

# Fordham CofE Primary School Profile

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## Fordham CofE Primary School

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<http://www.fordham.cambs.sch.uk>

Children's Service Authority:	Cambridgeshire
Age range:	4-11
Number of pupils:	216
Head teacher:	Mr K A Bullock
Chair of governors:	Mr Stuart Moffat

## What have been our successes this year?

- We have gained the Investors in People award a 2nd time.
- We have had 2 outstanding Ofsted's, "This is an outstanding school which provides very good value for money. Standards are high, often exceptionally so, pupils make excellent progress during their time there" Grade 1.
- Outstanding judgement by the Diocese of Ely.
- Successful partnership with HFL/Greenlight Trust. Pupils planted saplings in the new Snailwood and started a tree nursery in the school grounds.
- We have been awarded a certificate of achievement from the county for re-cycling.
- New pathway and gateway in constant use.
- Awarded Healthy school status.
- We have gained The Clean Air award.
- Also awarded The Active Mark for excellence in PE development in school.
- We are the first school to have achieved the Employee and Development Award from Newmarket Business Association.

- Target teacher established to improve the provision for special needs and the gifted and talented pupil.
- Introduction of dance to Reception class
- Additional after school clubs include dance, country dancing, guitar, recorder and chess clubs.
- The school choir sang in Ely Cathedral with Natasha Marsh, a leading soprano.
- As a result of a sponsored spell the school raised over £2,000 for the NSPCC.

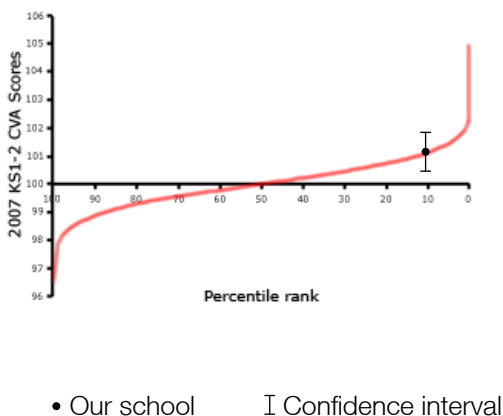
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## **What are we trying to improve?**

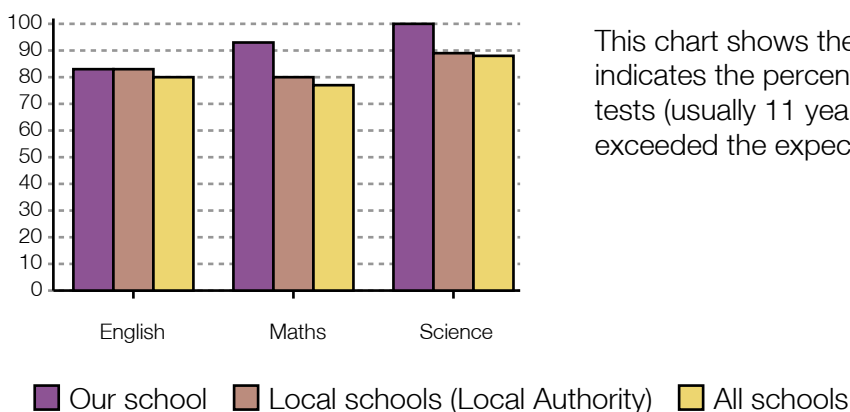
- We are trying to improve our communication links, by listening to the views of pupils, parents and staff.
- We are aiming to maintain good levels of communication between home and school, staff and pupils.
- We are actively seeking the views of parents and carers through questionnaires and surveys.
- We intend to," Improve links between subjects so that pupils practice what they have learned in a range of contexts and have more opportunities to use ICT to support their learning," an Ofsted point for development.
- To develop the next stage of Gifted and Talented, audit and development .
- To fully implement the new literacy and numeracy strategies.
- To introduce user-friendly pupil targeting and monitoring.
- To continue with our building programme, enhancing our learning environment and improving pupils' safety.
- To develop a kitchen area for pupil/parent use, Cook and Eat club and SATs breakfast
- To ensure the school council maintains a central role
- To evaluate the impact of the Positive Engagement group
- To continue the development of succession planning for teaching and non-teaching staff
- To support and guide less experienced staff in leadership roles

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



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?



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)

## How have our results changed over time?

- Standards have been consistently high over recent years; we have met and exceeded challenging targets with excellent value added rating. At present there is no obvious variations in performance between different cohorts/groups of children.

