

Hatchford Brook Junior and Infant School Profile

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Hatchford Brook Junior and Infant School

Old Lode Lane

Solihull, West Midlands, B92 8LW

Telephone: 0121 7434691

Children's Service Authority:	Solihull
Age range:	4-11
Number of pupils:	386
Head teacher:	Mrs C Twilton
Chair of governors:	Ms J Marsh

What have been our successes this year?

At the end of the academic year 2004 / 05 the school achieved end of Key Stage 1 and Key Stage 2 results comparable with the national averages. In Key Stage 2 pupils performed very well based on prior attainment. Results in science were particularly rewarding. These all reflected on the hard work and commitment of staff to their own professional development and raising of achievement for all pupils as well as the hard work of our pupils and the support which they received from home.

We have also undertaken rigorous self evaluation of aspects of the curriculum including numeracy, history and music which have enabled us to focus future developments on our findings. We have maintained a high profile on the development of reading and writing across the school and extended the library facilities for pupils in the Early Years. Music has also had a high profile with many musical activities taking place during assembly times in the summer term 2005.

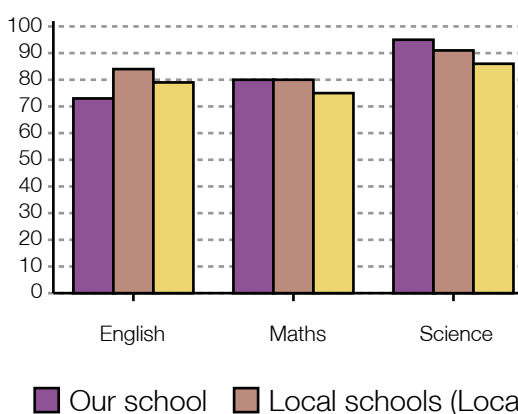
What are we trying to improve?

The school is constantly trying to improve the learning experiences for all its pupils. This has involved the participation of staff in staff meetings, their attendance at courses and working with colleagues. Major focuses have been on the teaching of reading and writing, and mental maths skills. We have also worked hard at raising pupil's self esteem and personal responsibility through a comprehensive review of the schools behaviour and anti-bullying policy. Involvement in the School Sports Co-ordinator Programme has raised the profile of Physical Education and extended the opportunities of pupils to take part in a range of activities.

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



How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2005. 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?

The schools performance at both Key Stage 1 and Key Stage 2 are in line with National averages. Each year brings variation dependent on the cohort of pupils which vary in size and ability. The school has a number of statemented pupils with specific learning difficulties. Again dependent upon cohort these can distort results.

In Key Stage 1 pupils between 2001 and 2004 have consistently exceeded their end of Key Stage 1 targets as predicted by PIPs assessments with boys performing overall better than the girls in reading and numeracy and the girls out performing the boys in writing. Children from ethnic minority groups have consistently performed well.

In Key Stage 2 the average point score achieved has overall risen between 2001 and 2004, and pupil value added scores are showing an upward trend. The percentage of pupils achieving Level 4 in numeracy and English has risen across the period as to have results in science with increasing numbers of pupils achieving level 5.

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

Class teachers are overall responsible for the welfare and academic progress of the pupils in their care. The curriculum is carefully developed to address the interests of the children as well as fulfilling statutory requirements. Regular assessment and reflection on pupil progress enables staff to make accurate judgements as to the standards of achievement which the pupils are achieving and the next steps required to move their learning on.

Special Needs pupils are identified on the SEN Code of Practice and pupils needs are identified and addressed through Individual Education Plans. Teaching Assistants support various groups of pupils and children within the Additionally Resourced Centre for speech and language receive specialist therapist support.

Various intervention groups to support children in Literacy and Numeracy are run, such as Springboard, and Additional Literacy. The children are also set in Key Stage 2 for Literacy and Numeracy.

We also identify children who are more able and teachers include extension activities in their planning to ensure we are meeting their needs. We have also been involved in a range of enrichment activities organised across the Borough.

