

The Arden Junior and Infant School Profile

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The Arden Junior and Infant School

Baker Street, Sparkhill

Birmingham, West Midlands, B11 4SF

Telephone: 0121 6757702

<http://arden.bham.sch.uk>

Children's Service Authority:	BIRMINGHAM
Age range:	3-11
Number of pupils:	494
Head teacher:	Mr Tony Lacey
Chair of governors:	Mr Asif Suleman

What have been our successes this year?

NOTE: GRAPHS SHOW LAST YEARS RESULTS. IT WILL BE AMENDED IN JANUARY 2008.

Our SATs results saw an improvement in every subject and are on line with local schools and Birmingham in general.

Attendance has been the highest ever. Fewer children are absent, fewer have a lot of unauthorised absence and fewer are late. Classes are now regularly achieving over 98% each week.

Our new focus on personalised learning and a more creative curriculum has ensured not only do children get taught basic skills, but also the skills for life each need.

The school continues to be way above average in the teaching and learning in ICT..

The values education linked to the school's focus on the whole child, including Circle Time, PSHE, healthy schools and citizenship, has meant children are becoming more independent and feel safe and secure. Our Every Child Matters team work with many children with barriers to learning, ensuring these children can fit fully into the school.

The continued improvements in assessment have meant excellent support for identified children. Staff have a growing knowledge of identifying children who are not achieving their best and doing something about it.

What are we trying to improve?

Our annual school development plan highlights the areas we are focusing this year.

This year our major focus is on numeracy:

- improved tracking to identify children falling behind, and strategies to intervene
- an improved emphasis on mental maths and basic skills, especially in number
- more chances for problem solving and real life activities
- children more involved in learning and assessment and excited and confident in maths, esp girls

We aim to continue to improve reading :

- improved recording of guided reading
- helping children to enjoy reading and learn more difficult reading skills
- raising reading outside school with stronger links and more resources for home reading
- improved assessment and feedback to children

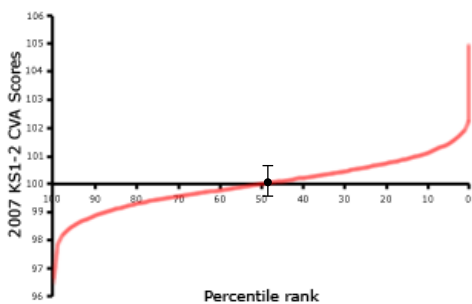
Work on writing is continuing to develop basic skills so children can write independently for a range of purposes

We aim to improve our geography and RE curriculum. We believe standards will be raised when children are fully engaged and are more pro-active in lessons.

Our science co-ordinator is working to monitor extra science which should reinforce previous learning and to make it more practical, with focused assessment.

We are also planning how best to run our complete new school to best help learners and families.

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.

Almost all children reach or exceed their expected targets in Year 6. This is due to the excellent teaching throughout the school and the way everybody works to support identified children with barriers to learning.

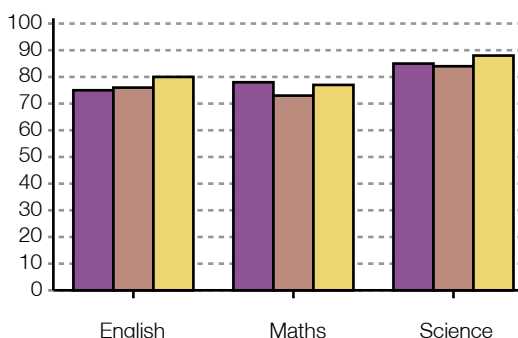
Our SATs results this year saw a very good improvement in all areas. The maths results were our highest ever and results are in line with national standards.

Our most able children did especially well with many more children achieving the highest grade, level 5, with our highest ever number in English. This shows we have high expectations for children and push them to succeed.

The results are even more encouraging when you realise 25% of the children are on the Special Needs Register, and 5 (9%) were not able to attempt the papers due to their particular special needs, and in one case a newly arrived child (in 2007) with little English.

28% of the children were new to the school since taking SATs in Year 2, and you take them out of the equation the results for maths and english were 84%. This shows children moving in from other schools or countries have performed less well than those who have stayed at Arden. Many of these were special needs and 3 joined in Year 6 with little English.

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 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 Key Stage 2 SATs results were much higher than last year.

Our results in Maths and in Reading were the highest ever, and our most able children did exceptionally well with more children achieving Level 5 (the highest score) in English than ever before.

Nearly all children reached or exceeded their anticipated results. Boys continue to do better than girls in Science and Maths, and girls do better in English. The gap is lessening but the school is focusing on girls' maths and boys' writing, where there are clearest differences. Writing is still far lower than reading. This is a national trend and a key focus.

