

The Russell School Profile

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The Russell School

Brushwood Drive

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<http://www.russell.herts.sch.uk>

Children's Service Authority:	Hertfordshire County Council
Age range:	3-11
Number of pupils:	239
Head teacher:	Mr D J Peel
Chair of governors:	Mrs P K Cunnings

What have been our successes this year?

The school has improved the system tracking individual pupils' progress throughout the school, to help ensure that all pupils achieve their full potential. We have also introduced a new maths scheme.

We are very proud to announce that we have been awarded the Eco Schools Silver Award in recognition of our efforts to develop a sustainable school and reduce our carbon footprint.

Our pupils continued their success on the sporting field. They became the Watford and Three Rivers Sports Partnership Tag Rugby Champions and once again they successfully defended their kwik cricket title. Our Y4 girls came first in the St Clement Danes Indoor Athletics Festival.

In December a school choir took part in a wonderful Young Voices concert at the O2 Arena and this was followed in March, by our orchestra and singers contributing to a superb evening at the Rickmansworth Musical Festival.

Our new library was opened by author and parent Conn Iggulden and on World Book Day the author and illustrator Paul Geraghty led a successful series of workshops.

The entrance hall has been refurbished to include a toilet with disabled access. Alterations to the pedestrian access at the front of the school have been made to ensure the safety of our children.

What are we trying to improve?

The Governing Body is currently consulting with parents and other members of the school community as part of the process to develop the school's disability equality scheme. This will help highlight priorities for improving disability support and access within the school.

We are also working to fulfil a number of criteria so that the school can achieve National Healthy School Status.

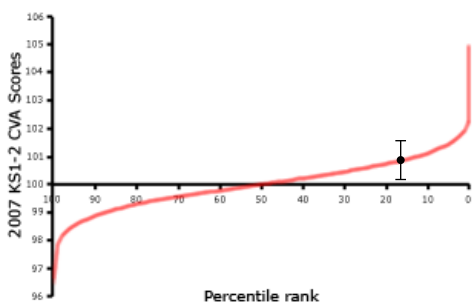
The school is looking forward to being involved with "Get Set", the official London 2012 education programme which has "sustainability and regeneration" as one of its themes. It will also help the school in its duty to promote community cohesion.

The school is working to implement Education for Sustainable Development (ESD) principles in its whole school curriculum planning. We already hold the Eco Schools Bronze and Silver Awards and we are now working towards the Green Flag award.

We have been successful in obtaining two grants and with these and the money we have in our pool fund we are hoping to install a solar panel to heat the swimming pool.

Further work planned for the coming school year includes an extension to the staff room and a PA funded project to refurbish our ICT suite.

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 CVA is 100.8 overall.

English 101.2

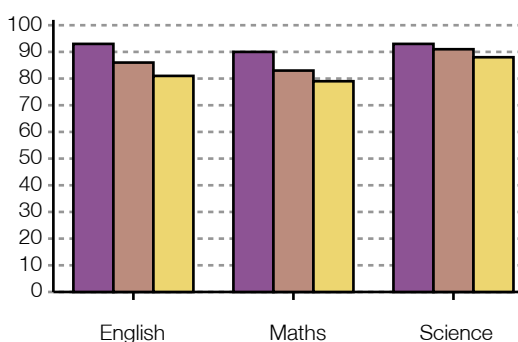
Maths 100.5

Science 101.0

Our CVA overall is 100.8 with English (101.2) in particular being significantly above national standards. Our Level 5s in writing rose to 60%. Our APS (Average Points Score) is consistently around 30.6.

Please note that this data is provided and normally updated on an annual basis by the DCSF (Department for Children, Schools and Families now the Department of Education). This has not happened this year. The above chart and associated comments refer to the 2008 data.

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

We are proud of the high standards that our children achieve in all aspects of school life.

Compared to the national and local data our APS (Average Points Score) trends are higher with English and Science in particular being significantly above.

Please note that this data is provided and normally updated on an annual basis by the DCSF (Department for Children, Schools and Families now the Department of Education). This has not happened this year. The above chart refers to the 2008 data.

How have our results changed over time?

KS1 results percentage of those achieving L2+

	2005	2006	2007	2008	2009
Reading & Comprehension	100	96.7	97	97	97
Writing	96.7	96.7	93	90	93
Maths	96.7	96.7	100	97	97

KS1 results percentage of those achieving L3

	2005	2006	2007	2008	2009
Reading & Comprehension	40.0	37.7	60	60	50
Writing	26.7	30	23	33	20
Maths	33.3	50	50	43	43

KS2 results percentage of those achieving L4+

	2005	2006	2007	2008	2009
English	97	97	100	93	100
Maths	97	90	97	90	87
Science	100	93	100	93	n/a

KS2 results percentage of those achieving L5+

	2005	2006	2007	2008	2009
English	57	57	43	73	63
Maths	60	63	67	50	57
Science	73	80	77	73	n/a

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

The school aims to meet individual learning needs by working to achieve the 5 outcomes outlined in the government document *Every Child Matters*. (DoH2004)

1. Enjoying and achieving

We aim to ensure that all children achieve their maximum academic potential by means of regular assessment of learning progress, layered target setting and differentiated teaching. These aims are supported by policies such as SEN, Inclusion and Assessment.

