

Litcham Primary School Profile

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Litcham Primary School

Weasenham Road, Litcham

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<http://www.litcham-pri.norfolk.sch.uk>

Children's Service Authority:	NORFOLK
Age range:	5-11
Number of pupils:	77
Head teacher:	Mrs Christine Watts
Chair of governors:	Mrs. Vanessa Brumby

What have been our successes this year?

This year we have concentrated on using our many motivating contexts to raise achievement. We have -

- a. Embedded ICT across the school in a way that influences both the curriculum and school management.
- b. We have supported the active participation of our young people through the School Council, Energy Busters and Playground Angels committees.
- c. Increased participation in instrumental music.
- d. Gained an Activemark in recognition of our PE and sporting commitment.
- e. Gained a Bronze Eco-School status.
- f. Established 'Forest Schools' in class 1.
- g. We have been recognized for promoting and maintaining staff wellbeing.
- h. We have also secured the development of a Children's Centre on our school site.

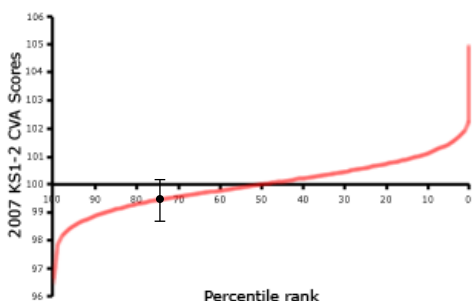
What are we trying to improve?

We continue to prioritise raising standards by the end of year 6. We need to ensure we embed our new systems for rigorously monitoring and tracking progress in individual pupils and groups of pupils to achieve their full potential. The embedding of Assessment for Learning is a development area across the school.

We recognise the need to embed the new Literacy and Numeracy Frameworks and have started to explore how the new Early Years Foundation Stage Framework can be delivered innovatively and seamlessly with our Children's Centre.

We need to ensure that we make the most of learning outside the classroom initiatives to raise achievement successfully.

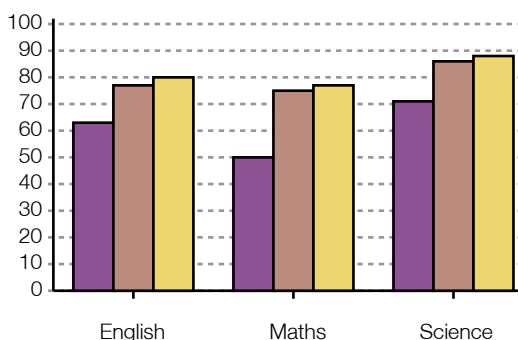
How much progress do pupils make between age 7 and 11?



- 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.

How well do pupils achieve at age 11?



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

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?

Our Key Stage 2 results are for a cohort of 25 pupils, whilst the percentages of pupils achieving a level 4 show a decline from last year in all three core subjects, the percentage of those achieving a level 5 in writing [20%] is above the national average and the percentage of pupils achieving a level 5 in mathematics has improved from last year from 7% to 20%. 8 pupils have joined the cohort since Year 4, 2 in the term of the KS2 tests. 13 of the pupils were on the special educational needs register, 5 of these pupils at school action plus, with 2 achieving a statement in the summer term of 2007. The contextual value added this year has greatly improved, placing us in the middle percentage bracket of schools nationally. Three pupils could not be included in this measure as there are no Key Stage 1 results for these pupils.

Whilst SATs results are important they represent a small part of the overall education a pupil receives at Litcham Primary School. The school has continued to grow over the past two years and although we have a high level of turbulence, the school continues to welcome children arriving at any stage of their primary education.

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

In the first two years at Litcham our youngest children undertake Forest Schools, this is a child centred outdoor learning approach that builds self-esteem and self-confidence allowing the teacher to fully understand each child's learning style and disposition. This sets the scene for understanding how each child learns and helps us to cater for individual needs from the very start. The programme has the potential to support transition for young pupils from our Children's Centre.

We are an inclusive school and our inclusion manager and Headteacher are concerned with tracking and target setting of individual and groups of children within the school.

We are proactive in supporting those children that show strengths and link with the local village secondary school for maths and science.

In addressing the broad spectrum of abilities work is differentiated and some children participate in intervention programmes in literacy and numeracy, this is shown to have a direct impact on attainment and continues to be a strategic focus.

OFSTED has recognised Classroom Assistants as being a great asset to Litcham and we are investing in their training/support to ensure they play a full role in meeting the needs of our individual children.

How are we working with parents and the community?

The school is proactive in connecting with parents and the wider community. We circulate questionnaires to gain information about parents and to help us improve what we offer, we invite parents to termly 'tea parties' to discuss a range of school initiatives. We arrange parent-teacher meetings about their children's progress, starting school, the tests at the end of Key Stage 1 & 2. We enjoy a high level of parental support e.g. reading partners and cycling proficiency. Parents are invited to training courses and presentation held at the school e.g. Dyslexia and Autism, Aspergers and ADHD and Drug Awareness.