The teachers have highlighted the areas of each subject that children did not do as well as, and will put effort in the future to ensure understanding.

Children with Special Needs also did very well, with all who took papers achieving at least one level 3, which would not have happened without good support.

The Year 6 children in 2007 achieved very well with attendance, behaviour and in all aspects of maturity. There were few incidents that caused concern, and the children worked co-operatively and with good attitudes to learning.

Current analysis indicates that future results should continue at these good levels.

How have our results changed over time?

We are very proud of all our children. Every year, no matter what the results, the value added criteria show our children make excellent progress from when we start.

From constant analysis we try and pinpoint where children need extra support, but we continue to have barriers of increasing mobility and more children with Special Needs and no English entering the school.

Our SATs results last year were pleasing. At Key Stage 1 the children were in line with local schools, and all subjects were much higher than last year and the year before.

At Key Stage 2 the results were all higher than previous years, and we have also analysed internal tests to come up with strategies to continue to improve these. The majority of children had made very pleasing progress from a low starting point, and more able children performed especially well.

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

We have a well respected Special Needs department of 14 people who support individuals and groups in identified areas of need. There is strong communication with class teachers, high standard IEPs and good record keeping. Children make excellent progress. We have excellent links to outside agencies.

Statemented children have full access to the curriculum with support.

All activities are open to all. There are all necessary amendments in place to support children with various disabilities. We have toilets and lifts for disabled access, and support in classes for hearing impaired.

Children with barriers to do with their emotional needs are referred to the nurture group where trained staff support these children in and out of the classroom.

Our two full time experienced Learning Mentors form part of the Every Child Matters Team, and see a range of children with various social and behavioural problems.

There is a designated teacher for Gifted and Talented children.

Planning is done corporately to ensure equality and work is differentiated clearly through levels of support or work set.

We have developed a more creative curriculum to provide for all learning styles.

Positive rewards allow all children to succeed and to be recognised for this.

How are we working with parents and the community?

We have extremely strong links with the community. We use the locality to enrich our curriculum through trips and visitors. All children are encouraged to make the most of the local environment.

Our excellent learning mentors, Mr Khan and Mrs Rana, help us to ensure parents are well informed and that there is always somebody available to deal with any concerns or problems in or out of school. They both support families through home visits, work with children and interpretation.

There are also a range of events put on for parents. Some are to aid parents understanding of how to help their children (eg INSPIRE, Keeping up with the children), but there are a range of classes for parents - ESOL, Health, dressmaking, Fitness, and other one off sessions. Regular newsletters keep parents informed, and many more ideas are planned once the building is complete.

Our attendance at events and parents evenings is high - up to 85% - and feedback is nearly all positive.

Arden is proud to be a welcoming school and staff are always willing to discuss issues with families.

We attend the local swimming baths and The Ackers, and support charities throughout the year. We have been actively involved in links with the building contractors.

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

We have an active pupil council, who have made important contributions to the school. They have helped decide on resources, changing rewards and sanctions, our road safety plan and keeping our emphasis on healthy schools. Mediators are also trained and inform staff of any incidents or issues.

Pupil questionnaires have shown a largely positive attitude to the school - where concerns these have been addressed by senior management and pupil council. The majority of children like school and feel safe and happy here.

The worry box helps us understand issues that need to be acted upon.

We are also clear that our focus on creativity has been very popular and this has been extended.

The head and deputy hold weekly tea parties where junior children can tell what they like and don't like about the school and any ideas for the future. It helped staff understand the issues that effected children and in many cases allowed for intervention and short and long term changes. Minutes for these meetings are shared with staff and governors.

The children have this year been directly involved in formulating new dinner menus, providing playground equipment and deciding rewards.

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

We ensure this through:

- an excellent team of staff who work together with clear aims
- clear and consistent policies and systems
- focus on security especially when children outside
- Curriculum with emphasis on awareness of issues affecting pupils - smoking, hygiene, body awareness, drugs, keeping safe
- high levels of quality support from various support staff - higher than average ratio of staff
- Full quota of PE
- Good links with agencies
- Children and parents have ready access to adults with concerns
- Circle Time well-established
- Issues raised and acted upon through school council
- Clear guidelines in child protection, fire, health and safety, first aid, medicines etc annually presented to all staff
- Good record systems

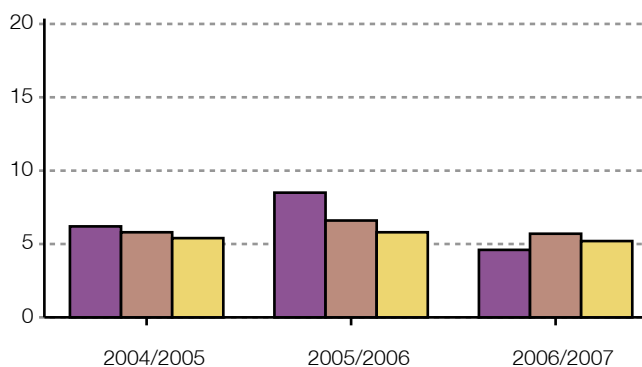
- Designated Child Protection Teacher, trained up to date

