

Olveston Church of England Primary School Profile

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Olveston Church of England Primary School

Elberton Road

Olveston, South Gloucestershire, BS35 4DB

Telephone: 01454 613299

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

Children's Service Authority:	South Gloucestershire
Age range:	5-11
Number of pupils:	208
Head teacher:	Miss F. Bertham
Chair of governors:	Mr Mark Anderson

What have been our successes this year?

Continued excellent partnerships with parents/carers, governors and the wider school and church community.

Creative curriculum - promoting pupil voice, child led exploration and outdoor learning, language rich curriculum making relevant links and learning fun.

Assessment for Learning - involving all pupils in the next steps in learning and understanding what needs to be done to progress. Understanding how we learn best and what makes a good learner.

Development of library and computer suite to ensure access to a well resources learning centre.

Outdoor learning Scientific safari day - whole school event and lots of fun for all involved!

Eco Schools Green Flag Award and Sing Up Silver Award.

Olveston Out-of-School Club operates 5 days a week, providing high quality after school care care for our pupils.

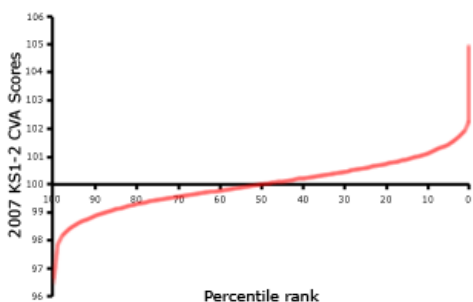
What are we trying to improve?

Our main priorities have been established through analysis of pupil achievement data and highlight our endeavours to continue and extend our pupils' high academic achievement. We have also used parents' and pupils' views to prioritise developments in learning and resources.

Learning and Achievement - maintenance and extension of high levels of achievement of our pupils at the end of KS1 and KS2 (SATs targets). Assessment for Learning strategies, focus groups and creative curriculum developments continue to be key strategies in achieving this goal.

International Links - Continued partnerships with local schools. International teacher visits to Uganda and France, global sustainability week, Apprentice week and creative curriculum links continue to be an excellent way of promoting the global dimension across the curriculum.

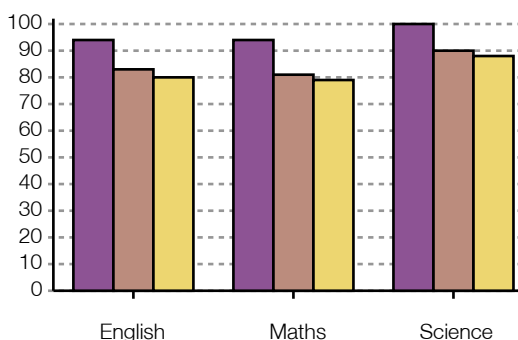
How much progress do pupils make between age 7 and 11?



• 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.

How well do pupils achieve at age 11?



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

This chart shows the Key Stage 2 results for 2009. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

As the graph shows, pupils at Olveston Primary School achieve well in Key Stage 2 tests. In all three subject areas, at least 90% of our pupils achieve Level 4. In Science, which is taught practically 100% of pupils achieved a Level 4.

How have our results changed over time?

All learners, including those with Special Educational Needs make at least good progress and many make outstanding progress as reflected in value added progress.

Foundation Stage: Pupils generally make outstanding progress in their first year at Olveston, with pupils achievement being above local and national averages.

Our Key Stage 1 results show that we are above the local and national average, at Level 2 and 3.

Overall performance at L2b+ remains strong in 2010 and in line with previous years in English and Maths.

Key Stage 2 teacher assessments for 2010 indicate levels of achievement at L4+ which exceed local and national outcomes in English, maths and Science. There is no significant difference overall between the performance of boys and girls.

Children with SEN make very good progress year on year. Teaching Assistants and an experienced Special Needs Co-ordinator work in partnership with parents/carers to support these children and teachers personalise the learning for every child.

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

Pupil questionnaire responses show that our children enjoy school life and feel they are well supported in lessons. The school has a leader for Special Educational Needs and for Gifted and Talented children. The Head Teacher, along with the leadership team monitor pupil progress to ensure all children receive teaching to meet their individual needs.

Assessment for Learning is a key feature of classroom practice. Children are encouraged to be a part of the assessment process and understand where they need to go next on their learning journey. This practice allows teachers and pupils to personalise the learning. Children are aware of their targets, which are set and assessed by both teacher and pupil.

Children with learning difficulties receive support through seven experienced Teaching Assistants within the classroom. The class teacher uses the assessment for learning structure to ensure all activities are tailored to the learners needs.

All groups of children are monitored by the Head Teacher and Leadership Team to ensure those children who are achieving below the expected level for their age, receive intervention and support to help them get back on track.

How are we working with parents and the community?

The school has a strong, active parents' organisation - "Friends of Olveston School(FOOS). Parents have raised several thousand pounds in the last year alone to provide staging, lighting and curtains for the new school hall and subsidies for school trips.

Parents help in the classroom listening to reading and assisting with skills groups and with after school clubs.

