

Garden Fields Junior Mixed and Infant School Profile

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Townsend Drive

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<http://www.gardenfields.com>

Children's Service Authority:	Hertfordshire
Age range:	4-11
Number of pupils:	414
Head teacher:	Mrs Terrie Clift
Chair of governors:	Mr Stephen Schofield

What have been our successes this year?

Garden Fields is a popular, happy and harmonious, high-achieving two forms of entry school.

- Our extensive school grounds are spacious and well-tended
- New 'all-weather' play surfaces extend our play capabilities and our children are provided with exciting opportunities such as our outdoors climbing wall and tyre park
- We have a regular refurbishment programme for all our classrooms and shared areas, ensuring an attractive work space for all e.g. refurbishment of all our toilet and cloakrooms areas

Our children continue to enjoy a wide range of sporting successes as well taking part in many musical activities both within school and at other venues. All our juniors learn two modern foreign languages - Spanish and French. We enjoy links with several secondary schools enabling extended opportunities for all our pupils as well as weekly extension classes for 'Gifted and Talented' mathematicians and scientists. Our ICT Suite and Central Library provide valuable additional resources for all our pupils, as do our 'Class Garden Plots'. This year we are actively pursuing the Herts Quality Standard for our Foundation Stage children, ensuring that they [and their parents] have the best possible start to their primary education.

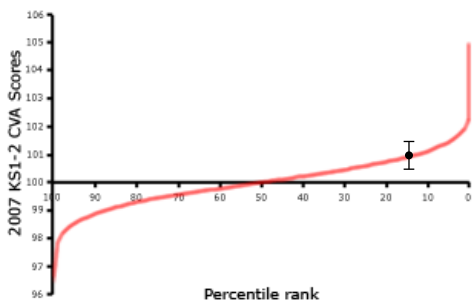
What are we trying to improve?

Our overriding priority is to ensure that each child enjoys their education at Garden Fields and fulfills their individual potential. A child succeeds when they feel safe, happy and confident, so a warm welcome and appropriately challenging learning is provided for each child regardless of their starting point. Parents and Carers are welcome at Garden Fields and school improvement comes best when supported by the whole school community. This year we are particularly focussing on:

1. Achieving the Herts Quality Standard for our provision for Reception children
2. Improving our school website to make it more useful to parents and carers e.g. through the provision of policies and documents, children's articles about school life, posting copies of school admin letters, etc
3. Using 'drama' as a stimulus for improved writing across the school

Each child's progress is tracked and monitored across the year to ensure appropriate challenge in their learning. Our extensive team of Learning Support Assistants and Nursery Nurses help to provide 1:1 and small 'extension' and 'booster' group activities under the direction of our strong teaching team, helping us to achieve the best for each child.

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

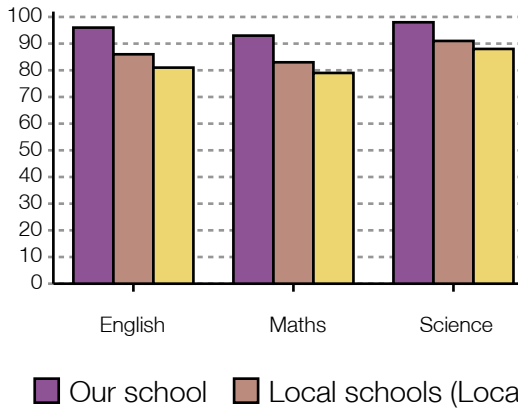


- Our school
- I Confidence interval

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.

This chart shows that Garden Fields School is within the top 15 per cent of schools across the nation. We add 'significant' value to each child's learning ensuring that they make really good progress here compared to that which they might achieve at other primary schools. This is achieved through hard work by our pupils, under the direction of experienced and dedicated teachers, supported by families at home; our 'triangle' approach to success for each child enables them to leave our school as happy, confident, well-rounded pupils.

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)

2009 Results:

Garden Fields JMI: 273 points for Y6 pupils achieving the expected L4 and above in English, maths + science

Hertfordshire: 259 points for Y6 pupils achieving the expected L4 and above in English, maths + science

England: 247 points for Y6 pupils achieving the expected L4 and above in English, maths + science

How have our results changed over time?

