

# Perton Sandown First School Profile

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## **Perton Sandown First School**

Sandown Drive, Perton  
Wolverhampton, West Midlands, WV6 7PS  
Telephone: 01902 742686  
<http://www.sandown.staffs.sch.uk>

Children's Service Authority:	Staffordshire
Age range:	4-9
Number of pupils:	210
Head teacher:	Mrs. Elizabeth Threlkeld
Chair of governors:	Mrs. Sheila Bradley

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## **What have been our successes this year?**

Our successful Ofsted Inspection noted the schools strengths, improvements and commitment to high standards.

As a health promoting school we were delighted to be awarded the National Healthy School Standard with recent accreditation in Healthy Eating, Physical Education and Well-being.

The school also celebrated its inclusiveness with the achievement of the Inclusion Quality Mark.

Investment in ICT has resulted in all classes including Nursery and Sports Hall having interactive facilities and up to date technology for teaching and learning. The web-site has been re-launched with growing ratings.

We have improved reading standards through training, providing stimulating new resources and implementing a more robust Home-School Reading programme.

Provision of the outdoor Reception play area and Fantasy Village has enhanced the Foundation curriculum.

Sport programmes, clubs and supervised lunch-time recreation fully meet PE requirements.

We have developed our pupil tracking systems to effectively monitor the progress of all of our pupils using the Foundation Stage Profile and Assessment Manager.

Standards in Boys Writing have improved and continue to be monitored.

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

We are raising standards further through setting Layered curriculum targets and developing strategies in Assessment for Learning. We continue to involve pupils more in assessing their own progress against success criteria.

With the appointment of our Deputy the school's Leadership Team has been strengthened. Phase co-ordinators and subject leaders have developed clear roles and responsibilities.

Our whole school priority has identified and addresses Raising standards of Boys writing across school.

Training and development has supported the introduction of the renewed National Frameworks for Literacy and Numeracy.

We aim to enhance the performance of More Able pupils through planning a richer curriculum with clear differentiation and careful groupings.

Social and Emotional Aspects of Learning have been addressed through the implementation of the SEAL programme across school.

Topics in the Infant curriculum have been planned with differentiation for different year groups and organised to promote Excellence & Enjoyment.

Embedding ICT across the curriculum through the use of Interactive Whiteboards as an exciting tool for teaching and learning has involved ongoing staff training and development.

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## **How much progress do pupils make between age 4 and 7?**

Analysis of the Foundation Stage profile shows that value added is greatest in Language for Communication and Thinking recognising the emphasis placed on developing speaking and listening across all areas of the curriculum.

Development in all areas of learning is higher with the 2006-07 Reception cohort as a result of strategies including target setting, quality resources and a clear assessment system in place. Analysis of end of Key Stage 1 results in 2006 shows that Level 3 attainment is above National average in all subjects reflecting the progress of More Able pupils. Attainment in Reading and Mathematics is also significantly above National average at Level 2A.

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

2006 validated data shows that attainment based on average points score at KS1 was significantly above National expectations in all core subjects namely reading, writing, mathematics and science. Trends over a five year period based on KS1 summary data show that standards in core subjects continue to be above the national average.

The percentage of pupils attaining Level 2B has been maintained above National results.

The percentage of pupils surpassing at Level 3 has been maintained above national in reading and mathematics.

The attainment of Boys in writing was identified as a focus for improvement and layered targets were established across school to raise standards.

Most children in Year 4 have achieved or exceeded their expected level in reading, writing and mathematics.

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## **How are we making sure we are meeting the learning needs of individual pupils?**

We believe that early identification of SEN is important and work closely with our parents and SEN Advisor. Pupils who are identified with Special Educational Needs have targets in Individual Education Plans or group targets which are monitored and reviewed half termly.

We have strong links with external agencies and work closely with SENSS, Speech and language therapists and local Health professionals to support parents and children.

The Behaviour Support Team and Educational Psychologist are also involved to assess and advise on appropriate intervention strategies. Small group support for social skills development has also taken place in school.

