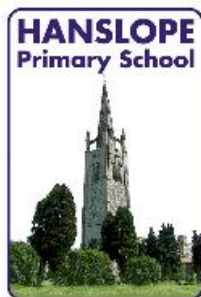


# Hanslope Primary School Profile

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## Hanslope Primary School

Long Street Road, Hanslope

Milton Keynes, Buckinghamshire, MK19 7BL

Telephone: 01908 510245

Children's Service Authority:	Milton Keynes
Age range:	4-11
Number of pupils:	225
Head teacher:	Mrs Debbie Doherty
Chair of governors:	Mrs Frances Duck

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## What have been our successes this year?

2008-9 has seen good progress made towards our identified priorities.

The embedding of the VCOP strategy across the school and the greater focus on the teaching of phonics has resulted in improved attainment for a significant number of pupils.

Healthy Schools National Status was awarded to the school in May.

Staff have become increasingly familiar with the APP (Assessing Pupil Progress) materials and we now ready for full implementation in the new academic year. This will facilitate a consistency of assessing pupils across the whole school.

We have successfully sustained our extra-curricular opportunities with increasing numbers participating in the wide range provided. A new Creative curriculum has been devised for Key Stage 2 with that of Key Stage 1 having been refined in readiness for the Autumn Term.

New parent Governors and a new Deputy have been successfully inducted into the school.

A new school 'vision' has been devised, with staff and Governors committed to its implementation over the next few years.

The school's website is now up and running, being updated regularly and being used appropriately by stakeholders.

## What are we trying to improve?

Central to all of our work has been the continuing emphasis on raising the quality of teaching and learning, improving both attainment and achievement in Literacy and Maths. Performance management targets, evaluation of lessons supported by the School Improvement Partner and an external Consultant have supported school's judgement on aspects of the quality of teaching and learning. We have begun to develop whole school strategies for Gifted and Talented provision.

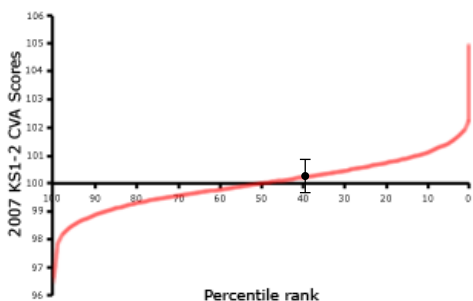
ICT provision across the whole school continues to be a key area for development; we have made successful purchases of smaller hardware items such as digital cameras and data logging resources and progress towards the overhaul of our ICT suite is good. This project is due for completion in the Autumn term of next year, with the possibility of purchasing further resources in the 2010/11 academic year.

The whole school physical environment has also been an area identified for improvement as have the two libraries within the school. Redecoration is almost complete and professional advice is being sought to effectively update both of our libraries.

Next year will see increased opportunities for parents to become involved in their children's learning.

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## 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.

Our value added score for all subjects which takes into account the context in which the school functions, increase to 100.2 The CVA scores for the individual core subjects were as follows:

English: 100.3

Maths: 100.1

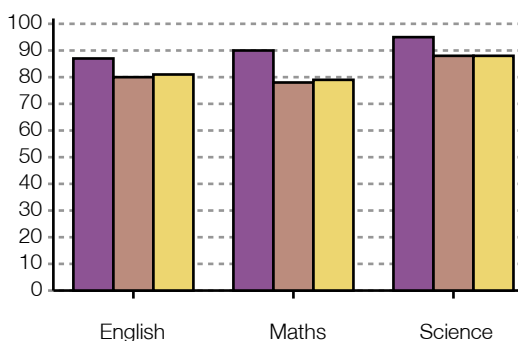
Science: 100.4

We have in the course of our work on school improvement looked critically at the results in all year groups and have taken specific actions to raise achievement. The use of the APP (Assessing Pupil Progress) materials and the implementation of a new pupil tracking system will facilitate more effective and consistent monitoring of pupil progress. We feel the work we have done in respect of the APP materials this year will stand us in good stead for full implementation from September 2009 onwards.