Garden Fields has always enjoyed a local reputation for strong academic success coupled with sporting and artistic achievements. Our SATs results consistently place us within the top 15% of schools nationally with excellent "Value Added". This trend is set to continue with a large proportion of children attaining the higher levels at both Year 2 and Year 6.

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

Garden Fields endeavours to make appropriate provision for all its pupils within its delegated budget. We provide a broad and balanced curriculum through a wide range of activities and learning styles as shown below:

- Experienced and knowledgeable team led by proactive leadership team
 - High expectations and challenge set for all pupils
 - All children assessed individually at the beginning of each year; targets then set
 - Achievements tracked and analysed at least termly across the year
 - Lessons formally observed to ensure quality teaching is in place
 - Enrichment and extension activities for our More Able pupils e.g. maths lessons at linked secondary schools
 - Strategies and staffing put into place to meet identified needs e.g. small group work and 1:1 teaching
 - Specialist groups established to meet specific needs e.g. Early Literacy Support for Year 1 children, streamed teaching for mathematics at Key Stage 2
 - Individual Education Plans target appropriate provision for those with special educational needs
 - Full-time Nursery Nurses work alongside each Reception Class Teacher
 - "Buddying" systems established to enable new pupils to settle quickly to their learning at Garden Fields
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How are we working with parents and the community?

We value the support received from our parents and local community and appreciate their positive response to how we work with their children.

- Helping in class - Daily Reading Workshop; art activities; support with specialist weeks and outings; swimming rota
- Parent Teacher Association – organising a range of social and fund raising events [raising about £15,000 p.a.]
- Policy Involvement – as governors; as part of action groups e.g. "School Travel Plan"; feedback on questionnaires and surveys
- Community Involvement – secondary schools [French, Spanish, ICT, Design, Maths, dance]; faith leaders taking assemblies; RAC, Police and Firemen; Saracens Sport; nominated Waitrose community support school; LINDEES Breakfast, After School and Holiday clubs; evening and weekend classes for community use
- Communication – Newsletters/emails to parents; website; bi-annual written reports on progress; "Open Door" approach and termly Parent Teacher meetings

Active members of:

- the 'More at...' Extended Schools Consortia providing a range of in-school and extra-curricular activities for parents and children
- a 'Learning Network' of five primary schools based around Verulamium Park who share expertise and learning opportunities

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

Pupils elect their own School Council each May with representatives from reception to Year 6 meeting each half-term. The School Council has managed its own budget this year. Current and previous discussions have resulted in:

- Purchasing more small play equipment and signage to enhance our play areas
- Purchasing "Buddy Benches" for each playground
- Contributing ideas on the improvement of school facilities such as our library, cloakrooms and school meals
- Contributing ideas for our recent "Drama Week"
- Revising our Behaviour Policy

- Working with our school governors and helping with the appointment of staff

Junior children elect their House Team Captains and Vice Captains twice a year. Monitors are also elected within each class to carry out important roles within the school and provide further feedback.

Young Playleaders assist younger children at playtimes, teaching them interactive skills and games.

Each year the children complete an on-line questionnaire about their school. The clear majority of children rate the school highly and are very happy here.

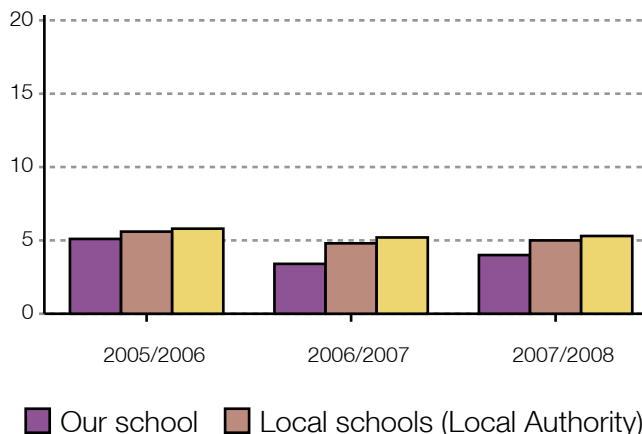
How do we make sure our pupils are healthy, safe and well-supported?