Nursery and Reception children are continually assessed in their performance against the Stepping Stones and Foundation Stage Profile. Some pupils continue to consolidate the Early Learning Goals in Year 1.

Early Literacy Strategy supports Year 1 group in the Spring Term with targetted support in Year 2 to raise attainment.

Gifted and talented pupils are identified, monitored and supported through differentiated planning.

We have a comprehensive monitoring system to track pupil performance and Link Governors monitor Inclusion targets.

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

We are a Health Promoting School with a formal committee which has community, health, parent, governor and staff representation. We have achieved accreditation for high standards in Personal and Social Development, Healthy Eating, Physical Education, Anti-Bullying, Drugs Education and Well-Being.

Regular involvement of the school nurse and community partners eg Police and Fire Service supports the delivery of PSHE.

The school nurse advises on childrens medical needs. Talks on topics such as Sun Safety

and Balanced Diet support the curriculum.

School promotes Healthy play-time snacks and Water. The juniors are involved in running a healthy snack bar. Good lunch-time behaviour is celebrated with invitations to the 'Golden Table'.

Children enjoy recreational play at lunch-time, organised by Play Leaders. Year 4 Buddies support younger Chums at play.

We fully engage in Road Safety programmes. Juniors have road crossing training and children use the cycle store if cycling to school.

Our agreed code of conduct incorporates Positive Behaviour, Anti-Bullying, Anti-racist and Equal Opportunities Policies.

Security systems have been upgraded in school with new CCTV cameras and playground fencing.

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

Creative activities are planned throughout the year. An Art Week took place in the Spring Term to develop the school's History Time-line with artist Paul Gooderham. The children used different media, printing, weaving and painting to study artists in time.

Living History days have involved KS2 pupils in re-enacting Victorian and Egyptian periods.

Library skills and visits are included in the curriculum and children celebrated World book day.

Performances at Harvest, Christmas and Easter involved pupils in Choir and Drama at the local Church. The children also benefitted from Theatre visits to school and an annual Pantomime visit.

A musical performance by the music service and a keyboard concert through The Princes Trust was held.

The PE curriculum is enriched by lunch-time games provision for all year groups. KS2 take part in swimming. Extra curricular activities include Soccer 2000, Wolves Football, Golf, Hockey, and Athletics. Skipping was also introduced this year.

Spanish was run as a club in Year 4. KS2 developed ICT in Literacy through a unit planned with the British Film Institute.

Nursery and Reception followed a Woodland Programme as part of transition.

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

Ofsted Parents questionnaire had over 100 responses overwhelmingly supportive of the school.

Our Induction programme welcomes parents to meetings with all new class teachers in September. Induction for Nursery and Reception takes place in June.

Parent-Teacher consultation meetings had full attendance in Autumn and Spring. SATs information sessions were held in spring. An Open Day was held in summer.

Seasonal performances in the Church and at school have consistently been of a high standard.

Our Parents and Friends Association works closely with school to organise a wide range of social events and their Egyptian entry won at Perton Carnival 2007.

The school has supported many charities: Compton Hospice, Shelter, Book Aid, Comic Relief, Romanian appeal.

The children visited residents at Corser's court to sing carols at Christmas.

Business partnerships include Sainsbury's Active Kidz campaign. Children have visited local shops as part of their curriculum and entered competitions displaying work at the local store.

The school has developed good links with the library, health centre and networks with local schools.

Our weekly Mums & Toddlers morning is popular with parents in the community.

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

Ofsted conferences with pupils reflected our strong pastoral ethos. The children's one wish was to further develop the playground with climbing apparatus. We have part used children's sponsorship to install a tyre park and have added a traversing wall for Infants.

The Schools Council promotes Healthy Schools initiatives. The children have carried out surveys and have introduced a Junior Snack Bar as well as signs and posters to promote Healthy Eating. A Golden Table was introduced in the dining hall to reward good behaviour at lunch time.

Participation in a sponsored Fitness session raised money for Big Books in school.

Year 4 monitors act as Buddies supporting younger Chums at play. The school House system allows children to share their views and report on a range of responsibilities such as register, fruit and lunchtime.

