

Burford School Profile

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BURFORD SCHOOL



Burford School

Marlow Bottom

Marlow, Buckinghamshire, SL7 3PQ

Telephone: 01628 486655

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

Children's Service Authority:	Buckinghamshire
Age range:	4-11
Number of pupils:	420
Head teacher:	Mrs K Whittington
Chair of governors:	Mrs P Beresford

What have been our successes this year?

A competition for a new school logo was held with the School Council selecting the final design. It will be used on new uniform items from September 2007.

Since September 2006 interactive whiteboards have been installed in all classrooms, most funded from the budget but those in Year R by Friends of Burford. There was an opportunity for three teachers to visit Shanghai as part of Bucks ICT programme.

The Playground adventure trail and Long Ship were completed in September and are much enjoyed by the children.

Electronic gates at the end of the drive have increased security by giving more control over cars and people entering the school grounds and preventing children from leaving without permission.

Newsletters are issued every fortnight and put on the website, feeding back on activities and future plans.

Burford is now part of Bucks Grid for Learning. It provides a secure site, accessible to staff and pupils only, where pupils can interact eg over homework. Part of the site will be accessible by parents to see children's work.

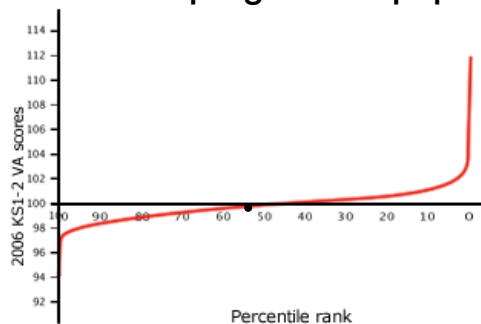
As part of a new reading system for Years R, 1 and 2 children take books home to read, use a different reading scheme in class and do group reading with teaching staff.

What are we trying to improve?

The priorities of the School Development Plan 2006/07 are to:

- Develop the use of interactive whiteboards in all areas of the curriculum to improve attainment and progress of ICT skills by improving delivery as a discrete subject and cross curricular tool
- Ensure we follow a healthy school programme by making progress in the four themes: PSHE, healthy eating, physical activity and emotional health and well-being
- Improve our contextual value added figures to reflect above average progress in Key Stage 2. Use target setting, RAISEonline and other data to allow close tracking of pupil progress in all year groups, taking action where progress differs from expectations
- Improve security and premises - Health and Safety inspections and staff and parent surveys had identified concerns and areas where improvements to the physical environment were needed. Security gates have been installed and a rolling programme of redecoration and refurbishment has been started
- Further develop the role of the governing body within the school structure - giving strategic leadership while supporting the headteacher and staff and contributing positively to the goals of the school and Every Child Matters

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



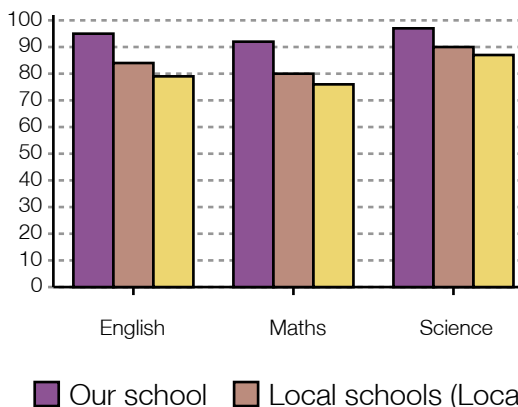
The chart shows our school's value added (VA) score relative to that of other primary schools. VA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

- Our school

Overall standards and attainment are outstanding, but progress is only broadly in line when compared with similar schools. The school recognises that many of our pupils achieve high levels of attainment based upon their KS1 SATs results and therefore we face a challenge in demonstrating progress during KS2 as long as the highest available level remains level 5. The school aims to develop internal monitoring systems that will show more able pupils are achieving high level 5 results by the time they leave us.