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### How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2008. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

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

Data for 2009 has not yet been validated and comparisons with other schools are not yet available. However, as the bar chart above indicates, the overall results for the end of the academic year 2007-8 at age 11 were very pleasing; across all subjects, pupils at Hanslope School scored significantly higher than the local and national averages.

## **How have our results changed over time?**

At KS1 our overall annual results have, overall, followed an upward trend. Over the last 3 years, other than falling back slightly in 2007, results in Reading have been above the average level. Our writing results have shown a steady upward improvement in the last 2 years. In Maths, our 100% score in 2006 was most impressive and has remained at an average of 92% over the last 2 years. Although there was a slight fall in 2007, 2006 and 2008 saw results in all subjects significantly higher when compared with schools locally and at a national level.

In the last 3 years, our KS2 results, whilst fluctuating, have produced results significantly higher than the national and local averages; this is the case for English, Maths and Science, save the Maths results in 2006 when results were 0.5 % below national figures. Our level 5 results at KS2 have, in the last 3 years, once again exceeded local and national averages.

Our overall progress from KS1 to KS2 has been satisfactory in the last 3 years.

In respect of achievement of particular groups, 2008 shows 100% of pupils from specific ethnic groups scoring level 4+ across all subjects. The school's OFSTED inspection in 2007 identified pupils with Special Needs as making good progress.

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

Individual targets are set and progress is carefully monitored. Pupils performing below expected levels are identified and targeted and support is provided via additional adult support and/or planned programmes of work. Children identified as having special needs have their own Individual Education Plans with intervention programmes implemented by teaching/support staff. Parents and pupils are involved in the process reviewing IEPs. We work alongside other professionals and specialists to ensure that every child, regardless of ability, gender or origin shares an equal access to all learning opportunities, for example buying in additional support for EAL pupils, when required. We have recently devised a new policy for Gifted and Talented pupils and weekly planning is beginning to show a much clearer distinction in expected outcomes. We have been supported this year by a Consultant; this will continue in 2009/10 when our provision will be more refined.

In order to meet the needs of all pupils, we work hard to ensure that the core subjects are effectively delivered whilst balancing the emphasis given to sport and the creative arts.

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

The school has always worked very closely with parents and the local community. We have strong links with many of the village institutions and the school contributes to or participates regularly in local events.

We have a number of parents and friends of the school working regularly as volunteers. In the last year the school's Fund-raising committee has gone from strength to strength with regular and well attended events. Some of our after school activities are managed by the parents committee of the Hanslope After School and 326 Club. This year teaching staff have continued to provide a more extensive range of extra curricular activities; this has been commented on favourably by parents. The Surestart Children's Centre has established good links with local parents and provides a range of activities to support children, individuals and families.

Parents are invited into school daily to read with their children before the start of the school day. Open Mornings/Afternoons are held on a termly basis as are Consultation Evenings. Parents and staff use the Home-School Books as a means of regular communication and the school now provides a termly progress summary report for each child.

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

Our children are actively involved in the life and decision-making of the school through the School Council, questionnaires as well as informal discussions.

The School's Council have met regularly to discuss school issues raised by staff or those identified and presented by the pupils themselves. This year, pupils have influenced the following:

- the choice of charities for Red Nose Day
- specific fund-raising activities to support the purchase of new equipment e.g Smoothie event
- the implementation of the revised Home-School Agreement
- choices in respect of ICT hardware provision
- the selection and purchase of new library books as well as the development of the library system.
- sports day activities

The most recent survey (June 2009) highlighted areas for improvement which we will consider for implementation in the forthcoming academic year.

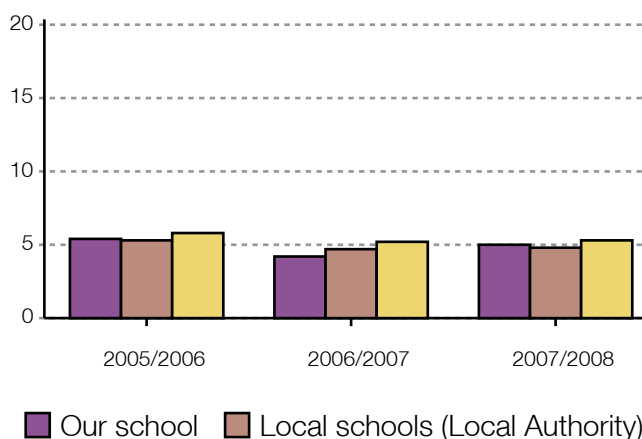
## How do we make sure our pupils are healthy, safe and well-supported?