We have an active 'Friends' group who raise money for school projects, visits and organise many successful social events.

Parents receive an informative monthly newsletter and our website provides up to date information. We have good links with the Church and local community organisations. Our local high school supports us well.

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

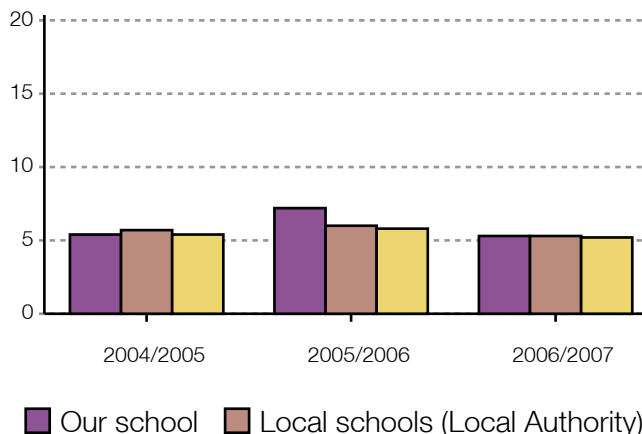
Our School Council now plays an active role in all new school initiatives; we have a link governor proactively involved in the council. The council recently helped with a school interviews, they introduced the sale of fruit at break times, initiated a walk to school or 'Steppers' programme, and have carried a school survey to gauge if pupils are happy at school.

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

Litcham Primary has an active School Council; we listen and value the views and opinions of our children. We have chosen to be an Eco School, Forest School and a Healthy School. We try hard to support children to take responsibility for their health and wellbeing and we are making more and more use of our grounds and off site visits for learning. We promote sport and there are many opportunities for children to be involved in both competitive and non-competitive activity. We offer road safety and cycling proficiency courses.

Security in the school is good and the new library and staff room will contribute greatly to the school.

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.

In response to our absence rate rising in 2005/6 we introduced several initiatives, including a 'golden ticket' scheme where we have a weekly draw and the winning pupil can select either a five pound book token or a small football. Attendance for all pupils is now monitored half termly and parents are encouraged to take their annual holiday during the school holidays. Our initiatives have been successful.

What activities and options are available to pupils?

We utilise exciting and stimulating contexts to deliver the statutory curriculum, for example - drama, outdoor learning and ICT, drawing on support from visiting specialists. We encourage our pupils to make a positive contribution through their School Council and other committee's, thus pro actively contributing to 'Learning for Sustainability' and preparing pupils for the wider world.

We enrich our curriculum by including more opportunities for learning instruments, French and by engaging specialist sports instructors.

Education visits play an important role in school life (both day and residential), providing possibilities for personal and social learning. Throughout the year we offer after school clubs like Lego club, sports club and computer club. Our Breakfast Club has proven to be a hit with both parents and pupils.

What do our pupils do after leaving this school?

Our local catchment secondary school is Litcham High, a highly respected village high. A few children also move on to Hammonds in Swaffham, Neatherd in Dereham and Wymondham College.

Ofsted's view of our school

{The school provides a satisfactory quality of education.} It is improving and has some good features. Current pupils are achieving satisfactorily. Although standards are still below average in English, science and information and communication technology in Years 5 and 6, the recent falls in standards have been halted. This is due to improved teaching and clearer, more rigorous leadership. {The school provides satisfactory value for money.}

Date of last inspection: 21-Feb-2005

Ofsted graded our school as satisfactory

Inspectors made judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).



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

What have we done in response to Ofsted?

The school has worked hard to improve standards in the end of KS2 tests. Whilst the 2005 results showed an improvement those for 2006 & 2007 results show dips in standards. We have risen to the challenge of improving attendance, but the mobility of the school population is high and each pupil carries a high percentage, 6% in '06 and 4% in '07. In the last 2 years two pupils have arrived in the term before the tests. The cohort of '07 had 50% of pupils recognised as having SEN. We have improved the range of interactive teaching methods and continued to improve the quality of teaching and learning through more rigorous tracking, monitoring and evaluating. This has resulted in standards in Literacy improving across the school.

The ICT provision has improved and there is an Interactive White-board in every classroom and this has enabled staff to utilize ICT across the curriculum.

Our school day has been revised in consultation with our parents and the LEA and Key Stage 2 children are taught for the recommended teaching time.

The school is currently extending its library to raise the profile of reading.

There is a rolling plan for the updating of all school policies, our staff induction booklet and performance management processes.

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 01328 701346

Our website <http://www.litcham-pri.norfolk.sch.uk>