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

- LEA inspectors confirm constant good practice. In-house performance management also confirm good practice on meeting needs of individual pupils. Value-added data indicates good value-added for all groups/cohorts. LEA, Basic Skills personnel and recent Ofsted feedback judged us to be very effective in leadership and management, teaching and learning.
- Assessment opportunities within non-core subjects are identified from medium/short term plans. These are used for diagnostic and summative purposes.
- Groups of pupils are carefully selected for extra targeted teaching.
- Booster groups and home work club takes place after school.
- Weekly diagnostic assessments in Literacy/Numeracy ensure that teaching caters for individual learners.
- Data used from: QCA, SAT's, IEP reviews, termly writing and twice yearly reading assessments, confirm that almost all learners are making expected and above progress.
- Links with Soham Village College provide specialist teaching in maths and extended learning for the most able pupils. Regular meetings take place to ensure effective transition into Year 7.
- A member of staff is employed as a target teacher to improve the provision of special needs and the gifted and talented.

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

- Parents are kept informed through newsletters and school website.
- Parent evenings and open afternoons each term.
- Parents are welcomed to weekly Wednesday assemblies
- Pre-Reception meetings with parents
- School has an open door policy.
- Evaluations and questionnaires are sent out to gather the views of parents especially regarding the Healthy Schools and Every Child Matters agenda.
- Chair of Governors has a fortnightly meeting with headteacher and regular meetings with the Chairman of the Friends. A member of staff attends the monthly Friends meeting.
- Strong links with the community are maintained through regular visits to the church and weekly visits from the vicar and local clergy to school.

- Choir sings in church for special occasions and entertains the elderly residents at Withers Place.
- Members of the church run a fortnightly Environmental Club for pupils and their parents.
- The local Co-Op sponsors the school with food for the SATs week Breakfast Club.
- Strong links with local industry, commercial organisations, BBC radio and other Cambridgeshire schools.
- A variety of charities are supported through fund raising activities; eg, Christian Aid, Save the Children, Children in Need and NSPCC.

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

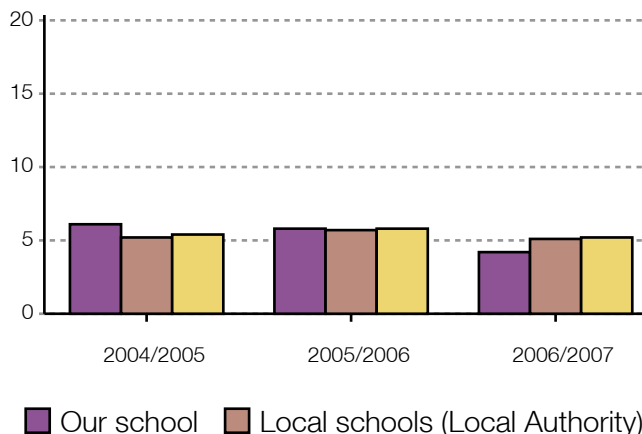
- Ofsted 2006 - Pupils say, "The school is a friendly place to be where learning is fun" The school council helps to ensure health and safety and 'Good Buddies' make playtimes happy times. Pupils contribute to the school and wider community through a range of roles rarely seen elsewhere.
- The school council meet regularly and feedback to the HeadTeacher and others. Through the school council we have acted upon the feedback in the following ways;
  - Assemblies evaluated by pupils and modifications made after consultation with staff
  - Communicaton and information boxes available for pupils' comments
  - A confidential Chat Room open each week for pupils to air views and concerns.
  - Extra seating with and without shade provided for KS1&2 play areas
  - Additional drinking fountains and free water bottles
  - More play equipment installed in Reception and KS1
  - Astro turf suggested for KS2 play area, enquiries being made as to cost and installation.
  - Pupils trained as referees to help at playtime /lunchtime
  - Cycling proficiency scheme for pupils who are cycling to/from school
  - To pave over some more grassed areas
  - School council voted to resume pantomime visits to the theatre, this is being actioned

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

• The Every Child Matters and Healthy School agenda underpins our school ethos in the following ways:

- We follow the curriculum guidelines in PSHE, Science and PE.
  - The Life Education Center visit planned for 09
  - Healthy Eating is high on the agenda.
  - Parents are invited into school to have a school lunch with their child.
  - Parents invited to tasting sessions of school meals.
  - Drugs education evening for parents and carers.
  - Staff attend CP, First Aid and H&S courses.
  - Participation in the national free fruit and veg scheme.
  - A healthy packed lunch guide included in the school brochure.
  - After school Cook and Eat club.
  - Drinking water readily accessible to all, children are encouraged to bring plastic bottles from home, plastic bottles also provided by school.
  - Participation in Walk to School Weeks and Safer Cycling schemes
  - A high level of support provided by skilled, caring teachers and TA's. Many TA's have other roles within school and have a high degree of understanding of the needs of the pupils, both within and outside the classroom.
  - Extra PE provided through participation in the SSCO scheme, before/after school clubs and 1/2 hour planned activities during lunchtimes.
  - New pathway into school in operation
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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.

Attendance rates are above those nationally and authorised absences are also low. Unauthorised absences are slightly higher than national figures.