The school also believes that children should experience a balanced all round curriculum. Please see section on activities available to children.

2. Making a positive contribution

Pupils are encouraged to take a responsible and caring attitude toward one another. Junior pupils are given support and service roles in the infant section of the school community. These include play leading and serving break time fruit and veg.

3. Achieving economic well being

Developing citizenship skills contributes to a pupil's ability to eventually become independent considerate adults. The school has PGCE students, work experience and former pupils working in the school. These all provide positive role models for current students and create a good work ethic.

How are we working with parents and the community?

We have a strong ethos of parental involvement. Parents support a wide range of school activities including class trips, reading, art, and Gardening Club. Our Parents' Association makes a significant contribution to the school with fundraising and social activities; local businesses also generously support many of these activities.

Parents receive regular newsletters about school activities and email alerts for urgent matters. Their views are sought through an annual questionnaire. Each child's progress is discussed at consultation evenings and at other meetings when needed.

We are very involved in the local schools community. Each year we participate in several local sporting festivals, the Rickmansworth Music Festival and the Hertfordshire Maths Challenge.

The school is part of the Extended Schools Consortium and is used regularly by a variety of clubs and organisations providing activities for local children and adults.

We also contribute to the community through a variety of fundraising events, each year supporting both local and national charities. One event this year was a marathon run around the school field, shared by the members of each class, to raise money for Sports Relief.

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

The school seeks pupils' views through an annual questionnaire. This year they also completed the questionnaire "How safe do you feel in school" As a result of feedback from this, posters have been placed around the school informing children who they can go to within the school if they have any worries.

The children made a major contribution to the school vision statement process through circle time and the school council.

Our school council provides the main opportunity for pupils to have a dialogue with the school. Each class elects two pupils to represent their views for the term. All children are able to suggest ideas for improving the school via their representatives. Minutes are taken which are discussed by staff and governors. Y6 pupils present feedback to the rest of the school.

The school council has contributed towards the setting up of the KS2 Healthy Tuck Shop. Pupils provided ideas for new playground furniture. They also came up with the idea of introducing energy monitors who have helped the school save on heating and lighting costs by shutting doors and turning off lights. At pupils' suggestion early lunch cards have been successfully introduced for those children attending lunchtime clubs.

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

Again we have focused on *Every Child Matters*.

Being healthy

The school encourages healthy lifestyles by promoting high fruit and vegetable intake in the pupils' diet and by implementing increased activity levels. This is in line with Department of Health targets to reduce levels of obesity in society. The School Travel Plan has encouraged pupils to walk or bicycle to school and pupils have taken part in the national *Walk to School Week*. Alongside this are extensive sporting activities that are available to pupils of all abilities.

Staying safe

Our Anti-Bullying Policy and Behaviour Code aim to ensure that individuals are free from exclusion or intimidation within the school environment. All school visitors report to reception before entering the premises and are asked to wear a badge to identify themselves.

Residential and day trips are well supervised with appropriate staff:pupil ratios. Risk assessments are carried out prior to the visit.

Regular health and safety reports are made to the Governing Body.

A detailed safety and security policy is issued to new parents and is available on the school website.

Our internet safety policy has recently been put in place.

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

Please note that this data is provided and normally updated on an annual basis by the DCSF (Department for Children, Schools and Families now the Department of Education). This has not happened this year.

Attendance records are very good. The school has no unauthorised absences and absence rates are below the national and Hertfordshire average.

Regular EWO (Education Welfare Officer) visits monitor attendance.

What activities and options are available to pupils?

The school is fortunate to have its own swimming pool, a large field, two halls and an outdoor theatre. These facilities help us to provide those opportunities outside the national curriculum which are such an important part of Russell School life.

We are proud to offer a wide range of sporting activities including swimming, gymnastics, football, cricket, cycling, table tennis, tag rugby, netball and country dancing. School sport has been further enriched by membership of the School Sports Partnership.

We encourage music and drama throughout the year. Pupils have the opportunity to play a musical instrument, join the school orchestra or play in an assembly band. They take part in workshops, festivals and school concerts. Our Christmas show and Y6 leavers production are highlights of the school year. Last year a choir was formed to take part in the Young Voices concert at the O2 arena.

