

Northill CofE VA Lower School Profile

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Bedford Road

Northill, Bedfordshire, SG18 9AH

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<http://www.northill.org.uk>

Children's Service Authority:	Bedfordshire
Age range:	5-9
Number of pupils:	67
Head teacher:	Mrs Liz Simpson
Chair of governors:	Revd Frank Coleman

What have been our successes this year?

Results from pupil questionnaire showed 98% thought it was a caring school.

KS1 results - % of children reaching the national average and above were: Reading 83%, Writing 75%, Numeracy 92% and Science 100%

Y4 Optional Tests - % of children reaching the national average and above were: Reading 78%, Writing 72%, Numeracy 79% and Science 100%.

Each child represents approximately 10%.

What are we trying to improve?

Install a trim trail.

Using and assessing pupil's progress for numeracy and literacy

Improve standards in numeracy.

How have our results changed over time?

Using Raise On Line information the school has achieved above average results for the past 3 years.

As a school we are committed to analysing our results. However with Raise On Line each child can amount to 10% of the result. The staff have therefore devised a tracking progress that is shared with pupils and parents in order to monitor and help children progress.

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

Children's achievements tracked through from Foundation Stage. Termly assessment shared with pupils/parents where all parties can comment on progress.

Participated in Assessment for Learning projects where children discussed with whole school, including staff, the most favoured ways of assessment.

"This has been a good year for the school with pupils of all ages setting very high standards and achieving good progress with some being outstanding". Quote from School Improvement Partner.

Children given the opportunity to feedback in lessons.

Progress and levels related to achievements in middle school and GCSEs and information shared with pupils and parents.

Teachers team teaching with TAs in core subjects - improving differentiation.

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

Assessment for Learning project where pupils commented on types of assessment they preferred and now used throughout the school.

Annual pupil questionnaire results analysed and feedback given.

Arranged fencing lessons as children wanted to be taught "Ninja sword fighting".

School Council meeting held by TA and Governor (Minutes available).

Children able to put suggestions in to the suggestion box at any time of year.

Children given the opportunity to evaluate events eg Sports Day and give input for changes for the following year - eg have 2 water stations.

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

Annual Health and Safety audit for premises.

Annual Health and Safety check of equipment.

Secure site, locked entrance.

Fingershields installed throughout the school.

Actively promoted healthy lifestyle since 2001.

Installed low level kitchen for use by children to encourage making healthy snacks and drinks etc.

Installed water coolers to encourage children to drink more water.

KS1 and KS2 children have two hours of PE each week.

What activities and options are available to pupils?

Extra curricular activities include recorder/keyboard club which are held once a week during the lunch break. A fee is payable for each of these clubs.

After school clubs are held during the first half of each term and have included art club, papercraft club, cookery club, french club, dance/drama club, library club, choir, sewing club, teatime treats club, cycle club, ceramics club, netball club, environmental club, outside adventure club and cross country running club. These clubs are provided free of charge to the pupils by members of the teaching staff.

Sports club every Wednesday 3.15pm - 4.15pm is funded by Extended Schools funding.

Violin lessons are also provided by Beds County Council's Music department, to those pupils wishing to learn to play. Fees are applicable.

How are we working with parents and the community?

Share pupils' progress, targets and problems with parents.

Teachers available informally at the end of most days, parents able to make an appointment any time through the school year if they have a concern.

Conduct an annual parent and pupil questionnaire to gain information of views of school and provision required eg extended school.

Have gained use of tennis court for out of school hours.

School being used by local groups.

Ladies in the village making wall hanging in school to use in art, technology and RE.

What do our pupils do after leaving this school?

Moved to Edward Peak, Alban Middle School or Independent schools in Bedford. We received results from Alban Middle School and in 2006 our past pupils achieved national average and above.

Ofsted's view of our school

This is a good school, where pupils achieve well. Parents are very supportive of the school and positive about what it offers. Boys and girls, and those with learning difficulties, achieve equally and the school works exceptionally well with the Traveller families to ensure that their children achieve as well as they can. Children do well in the Foundation Stage, whatever their attainment on entry, and most reach or exceed the targets for their age by the time they enter Year 1. Throughout the school, pupils attain standards that are often above those expected for their age, and sometimes exceptionally high, particularly in reading and writing. Leadership and management are good. The headteacher's very good leadership has ensured that all in the school work as a very close team, committed to ensuring that pupils do as well as they can. The staff are beginning to develop their revised leadership and management skills, but are at a relatively early stage. They undertake these new roles enthusiastically and there is good capacity for improvement. The school has an accurate understanding of its own effectiveness. Planning for development is good, identifying accurately the areas where improvement is needed and setting out appropriate action. Consequently, work has already begun to tackle the shortcomings in mathematics, where standards are not as high as in English. The headteacher checks the impact of initiatives regularly but improvement planning does not show explicitly how this is carried out. Consequently, it is not clear to others how this will be done.

The pupils' personal development and well-being are outstanding and they thoroughly enjoy their time in school, becoming mature and thoughtful individuals, who take responsibility very well. Behaviour is very good overall, and that of the oldest pupils is exemplary. The Year 3 and 4 pupils' thoughtful and imaginative writing reflects their excellent spiritual development. The standards the pupils reach, and their responsible attitudes and ability to work very well together prepare them extremely well for the next stage of education and their futures lives. Teachers and teaching assistants work exceptionally well together and use interesting and varied resources and methods to stimulate pupils and encourage them to do their best. They know their pupils and their abilities well and match work to their needs. There are outstanding methods for assessing individual pupils' attainment and progress, so that those who need support receive it rapidly. The school provides a good curriculum that supports the pupils well in understanding how to stay safe and healthy. There is a good range of activities outside the school day that contribute well to the pupils' thorough enjoyment of their time in school.

Date of last inspection: 01-Dec-2006

Ofsted graded our school as good

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



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What have we done in response to Ofsted?

Made explicit the progress of initiatives dependent on evaluation of results eg writing 2008-09.

Developed management role of Assessment Co-ordinator.

Raised standards of numeracy and writing.

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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