We aim to increase the progress of pupils who attained a level 3 at KS1 to ensure they achieve a level 5 at KS2, by increasing the challenge and expectation and further raising the quality of teaching and learning.

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)

In the 2006 SATs in English and Mathematics the APS and attainment of boys and girls was well above the national average. In Science girls performed well above the national average, whilst boys performed above the national average.

Pupils with SEN, but without a statement, attained above the national average points score. The SEN pupils (2006) with statements made very good progress when compared to the national average points scores.

How have our results changed over time?

Our results are consistently above the national average in all subjects at both KS1 and KS2. Any variations reflect the different nature of each cohort and the balance of children with SEN within each year group. These results are consistent over the last 6 years.

How are we making sure we are meeting the learning needs of individual pupils?

The school gives high priority to inclusion. All pupils are given access to the full curriculum and all other activities that take place in school. Children with special needs are well supported and the school uses a wide range of appropriate intervention strategies that are designed to develop basic literacy and numeracy skills.

Girls and boys continue to attain equally well.

There is a large team of experienced support staff who are essential to supporting the work of the teachers and pupils. The school makes good use of the services of other providers to support and enhance the learning opportunities of our pupils.

Pupil tracking and target setting systems are in place and these help to ensure that we are meeting the learning needs of groups and individual pupils. Planning is differentiated to cater for the different social, emotional and educational needs and learning styles of our pupils. Oral feedback and marking is linked to lesson objectives and identifies strengths and the next steps in learning.

Able, Gifted or Talented pupils are challenged within differentiated lessons and through explicit activities such as the National Mathematics Challenge.

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

'Every Child Matters' is our main driver. On ECM day year groups looked at the different themes.

The school is working towards Healthy School status. Younger children are offered fresh fruit or vegetables each day and all children can bring healthy snacks for mid-morning break. Water is available to all children all day.

The school has a Level 3 Travel Plan detailing the approach to developing and sustaining safer routes to school. Exercise is encouraged by walking, scooting or cycling to school and awards are given from the Go for Gold scheme.

The playground has been developed to give attractive areas for physical exercise during breaks.

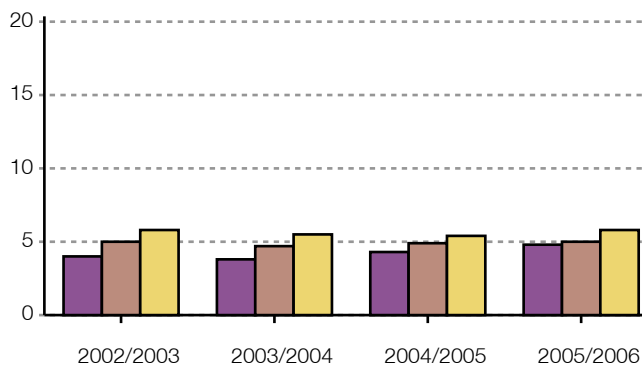
Healthy lifestyles are discussed and encouraged in PHSE and other areas of the curriculum. An anti-bullying day was held using friendship boxes, songs and drama to emphasise the messages.

The school works with other agencies eg police, school nurse, dentist, educational psychologist. Speakers have attended whole school assemblies including many from different faiths.

All helpers in school are CRB checked and child protection policies are in place.

The School Council meets fortnightly and representatives (elected annually) discuss concerns and queries from their class.

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 rates are very good with authorised absence levels below the Bucks and National levels.

We encourage parents not to take children out of school for holidays during termtime.

What activities are available to pupils?

Burford has a long tradition in music. Children in Key Stage 2 have the opportunity to learn a wide range of musical instruments. The choir sang at the Royal Albert Hall in March with 50 other Bucks schools and had sung carols in Marlow at Christmas. Year 5 saw Carmen at the Royal Opera House at a special school matinee.

Children have enjoyed Maths Challenge, beating other local schools. Girls and boys in Year 6 have a day of maths master classes at John Hampden Grammar school.

Many sporting activities include netball, hockey, PE, Popmobility, table tennis, football, rugby, cricket, orienteering and tag rugby which is played at the Wasps ground.