We ensure our pupils are safe by providing a secure environment. The school ethos is underpinned by a strong pastoral structure which translates into very good relationships between pupils and staff. As such, pupils feel comfortable to approach staff members to discuss any issues or concerns. Staff undergo appropriate training in Safeguarding and know the procedures to follow if they have any concerns about a child's welfare. The school's Child Protection Policy is updated annually. Participation in National Anti-Bullying week provides additional opportunities to reinforce our Anti-Bullying policy.

We promote healthy lifestyles through in different ways: the Fruit and Vegetable schemes available to all of our pupils; provision by specialist ensures 2 hours of quality PE each week; this is supplemented by a range of extra-curricular activities e.g. dance and athletics. All pupils are provided with a water bottle and are encouraged to drink water regularly throughout the day; drinking water is available in all classes. We are currently in the process of drawing up a whole school food policy; this will go out to parents for consultation in Autumn 2009.

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## 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.

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

Qualified sports coaches provide 2 hours skilled teaching of PE to all year groups. They also support our sporting teams by providing additional training sessions at lunchtimes in the lead up to inter-school competitions. Extra-curricular clubs led by teaching staff (dance, multi-sports, athletics, cross country) have helped to broaden the curriculum.

The school's music specialist who runs a choir, orchestra and supervises the peripatetic staff. This year we have put on a concert and a play, allowing us to showcase our pupils talents. Provision has included working with artists-in-residence, as well as specialist teachers.

The school provides French as its modern foreign language for Key Stage 2 pupils.

The grounds comprise 2 playgrounds, a large field and a conservation area, which with the village itself, provides many opportunities for outdoor learning. A outdoor covered area has enhanced learning opportunities for our youngest pupils. Residential visits to Wales and the Shortenills Environmental Centre allows pupils to develop team-building skills through a range of physical activities e.g. abseiling, gorge-walking, pond dipping, eco-trails. Feedback from parents and pupils is testimony to their value and success.

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

Due to the school's location (on the border between Milton Keynes and Northamptonshire), our children leave at the end of Year 6 to go to a wide variety of different schools; a high proportion move onto Stantonbury Campus, The Radcliffe School and Roade, whilst smaller numbers move onto St Paul's Catholic School, Northampton School for Boys. Each year, a few children go through the 11+ selection process to go on to Grammar Schools.

As a feeder school, we work closely with teaching and support staff from our secondary schools to ensure the transition from primary to secondary is as smooth as possible; secondary teachers visit our school to talk to the children about a range of school matters, pupils with special needs are discussed in depth to ensure individual needs are catered for. Induction days are held in order that the children can familiarise themselves with their new environments. The year 6 teacher completes transfer documentation and end-of-year reports and results to provide new staff with appropriate transfer information.

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## What have we done in response to Ofsted?

We had our last Ofsted Inspection in October 2007. This was a reduced tariff inspection. The main issues which arose at that time are set out below together with our commentary on what has been achieved:

1. To develop the use of higher order questioning skills of teachers - ongoing planning and lesson observations are evidence of this issue being implemented.
2. To ensure that teachers marking consistently gives pupils a clear idea of what they need to do to improve &ndash; the school's marking policy has been re-written and books have been monitored to ensure consistency of approach. It is pleasing that there is a marked improvement in the quality of marking across the school. The revision of the Assessment policy has also played a major role in the progress being made towards this action point as staff are now setting and reviewing individual targets more consistently.
3. To extend the learning opportunities for Foundation pupils by erecting a covered outdoor learning &ndash; an outdoor covered area was erected in 2008. Monitoring of pupils access to and enjoyment of this new area has resulted in positive outcomes.

We are confident about the school's overall capacity to make further improvements.

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### 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 01908 510245

Our website

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