As well as sports, music and drama, there are after school clubs for Mad Science, Library, Board Games and Creative Play.

Special events such as Creative Arts Week, theatre visits, residential and day trips and visits by authors and other speakers add to the rich cultural experience enjoyed by our pupils.

What do our pupils do after leaving this school?

In September 2009 30 pupils transferred to the following schools.

Hertfordshire schools	
St Clement Danes School, Chorleywood	20
The Royal Masonic School for Girls, Rickmansworth	1
Watford Grammar School for Boys	1
Watford Grammar School for Girls	1
Westfield Community Technology College, Watford	2

Buckinghamshire schools	
Beaconsfield High School for Girls	4
Dr Challoner's Grammar School for Boys, Amersham	1
TOTAL	30

Provisional figures for 2010

Hertfordshire Schools	
St Clement Danes School, Chorleywood	24
Merchant Taylors' School - Independent Day School for Boys	1
Watford Grammar School for Boys	1
Westfield Community Technology College, Watford	3
Buckinghamshire Schools	
Chesham High School	2
TOTAL	31

Transition Officers and Heads of Year from Hertfordshire secondary schools visit the children in Year 6 during the summer term.

Ofsted's view of our school

The Russell School is a good school providing good value for money. It shows strong performance across all aspects of its work and some aspects of the school are outstanding. The school has made great strides in improving the use of information and communication technology (ICT) since it was identified as the only area for improvement from the last inspection. This includes equipping classrooms with interactive whiteboards and installing a new computer suite. The school serves its community extremely well. It has many links with outside organisations which help to broaden the curriculum, improve teaching and above all, support pupils' learning.

Staff work as an effective team. Together with governors, parents and the pupils, they know their school well. This is because everyone is involved fully and strongly committed in the quest for improvement. The senior leadership team, staff and governors show that they have the motivation and capacity to ensure that the school improves further.

Parents are highly supportive of the school. The pupils indicate that it is a good place to be by working hard and involving themselves in the many varied, good quality opportunities provided. Pupils love the facilities they have in school and in the grounds. The school is inclusive; as such, all pupils are catered for well according to their needs. Support for the gifted and talented pupils is

good and improving, as is that for all other pupils including those who have learning difficulties and/or disabilities.

Children receive a very positive start to their education as a consequence of a good and effective Foundation Stage experience. Standards reached by pupils throughout the main school, at the end of Key Stage 1 and Key Stage 2, are well above those expected for their age. Although pupils enter school with above average standards, they make good progress and outcomes by the time they leave school are mainly outstanding. The exception is in writing. Whilst almost year on year, all pupils reach the expected standards, few have excelled beyond this. The overall trend in standards is stable showing a gradual improvement over recent years. The school has three points in the year when pupils' attainment and achievements are assessed in detail. This provides invaluable data about standards which teachers then use to set specific targets for all pupils. Too often, the senior leadership team does not utilize this information with individual teachers sufficiently rigorously to drive up standards and achievement further.

Pupils feel they are well-informed about how they are doing. They receive information directly from teachers through individual discussions, but marking of their work, although satisfactory, varies in quality with some systems being outstanding. There is a strong thrust to ensure that pupils' experiences are broad and that the work they do is challenging. The school is also becoming stronger in ensuring that pupils develop their confidence and recognise the importance of drafting and evaluating their own and others' work. Teaching is consistently good, with some that is outstanding. The school is rightly aiming to meet the needs of its most able pupils. It is continuing to promote higher order thinking skills, independent learning skills and building an assertive approach to learning.

Pupils' personal development and well-being are outstanding in most areas. They enjoy school and behave very well. They have an extremely good understanding of the importance of safe and healthy lifestyles, and know about the need to take regular exercise. Pupils are highly responsive to charitable events in and beyond their local community and frequently raise large amounts of money. Pupils also reach standards that are preparing them extremely well for their future.

Date of last inspection: 18-Sep-2007

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 Russell School](#)

What have we done in response to Ofsted?

The school has continued to address those areas identified in the last Ofsted report.

Writing has been a whole school performance management target. This has resulted in very positive outcomes across the school and particularly in the 2008 KS2 English SATs results. The Big Writing programme has continued. A new handwriting style was adopted in November 2008 for KS1 and the foundation stage.

The school tracks pupil progress rigorously and identifies pupils at risk of the not attaining their full potential. Pupil progress meetings are held termly.

TATs (Targeted Assessment Tasks) and subsequent target setting are now part of assessment weeks. Individual targets are set and pupils' progress is tracked rigorously. Pupils are clear about their targets and these are shared with parents. Progress against targets is discussed at the spring and autumn term consultation evenings and parents are advised how they can help their child make progress.

Teachers have been attending Assessing Pupil Progress (APP) courses and the school will consider how it integrates the materials into its present systems for assessing pupils.

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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