



Age range: 4–11
No. of pupils: 209 (311 including FS1)
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We are part of SCE



Head teacher: **Mrs B Titley**

Chair of SGC:

Lt Col. Mark Burton-Doe

School Profile

What have been our successes this year?



Our major success this year was being judged by Ofsted to be an 'outstanding' school.

The Ofsted took place on 27th June and the inspector stated, "... *It has many exemplary features and virtually no weaknesses. Dedicated and inspirational leadership underpin a provision which is ensuring that pupils make outstanding progress from the time they arrive until the time they leave.*"

In his letter to the children he goes on to say, "*I would love my children to go to St. Andrew's because it is excellent.*"

Our second success involved being awarded Artsmark Silver in recognition of the high profile and importance given to the development of the arts (art, music and drama) through our curriculum. The award was presented by the SCE Creative Arts Consultant, Mrs Joy Harris, at the celebration of our Big Arts Week in July earlier this year.

Many parents witnessed this important event as the children sang and danced their way through the decades from the 1940s to the present day.

In terms of our School Improvement Plan, we were successful in achieving the following:

1. Improving Mathematics at level 4 and 5, particularly in the area of problem solving and calculation. Results at Key Stage One were well above national and SCE averages, and pupil progress across the school was excellent.
2. Improving Writing across the whole school, particularly for the more able children. This was achieved by further developing the use of VCOP (Vocabulary, Connectives, Openers and Punctuation) in writing. This involves children in carrying out short, sharp, interactive activities that focus on particular aspects of creating and writing sentences. A 'Big Write' takes place every week in every class, when a candle is lit and soft music is played as the children write. The Ofsted inspector is quoted as saying that "... *some of the writing is now stunning*". End of Key Stage results in writing in May this year were well above both national and SCE averages.



- Developing children's enquiry and problem-solving skills by introducing the TASC wheel (Thinking Actively in a Social Context). This involves children working collaboratively in small groups and solving problems together. This has not only developed children's confidence in making decisions for themselves, but has had a very positive impact on their ability to work together and give consideration to the views and opinions of others.



Other Successes

- The School Council have been very proactive this year and have carried out the following:
 - Run fruity fun days and promoted healthy eating.
 - Awarded prizes and certificates to promote healthy lunch boxes.
 - Set up 'wake-up, shake-up' sessions every Friday run by Mr Wilkinson.
 - Purchased lunch box trolleys for each key stage.
 - Put forward suggestions to the FRC for a variety of new playground games and more picnic benches.
 - Put forward suggestions as to how the cottage can be cleaned up and decorated.
 - Put forward a suggestion that one day a week KS1 and KS2 children play together (this will be trialled).
 - Put forward a suggestion that the school sells fleecy jackets (this is being investigated).
- The Fund-Raising Committee have been very successful in raising money to provide additional resources for the children and the school by running a variety of events including an extremely successful Christmas Fayre.

What are we trying to improve?

We are constantly looking at how we can improve all areas of school life for the children in our care. This includes improving the standards of teaching and learning, preparing children for life-long learning, involving parents as much as possible in the education of their children and in ensuring that our school is a safe and positive learning environment for all.



The priorities identified in the School Improvement Plan 2007-08 are as follows:

- To further increase standards in Mathematics (MA1, solving number problems and number calculations), particularly in KS2 so that all children working below age-related expectations achieve above national and SCE averages by May 2008.
- To implement 'Letters and sounds' so that the pace of phonic acquisition is increased and enables young children to read, write and spell confidently. This priority is linked to further development of spelling in KS2.
- To further develop enquiry, problem-solving and communication skills across the curriculum through the use of the TASC wheel (Thinking Actively in a Social Context). This priority is being developed as part of our learning network and will involve similar year group teachers from 4 local schools in Research Lessons and Learning Walks.

In terms of Foundation Stage 1, the following priorities have been identified for improvement:

- To improve standards of speaking and listening throughout FS1.
- To improve SEN procedures within the setting.
- To improve the indoor and outdoor environment so that learning opportunities are maximised.

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

- Children are assessed on a termly basis in order to track pupils' progress and to ensure that they are on track to meet their end of year targets in Reading, Writing, Maths and Science.
- Targets are shared with children so that they know how their work can be improved.
- Support is provided for children with Special Educational Needs (SEN) or English as an additional Language (EAL); and enrichment activities are provided for those children who are more able or gifted and talented (G&T), some of these children may have an Individual Education Plan (IEP) which is shared with parents.
- Some children receive extra support from other professionals who may include Educational Psychologists, Speech and Language Therapists, Inclusion Development Teachers, Social Workers or Health Specialists. Whenever referrals are made to agencies outside school, parents are kept fully informed.
- Teachers provide a variety of teaching strategies that includes Visual, Auditory and Kinesthetic (VAK) to match the learning styles of all children.
- Some children take part in special intervention strategies such as ELS, ALS, FLS (Early, Additional and Further Literacy Support) and Springboard Maths in order to provide further support in these curricular areas.
- All lessons are differentiated by class teachers so that tasks and activities are relevant to the ability of all children in a class.
- The curriculum meets statutory requirements and has been mapped to ensure cross-curricular links. It is delivered in a creative way, involving children actively in their own learning.
- More able mathematicians from Y6 attend a weekly maths lesson at Windsor School, led by a Secondary mathematics teacher.