Pupils are involved in staff interviews and play a part in the selection process.

Children participate in various creative focus weeks such as Living history and Art week with enthusiasm. They evaluate their topics with the teachers as units are completed to inform future planning.

Open days and parent assemblies give pupils the opportunity to share best practice.

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

Leavers complete a Maths transition unit which is continued at the middle school.

Transition arrangements in the summer term include liaison with the Middle School staff and SEN co-ordinator to ensure smooth transfer.

Year 4 presented 'The Pied Piper' at the Leavers Performance.

Records of Achievement are given to the children and records transferred as well as assessment data.

All pupils attend an Induction Day in the summer term. Induction meetings are held at both schools.

Children have taken part in a Dance project at Codsall High School. The project was aimed at Gifted & Talented pupils across the network of local schools.

Some pupils continue to use our Before and After school club facility.

The school mentors students who are often past pupils in Year 10-12 on work experience placements.

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## **Ofsted's view of our school**

This is a good school, which has established a positive climate for learning and has a clear and strong agenda for improvement. Many children commented, 'This is a great place for learning, playing and sharing.' How right they are! Pupils make excellent progress in their personal development and well-being, and achieve well in their work. Pupils really like school and their attendance is good. They behave extremely well and take very good care of themselves and others. Care, guidance and support are good, with a number of strong features. Parents rightly feel their children are well cared for. Pupils flourish in the warm and friendly school environment and this builds their self-esteem and confidence. All pupils receive very good care and guidance to support their personal development, health and well-being but some are less sure about how well they are doing and how they can improve their work further. Pupils make good choices about their diet and take regular exercise because of the very good emphasis that the school places on healthy lifestyles. Pupils have a say in how their school could be improved and they are especially proud of how their views have brought about improvements to the outdoor environment. A strength of the good curriculum is the extensive range of activities outside normal lessons and the very good use of visits and visitors which enriches the curriculum further.

Children's attainment on entry to the Nursery is average. Children do well in the Foundation Stage and most achieve or exceed the goals for their age by the time they enter Year 1. Good teaching ensures that most pupils, including those with learning difficulties or disabilities and those from minority ethnic groups, make good progress and reach above average expectations by Year 4. Lessons are often exciting and fun. They provide a good balance of listening, discussing and doing, which enables pupils to reflect, share ideas and play a full part in their learning. This leads to most pupils concentrating well and producing good quality work. Pupils appreciate encouragement and rise well to a challenge but there are times when teachers' marking could provide better information for pupils about the next steps in learning to help them improve and do even better. Efforts to improve pupils' writing are proving successful, particularly for girls, but the failure of some activities to motivate and engage all boys leads to a slower rate of progress for some of them in writing. Good leadership and management ensure that staff and governors have a clear understanding of the school's effectiveness. The headteacher is the driving force behind school improvement. With the recently-established leadership team, she works very effectively with staff and governors to ensure the right action is taken to bring about change for the better. The school's capacity to improve is good and shows in the recent improvements in reading and the good progress pupils make now in Years 3 and 4.

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Date of last inspection: 06-Feb-2007

Ofsted graded our school as good

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



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## **What have we done in response to Ofsted?**

The Key area developed has been in Assessment for learning to ensure pupils know their targets and recognise the standards for which they are aiming. Pupils self assess using target book marks. They design their own symbols to identify their targets which are displayed and regularly updated. Monitoring shows that teachers marking provides more effective feedback on learning to help learners recognise next steps they need to take and how to take them.

The schools data shows that high standards have been maintained in all phases. Boys performance has risen in Foundation Stage. The use of ICT and Film in Literacy has motivated boys in particular.

The pupils' wish for a climbing area has resulted in a Tyre Park on the play area which is well used to promote physical exercise.

New curriculum initiatives include a Woodland programme in Foundation Stage and an Eco-committee promoting recycling.

Provision for the revised Frameworks in literacy and numeracy has been established.

Leadership roles have been developed further in the staffing structure through our commitment to training, mentoring and coaching.

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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 01902 742686

Our website <http://www.sandown.staffs.sch.uk>

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