The school actively promotes attendance and appropriate action is taken when pupils are persistently absent by involving the EWO, school nurse or the Home School Liaison Worker.

## What activities and options are available to pupils?

- There are many enrichment activities available both during and after school:
- A variety of clubs, eg; football, netball, choir, dance and ballet, cook & eat, chess, recorder, homework, Eco-Warriors and Environmental club.
- Many visits from outside services eg; Recycling Bus, Police & Fire Service, School Nurse, Road Safety Officer, vet, LEC, Co-Op, Greenlight Trust, NSPCC, local garden centre, authors and poets.
- Theatre group visits
- Science activity sessions run by Set Point.
- School visits in line with the curriculum eg; Kentwell Hall, Lulworth, Burwell House, Wildlife Park and Stibbington, Pizza Express, Botanical Gardens and Duxford
- Church and Cathedral visits
- Premier Soccer, /brass/swimming(summer term).
- Safer Cycling, Heartstart training, football referee training
- Pupils are encouraged to apply for jobs within school - library monitors, Playground Buddies, dinner monitors, Eco warriors (re-cycling)
- Global links with Chad, fundraising for oxen and veterinary fees.

- Fund raising activities for Children in Need, NSPCC and Save the Children
- Links with industry, HFL with the Greenlight Trust, seed collecting and planting, sapling planting and maintenance in Snailwood. DS Smith
- Inter school sports matches.

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

Almost all pupils transfer to Soham Village College. There is on-going liaison throughout the year to ensure consistency in the curriculum and smooth transition.

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## Ofsted's view of our school

This is an outstanding school which provides very good value for money. Standards are high, often exceptionally so, and pupils make excellent progress during their time there.

The school's success arises from the remarkably open, caring and respectful ethos that the head, staff and governors have established. They value all pupils and create a nurturing but challenging environment in which all thrive and become very well rounded young people. All adults provide excellent role models for pupils, which result in exceptionally good relationships and outstanding personal development in pupils. Parents are highly appreciative of the school. The comment of one reflects the views of many, 'It has served as a wonderful foundation to all my children's early years of education, not just in teaching but all aspects of development.' Pupils echo this view when they say: 'The school is a friendly place to be where learning is fun'

This is a very happy and harmonious school. Behaviour is exemplary and not a moment is lost maintaining discipline in lessons or around the school. Because pupils are encouraged to express their opinions and to accept increasing responsibilities, they grow in confidence and develop maturity beyond their years. They have an extremely good knowledge of how to stay safe and healthy. They make appropriate choices and encourage others to do the same. They are proud of the part they play in school improvement. For example, the school council helps to ensure health and safety and 'Good Buddies' make playtimes happy times. The combination of excellent literacy, numeracy and personal skills equips pupils exceptionally well for the next stage of education and adult life. Pupils benefit from an excellent range of activities during lunch time and in after-school clubs that extend the basic curriculum and allow them to develop high levels of skill, for example sport and music. Pupils enjoy great success when they compete with other schools, not only in sport but also in events such as the 'World Class Mathematicians' competition.

Teaching is excellent because lessons are planned very carefully to take pupils' learning forward from whatever level they have reached previously. Teachers provide high quality guidance so that pupils are extremely clear about what they have to do to improve. Those who find learning more difficult get excellent support from able teaching assistants and make very good progress. Pupils say that they learn best when practical activities and topic work reinforce basic skills through games or through projects with an end result which actually helps others. However, there are not yet enough of these high quality opportunities, because curriculum planning does not yet make enough creative links between subjects or provide regular opportunities for pupils to use information and communication technology (ICT) to support their learning.

The school benefits from exceptional leadership at all levels. The headteacher, staff and governors have a very clear picture of how well the school is doing and use this information very well to ensure everyone is fully involved in bringing about further improvement. There is no room for complacency; the bar is just set higher. Given the way the school has successfully addressed

issues from the previous inspection, maintained high standards and made significant improvements there is little doubt that it has what it takes to get better still.

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Date of last inspection: 28-Nov-2006

Ofsted graded our school as outstanding

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



[View the Ofsted page for Fordham CofE Primary School](#)

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## What have we done in response to Ofsted?

In our last Ofsted (Nov 28th 2006) this was the recommendation to improve the school further;

- "Improve links between subjects so that pupils practice what they have learned in a range of contexts and have more opportunities to use ICT to support their learning"

- In order to address these issues we have put together an action plan. We have implemented a whole school planning strategy to ensure suitable cross curricular links are made with ICT and to improve the pupils progression in ICT skills.

- To embed ICT learning platforms ( pupils ) and enable pupils to access their work from home and have their own e-mail.

- To continue ICT development through self-review/ BECTA

- To use new computers in the teaching and learning area to full effect and incorporate new laptops and trolley.

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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 01638 720296

Our website <http://www.fordham.cambs.sch.uk>