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

We make sure our pupils are healthy by:

- Providing a healthy and well balanced school lunch. The menus, produced by NSS, are varied and include a salad bar and a choice of healthy puddings such as fresh fruit, yoghurt or cheese and biscuits.
- Encouraging children to bring fruit and vegetables to eat for snack during morning break time.
- Holding a theme week every year based on 'Healthy Eating/Living' which involves presentations from representatives of NSS.
- Children are taught about health through curriculum areas such as Science, PE and PSHE (Personal, Social and Health Education).
- Providing two sessions of PE per week based on Gymnastics, Dance, Games and Athletics.



- Encouraging children to take part in playground games that include football, netball, dancing, skipping, bat and ball games, etc.
- Encouraging children to take part in clubs that develop physical activity and include: football, netball, hockey, yoga, dance, gymnastics, cross-country running, tag rugby and benchball over the course of the year.
- Holding Inter-School sports events/tournaments on a half-termly basis including football, hockey, netball, dance, cross-country running, tag rugby, athletics and benchball.

We make sure that children feel safe by:

- Ensuring that they know that they can approach any adult in school if they have a problem.
- Ensuring that children know that bullying is not allowed and that bullying incidents are always investigated and dealt with.
- Providing Drug Abuse Resistance training (DARE) to Year 5 and Year 6.
- Inviting RMPs into school to talk to children about Stranger Danger and Road Safety.
- Teaching children about positive behaviour, rewarding them for positive behaviour and providing sanctions when behaviour is unacceptable.
- Teaching children how to communicate their feelings and develop effective relationships.
- Following Health and Safety procedures in school and during out of school visits including the carrying out of risk assessments.
- Carrying out vetting procedures and involving necessary agencies to ensure that children are safe from harm.
- Ensuring that there is appropriate supervision inside and outside of school at all times.



How do we make sure all pupils attend their lessons and behave well?

Behaviour in school is very good. All staff set a good example to the children, demonstrating respect for all. The children are set high expectations and follow the 'Golden Rules', which are reinforced daily by all staff in school. Children are fully aware of rewards and sanctions used to promote positive behaviour.

Our reward systems for positive behaviour include:

- Golden Time is provided weekly in school, where all children select from a variety of 'fun' activities.
- Children are awarded Golden Certificates in Golden Assembly and their names and actions are recorded in the Golden Book.

- Children in KS2 are awarded house points for their house and a cup is awarded to the winning house at the end of each term.
- Children in KS1 are awarded stickers for positive behaviour.

We encourage attendance at school by:

- Asking parents to inform the school when children are absent due to illness, so that we know the reason why a child is not in school.
- Calling a child's home on the first morning of an absence if the absence has not been reported.
- Providing a Home/School Agreement which includes a statement relating to the fact that attendance is everyone's responsibility.

How do we support pupils to settle into school quickly?

What links do we have with other schools to assist a smooth transfer?

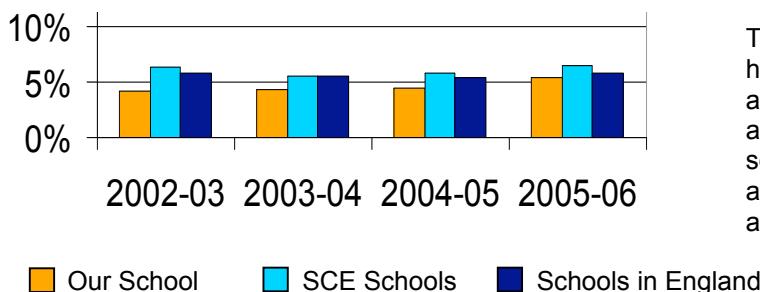


New pupils are settled quickly and efficiently into the school on arrival. Procedures to support this include the following:

- New children and parents are given a guided tour by the head teacher or school secretaries, where they meet their new teacher, new classmates and Teacher Assistant. They are allocated a 'buddy' who is responsible for showing a new child around the class and school over the course of the first week or so, until they feel both confident and comfortable.
- Class teachers read all of the child's previous reports and documentation and if required, new children are assessed within two weeks of their arrival. This is to ensure that the children's learning needs are met and future targets are set. This information is shared with parents either at a parent/teacher interview or after two weeks of arrival. During this time, the head teacher will have several informal chats with the new child to make sure that they feel happy and secure.

