the most-able pupils are challenged sufficiently so they make as much progress as they can
- allowing enough time in lessons for pupils to use their writing skills.

Ensuring that leaders and managers utilise the expertise already in the school to raise the quality of teaching to be consistently good or better.

-The Oakley Lower School Governors-

You can find out more about us via the website or through the following link:

<http://www.oakleylowerschool.co.uk/governors.htm>

Mrs R Gray - Chair- Parent Governor

Mr J Abbott - Vice- Parent Governor

Mrs S Lovett- Headteacher

Mrs K Beeden- Foundation Governor

Mrs P Olney- Foundation Governor

Mrs A Coghlan- Community Governor

Mrs S Rounding- Staff Governor

Mrs S Fisher-Community Governor

Rev J Owen- Community Governor

Mr I Watson- Local Authority Governor

Mr S Daniels- Parent Governor

Mr K Grimshaw- Parent Governor

Ms E Halls- Parent Governor

Mrs C Hall- Staff Governor