- Staff member responsible for medicines and medical needs

- Qualified First Aiders
- We have the Healthy Schools Award, and are promoting healthy eating
- Visitors to aid understanding eg coaches, police, life education

- Designated Every Child Matters team who meet weekly to discuss individual pupils and the support given
- No tolerance of bullying - children are encouraged to tell via learning mentors, worry box etc

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

Our attendance this year was the highest ever. For children in Year 1 to 6 the total was 95.4%, which exceeded our target. This is above national averages and way above Birmingham averages. This is a credit to our staff who provide a school children want to come to and to our families who encourage children to come to school and learn.

Our attendance continues to improve, but our unauthorised absence is still higher than we would like. This is due to four key factors : extended holidays; a minority of children who are always very late; parents who do not inform us of reasons for absence..As a school we have been far more thorough in not approving absence unless proven and working more closely with Educational Welfare and our Learning Mentors to improve attendance.

This year our figures were helped with Eid being in the holidays, so these did not show up as absence. Next year this will have an impact on attendance. This is no fault of anyone's except the system that treats this essential Muslim holiday as an absence!

Classes and children with excellent attendance are rewarded with certificates and prizes, and our two Cool Cat mascots are much treasured.

What activities and options are available to pupils?

There are a range of activities before, during and after school.

Before school there is a reading club for identified children. All children can take books from the library after school every day.

After school clubs are open to all Key Stage 2 children - this year there has been football, cricket, rugby and gymnastics. Matches have been played with local schools.

There are sewing, dance, skipping and recorder clubs during the day, and a club aimed at older girls to cover issues they are concerned with.

All children go on a range of trips - one each term and we endeavour to have a theatre experience each year for the children. Year six children are encouraged to attend a three day residential trip.

We have also had a range of visitors to stimulate creativity - puppeteers, theatre groups etc

On a Friday afternoon children are put into small, mixed age groups to try their hand at a range of creative activities - musical, artistic, movement, crafts - to allow children to have new experiences and to talk to staff in a more informal way.

We have plans to extend provision once our new school is complete and we have more space and safer access.

What do our pupils do after leaving this school?

The majority of our pupils go onto Golden Hillock School, where our pupils have a good reputation for academic success and behaviour.

A few children attended other schools this year including Moseley, Yardleys and Swanshurst. Two children passed to attend grammar schools. Two children went onto independent schools.

We meet with the year 7 representatives of these schools to ensure smooth transition and transfer of important information. Stronger links are forged for children with special needs and they have a lot more preparation for transfer.

Ofsted's view of our school

This is a good school with some outstanding features. It provides good value for money. Children make outstanding progress in the Foundation Stage but, because they start from such a low base, their standards are below average at the end of Reception. In Years 1 to 6, pupils achieve very well overall. Those who attend the school continuously for their primary education reach average standards in English and science and above-average standards in mathematics by age 11. This represents outstanding progress in mathematics and is the result of good, and sometimes excellent, teaching. Pupils make good progress overall. The school is highly committed to providing equality of opportunity and has very good provision both for pupils with learning difficulties and disabilities and its many pupils who are at the early stages of learning English. Its curriculum is outstanding. The quality of care for pupils is high. Parents and pupils are rightly proud of their school.

The school is well led and managed. It judges its own effectiveness well, though sometimes too modestly. The head and other senior staff recognise that the good and outstanding teaching should be more consistent across the school and that the drive to raise pupils' standards in English is a high priority. The school has emerged well from a period of transition and, under its new leadership, with standards improving, has good capacity to improve further.

Grade: 2

Date of last inspection: 11-Oct-2005

Ofsted graded our school as good

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



[View the Ofsted page for The Arden Junior and Infant School](#)

What have we done in response to Ofsted?

Following our Ofsted in 2005 we had two points to improve. Since then we have

1. Make teaching more consistent across the school-

- raised understanding of what is good teaching and learning
- shared good practice
- improved monitoring to highlight strengths and areas for development
- focused on a more creative and child focused curriculum

2. Continue to raise standards of writing in Key Stage 1

- continue to focus on basic skills, with children experiencing putting pencil to paper from nursery
- give more opportunities to write for a range of purposes
- improved marking and feedback
- focused intervention for identified children
- introduction of VCOP and Big 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:

By telephone 0121 6757702

Our website <http://arden.bham.sch.uk>