We have excellent links with the local church. The vicar and verger take assemblies every week and we have a school service in church every term. The school choir takes part in other services throughout the year. Year 6 children help sort and distribute food and gifts after the Harvest Festival Service.

The school choir visits local elderly people's homes, providing welcome entertainment. The school premises are used weekly by Brownies, Cubs and Church Breakfast Club, as well as by an After-School Club and a Holiday Play-Scheme. We hope that the new school hall will eventually be used by other community groups and organisations.

Representatives from the Parish Council are involved in the School Travel Plan Committee. The school regularly contributes to the local "Meeting Point" monthly magazine.

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

The school values highly the views of our pupils (and our parents/carers and stakeholders). This information is shared with our team through Leadership meetings, staff meetings and Governors' meetings and used to further enhance the effectiveness of the school. The responses from pupils are highly complimentary about the school and they feel their views are listened to and taken into account when making decisions.

We gather information through:

Parent and pupil questionnaires (devised in consultation with governing body to ensure impartiality) results are collated and outcomes addressed as part of School Development planning.

School council/Worship Council/Eco Council - representatives (elected by their peers) from all KS2 classes. Regular minuted meetings allow pupils to have input into school developments and initiatives.

Pupil and Parent suggestion boxes enables all pupils to anonymously or otherwise comments on all aspects of the school. Comments are discussed at school council and staff meetings.

Examples of pupil led initiatives include changes to school dinner menu, introduction of quiet areas for playtimes, scooter racks to improve traffic congestion, more communication by e-mail and text.

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

Our pupils to have a good awareness of what it means to lead a healthy lifestyle and many children in our school feel they put this theory into practice. Since 2003, there has been a whole school promotion on our children adopting healthy lifestyles. The school was awarded Healthy Schools Status in 2008.

KS1 children have an entitlement to daily fruit. Any remaining fruit is distributed to the KS2 classes on a rota.

The Foundation Stage are provided with milk and fruit.

Strict sandwich rules for a well balanced lunch are prominent and school cooked meals offer healthy choices.

Toast and fruit tuck is available during morning playtime.

Every class takes part in at least 2 hours of physical activity every week.

The school supports and cares for it's pupils very well. The majority of our learners feel safe and feel confident to talk to a member of staff. Highly committed staff are able to identify learners who may be at risk and effective monitoring strategies are put in place. Ofsted 2011, 'Care, guidance and support are excellent. Pupils with barriers to learning are helped to overcome these and to make outstanding progress.'

What activities and options are available to pupils?

The school has a highly committed team of teaching staff who enjoy offering many extra curricular activities. These take place either at lunchtimes or after school. The enrichment activities further enhance the quality of the curriculum and the enthusiasm of our pupils is clearly evident. Clubs include: netball, football, tag rugby, art, choir, drama, writing, computing.

We have developed an extensive programme of outdoor learning including pupils creating a marsh garden, butterfly garden, quiet area and conservation area. In 2007/08 our pupils will be using traditional crafts to create our boundary fence and cob shelter.

Class teachers take their PPA time while the whole school takes part in curriculum enrichment every Wednesday afternoon. Activities include cookery, music, ICT, French, sewing, art, outdoor learning & sport.

Ofsted 2011, 'The curriculum is rich, rewarding and relevant. Pupils' creativity is sponsored very effectively and their achievement in music, art and drama is enhanced considerably by the opportunities to learn different instruments and take part in local community events. Out-of-school activities are wide ranging.'

What do our pupils do after leaving this school?

Our main 'feeder' secondary school is Marlwood. Our Year 6 teacher and Head Teacher have excellent links with this secondary school and the transition programme is of high quality. In the summer term, Year 6 pupils complete a range of practical activities which form part of their first few weeks education in Year 7. Other pupils choose to transfer to Castle Secondary School. A small proportion of pupils choose to transfer to private education.

Professional dialogue between both Marlwood/Castle Schools and Olveston staff ensure all pupils needs are identified. This forms part of the smooth transition process, ensuring all pupils feel confident about the move to secondary school.

In November of each academic year, our Year 6 teacher and Head Teacher visit Marlwood to meet all Year 7 tutors. This gives a wonderful opportunity to discuss progress of our past Year 6 pupils and ensure transition has been a success.

What have we done in response to Ofsted?

Olveston CEVC Primary School received an Ofsted inspection in January 2011. It was awarded the grade 'outstanding' with inspectors recognising that this is a first class school. Since this inspection the school continues to go from strength to strength and we are committed to providing a rich, relevant and exciting learning experiences for all children.

Rapid improvement has been made since the last inspection in May 2008; Early Years Foundation Stage, ICT, high quality of teaching and learning, school self-evaluation. These areas, along with many more improvements throughout the school, have been highlighted as the reasons for the significant rise in pupils progress.

Community Cohesion – Ofsted acknowledges that Community Cohesion is excellent at Olveston. Links with the local community are strong and some international links are in place (France, Uganda). The School recognises the necessity of enhancing the promotion of community cohesion by forging stronger links with communities in other parts of the United Kingdom and overseas.

Olveston School achieved an overall attendance figure of 95.6%. An outstanding attendance would have been achieved at 96.5%

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:

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