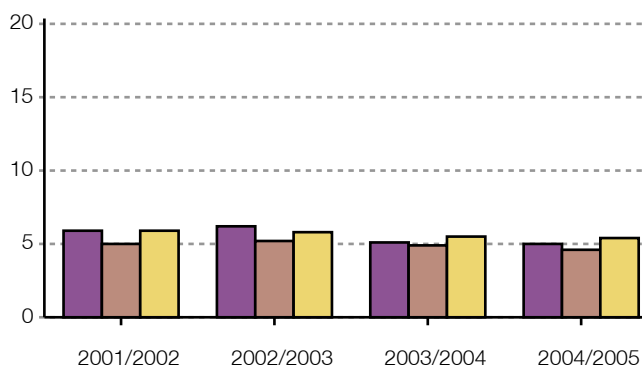
How do we make sure our pupils are healthy, safe and well-supported?

All staff and pupils are aware of their own responsibilities with reference to Health and Safety. These are taught to the children through a comprehensive programme for personal and social development as well as involving external visitors. Other children have participated in a range of activities including water safety, road safety and cycling proficiency.

The Site Manager, Head Teacher and Governors have an annual maintenance programme and regularly tour the school to identify and rectify areas of concern.

Statutory requirements are met with a designated member of staff being responsible for child protection issues and the school nurse, Education welfare Officer and personnel from other agencies support staff, parents and pupils.

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

What activities are available to pupils?

The school offers a range of activities within and beyond the curriculum to enrich the learning experience. A number of exciting trips including visits to Hartlebury Castle, the Lickey Hills, Ackers Trust, Barston Sewage Works and the Butterfly Museum have taken place to support curriculum delivery. Year 3 and Year 6 pupils have also had the opportunity to attend residential visits in Wales.

In addition we offer a range of after school clubs including football, tennis, choir, athletics, recorder and guitar.

How are we working with parents and the community?

In 2004 / '05 the school introduced Inspire Workshops to parents whereby they had the opportunity to work with their child. Parents also attended a range of activities within school e.g. special assemblies. A very successful Open evening was held in October 2004 to which prospective parents and their children were invited. We annually send out a parent questionnaire for all parents, as well as parents in Reception and Year 3 to gather their views and reflect and adapt our practices as appropriate.

The Friends of Hatchford Brook organise a number of events for the school to which members of the local community attend. The finances raised make an important contribution to the schools resources. We have excellent relationships with local schools, libraries, sports providers and other agencies.

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

An active School Council meets regularly to discuss issues and participate in decision making. Through the voice of the Council and the use of questionnaires the views of the children are regularly sampled and taken into consideration, this has resulted for example in the refurbishment of the toilets and the construction of changing rooms for pupils. As part of the subject evaluation process, Subject Leaders talk to pupils to gather their views on different aspects of the curriculum and its delivery, and as a result changes have been made e.g. in the recording of science experiments. Children have also supported the staff recruitment process, talking with prospective candidates.

What do our pupils do after leaving this school?

In July 2004 80 year 6 children left Hatchford Brook. They went to a range of provision within the Local Authority and within Birmingham. 26 went to our local secondary school Lyndon, 41 to Lode Heath, 2 to Park Hall, 2 to Whitesmoor, 2 to Sheldon Heath, 1 to Light Hall and Alderbrook and 4 to King Edwards Camp Hill Grammar School and 1 to Edgbaston High. There is a comprehensive transition programme for pupils in year 5 and 6 with opportunities for pupils and staff to visit local secondary schools. We regularly receive feedback as to the progress of former pupils and I am pleased to report that this is very positive.

What have we done in response to Ofsted?

Our last Ofsted inspection was in the autumn term of 2001. Since then the school has been striving to raise academic standards in the core curriculum - numeracy, literacy and science whilst maintaining the breadth to the curriculum and improving provision in the Foundation subjects e.g. Design and technology, art etc.

Improvements have been made to the early years provision with the enlargement and refurbishment of the reception and year 1 classrooms. Staff knowledge and expertise across the curriculum has been developed through INSET and the use of assessment procedures refined so that staff can match their teaching more closely to the needs of the pupils in their care. Staffing levels have been increased with additional Teaching assistants employed across the school to support pupils both within class and with intervention programmes e.g. In numeracy Springboard Maths.

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 0121 7434691

Our website