The orienteering team retained their title as British Schools Orienteering Champions.

Children raise money at their concerts for charities, e.g. Jeans for Genes, Comic Relief and Children in Need giving them an awareness of others less fortunate than themselves.

Many visits are arranged to enhance the curriculum eg Mop End, Lookout Discovery Centre, Wycombe Chair Museum, Mary Arden's House and Kew Gardens.

Activities in school included Viking Day, Roman Day and the Toy Lady.

Residential visits to Yorkshire and East Anglia are enjoyed by Years 5 and 6 with training walks in the Chilterns.

How are we working with parents and the community?

The last Ofsted report recognized very effective links between the school and its parents. Many parents help in and actively support the school.

Views are found by: occasional questionnaires and surveys; suggestion box; parent/teacher evenings where parents can express views; feedback from parents through governors; home school diaries; parent representation on school working groups eg. home school agreement, playground development; informal conversations between headteacher and parents. Parents feel able to approach staff at school.

Parents are kept informed through the fortnightly newsletter; website; School Profile and Travel News. The *Burford Bulletin* is delivered to every home in Marlow Bottom to inform the community about school life.

The active Friends of Burford organizes social and fundraising activities.

There are close links with the local pre-schools. Local Senior Citizens attend a Christmas concert and party and receive harvest gifts in the autumn.

There was close working with outside agencies to develop the Travel Plan.

There are links with sports clubs eg Wasps and the Wycombe Music Centre.

Staff from the Local Authority and Health Authority work to support the needs of groups and individual children.

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

The school seeks the views of children through the School Council, occasional questionnaires and pupil/teacher discussion in class.

Members of School Council are enthusiastic about their role and feel they make a positive contribution to the school. The membership of the school council is through an election process. Most children realise the importance of using their vote and representing views through a democratic process. Each year group has a suggestion box and these suggestions are discussed at the school council.

The School Council wanted to smarten up the uniform so helped to choose a new school-specific logo to go on the new items of uniform.

The playground development was guided by the views of the children and activities suggested by them have been provided.

Children feel safe and well looked after in school and in the playground (questionnaire).

Pupils are comfortable approaching staff with ideas and are encouraged to express their views. Most children feel comfortable talking to an adult if they feel troubled.

Children enjoy coming to school and enjoy the wide range of activities in lessons and trips.

Children often choose and organize their fund raising events for charity.

What do our pupils do after leaving this school?

Buckinghamshire is a Local Authority which has selective education. Year 6 pupils take part in a selection procedure based on verbal reasoning tests (11+). The outcomes of the process determine which type of secondary school (upper or grammar) a pupil will move on to. About half of the children go on to a grammar school in Marlow or High Wycombe. Our local upper school is Great Marlow and a group of children moves to there each year. A smaller number of children go to comprehensive schools in neighbouring authorities and a few enter the independent sector.

There are close links with past pupils and they often make favourable comments about how Burford has prepared them well for life in a secondary school.

Many of our pupils return to school to undertake work experience.

What have we done in response to Ofsted?

In the four areas identified by Ofsted in March 2002 we have:

Reviewed lesson planning pro-formas to ensure learning objectives are matched to pupils needs, based on previous coverage. Adjusted timing so that slots allowed for lessons are realistic and effective and maintain pace and purpose

Provided further opportunities for the SLT to take a greater part in strategic planning of the school's development. Sought further training opportunities for those wishing to develop leadership and management skills.

Created a safe and stimulating play area for all children. The childrens views were used in the planning process. Provided improved outdoor facilities for our youngest children and more development is in progress. Built an outdoor classroom - the Hexagon. Good progress made towards a more exciting and stimulating play environment

Identified key skills pupils need to acquire in ICT and the other foundation subjects. Pupils progress is checked to inform teaching. The new computer system throughout the school facilitates monitoring of teaching and learning in ICT. Staff meeting discussions have allowed identification of key skills in the foundation subjects and teachers address these in their teaching

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 01628 486655

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