We achieved the "Healthy School Award" in 2007 and are now seeking ways to improve our already good practice. We are a caring and friendly school and encourage:

- Physical fitness e.g. 2+ hours per week PE for all children; "Walk to School" weeks; sports clubs; active playtimes
- Personal Security e.g. cycle proficiency for Y6; CCTV and safe perimeters to school grounds; Road Safety; Stranger Danger; Internet safety; "Fingerguards"; visitor badges; coded entrances to school; Health & Safety inspections
- Healthy Eating e.g. healthy school meals; fruit/vegetable morning snacks; milk for infants; emphasis on "Drink to Think" and use of water bottles
- Welfare e.g. Emergency First Aid and Child Protection Procedures; annual epipen and inhaler training; peer support structures; approachable staff; 'Duty Carer' system with full-time cover for emergency medical assistance and caring for ill children

Our children are well-supported through their personalised learning programmes which track individual attainment and progress. Our team of 14 Learning Support Assistants are effectively deployed to ensure each child receives appropriate support.

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 pupils enjoy coming to school and as a result do very well with their learning. In 2009 our attendance record was 95.9% with just 0.1% unauthorised absence; this is far better than County and National averages as can be seen clearly by looking at our 'purple' bar in the charts above.

What activities and options are available to pupils?

Our children learn and discover through a range of activities and experiences complementing the National Curriculum including:

- Outings - classes go on at least one coach outing a year plus local visits; Year 6 enjoy a 5-day residential trip to the Isle of Wight
- After School and Lunchtime Clubs – please see our online prospectus at www.gardenfields.com for current clubs
- Visitors – theatre groups, artists, musicians, historians, speakers, Neighbourhood Engineers [K'Nex Challenge]
- Music – opportunities to learn instruments individually, to join our choirs, orchestra and Samba Band, and to take part in productions at school or venues such as the Royal Albert Hall
- Linked Schools – activities in partnership with specialist secondary schools [Modern Foreign Languages, performing arts, technology, business and enterprise, provision for more able mathematicians and scientists, specialist weeks during the summer holidays, etc]

Sport - competitive and friendly matches against local schools in boys and girls football, cricket, Tag Rugby, athletics, cross-country running, field and track events, swimming, netball and rounders, result in improved confidence, fitness and a full trophy cabinet!

What do our pupils do after leaving this school?

At the end of Year 6 our pupils transfer to a range of State and Private schools where they continue to build on their good foundations as confident and able citizens.

A range of activities take place during the summer term for our Year 6 pupils in order to ensure a smooth transition; this includes reflections on their life and development at Primary School, preparations for Secondary School, visits during the day to their new school, visits by staff from their new school to talk with our pupils [and staff] here, and 'buddying' with a Year 7 child at their receiving school.

Many local secondary schools remark on how pleased they are to receive our children and report back to us on our ex-pupils' achievements. Some pupils revisit to help with musical and social events, or to complete work experience or even pre-teacher training courses with us.

What have we done in response to Ofsted?

Ofsted visited in 1998, 2002 and again in late 2006. On each occasion we received highly complimentary reports.

"This is a good school with outstanding features. Good teaching ensures that all pupils achieve well. There is a happy, purposeful and calm ethos based strongly on clear aims and values, which means that pupils' personal development is outstanding. They flourish and do well in lessons and grow into confident and active learners." Ofsted 2006

What the school does well:

- *confident teaching and highly effective support*
- *learning is made fun*
- *excellent use of computer technology*
- *highly skilful planning….meticulous records of how well pupils are doing*
- *pupils receive challenging and interesting work*
- *the school provides good value for money*
- *excellent leadership provided by the Headteacher*
- *Governors are very supportive of the school and ask challenging questions*
- *pupils attain exceptionally high standards in science*
- *pupils attain high standards in English and mathematics*
- *the school has a very good reputation in the local community*

What could be improved:

"Make sure that all teachers' marking clearly tells pupils what they are doing well and how they can improve their work." This has been addressed.

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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