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- When a child leaves our school a detailed transfer report is completed informing the next teacher of the child's progress and learning targets in each subject. Assessment information and the child's books are placed in a large envelope with the transfer report and this is given to parents on the child's last day. This provides very detailed information for the receiving school, so that the child is settled both academically and socially as quickly as possible.

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 SCE and for all schools nationally (chart shows latest available information).

How are we working with parents and the community?

We have an 'open door' policy and actively encourage parents to come into school, whether to discuss any concerns that they have about their child(ren) or to become actively involved in their child(ren)'s learning.

We involve parents in their child's education in the following ways:

- Curriculum Newsletters provided by each year group teacher.
- Termly parent/teacher interviews to discuss their child(ren)'s progress and targets.
- Curriculum open days/Theme weeks/Workshops.

- Communication through homework and reading diaries.
- Home/school projects where parents support children at home in creative activities linked to the curriculum.
- Working alongside children in school e.g. TASC activities/problem-solving workshops in Mathematics; poetry writing workshop; reading workshops etc.
- Provision of annual reports.
- Open afternoon held in the Summer term to meet new teacher.
- Induction meetings for parents of new FS2 children.
- Home/school agreement.
- National Curriculum Test (NCT) presentation for parents in Y2 and Y6.
- Information for parents is regularly placed on the school website and Parent's Notice Board.
- Parents attend/support children on educational outings/visits into the community.
- Encouraging parents to become a member of the School Governance Committee (SGC).
- Inviting parents to attend class assemblies and events such as Good Work Assemblies, Christmas productions, Easter assembly and Y6 Leaving Assembly.



In terms of working with the community we have developed a good working relationship with our local military community who provide advice, expertise and support when we need it. This has included:



- The Royal Military Police who provide talks, presentations and training to children.
- The local Fire Service who test our fire equipment and fire alarms.
- The Guard Service who help to keep the school secure.
- The local Garrison library who run competitions and events for the children.
- The local Garrison post office who allow children to post letters to various people around the world.
- The main NAAFI who support children in shopping activities related to the curriculum.

We have developed effective host nation activities in order to take advantage of our unique location in Germany. These include:

- Visits out into the German community to enhance teaching and learning in the curriculum.
- Links with two local German schools where both staff and children from Y5 and Y6 visit each other's schools and take part in various collaborative activities.
- German is taught weekly to children in Y2 to Y6 by Frau Giles, our curriculum development teacher for German.

- The celebration of German traditions and festivals such as Karneval, when we are visited by a German Karneval Committee and a troupe of dancers.

We are fortunate to be well supported by specialists to enhance our provision for children. Specialists include: an Educational Psychologist, a Senior Social Worker, a Speech and Language Therapist, a Health Advisor and Health Visitor, Inclusion Development Teachers, Peripatetic Music Instructors, Curriculum Development Teachers for Music, PE and Drama.



Children support their local community by:

- Taking part in events such as the 'Womblethon', carried out in May 2007 to help clear the local environment of litter.
- Taking part in fund-raising activities such as the Afghanistan Appeal, the Army Benevolent Fund, the homeless of Mönchengladbach, Sport Relief and Red Nose Day.
- Providing ideas and suggestions for play equipment in the local community play parks.

What activities are available to pupils?

The development of the whole child is very important to us and in St. Andrew's school 'Every Child Matters'. We provide children with a range of activities including:

- A wide variety of after-school clubs that include Art, Drama, Cookery, Cross-Stitch and ICT as well as the physical activities mentioned earlier.
- The opportunity to take part in school productions such as the FS2/KS1 Christmas productions and the KS2 Christmas Carol Concert.
- The opportunity to learn to play a musical instrument; the tuition provided by four peripatetic music teachers who teach violin, guitar, piano brass and woodwind.
- Travelling to a variety of different locations and environments outside school to enhance the children's learning through real-life experiences.
- An annual fieldtrip to Arnhem for Y6 children.
- A ski trip to Austria for children in Y5 across all local schools.



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

All staff consider the pupil's voice to be very important and we regularly listen to and collect children's views in the following ways:

- Holding regular class and School Council meetings.
- Holding regular weekly Circle Time sessions where children can express their views.
- Interviewing children about provision in the curriculum.
- Providing the children with a questionnaire about (i) the school and (ii) their 'preferred' learning styles.
- Talking informally to the children in the playground, the lunch hall and around the school.
- Encouraging children to share their views and ideas with staff whenever they wish.



The following requests were made by children, and changes have been made accordingly:

- KS2 children requested a wider range of activities to be available at Golden Time – each KS2 teacher now provides a different activity and children select weekly from a choice of activities.
- Set up a salad bar at lunchtime – following discussions with NSS and the new school cook, a salad bar was available from October '06.
- Sell fresh fruit at regular times throughout the year.
- Hold special activity weeks throughout the year, such as the Hobbies Week.
- The School Council requested that the cottage be refurbished to allow space and facilities for cookery, drama and a Council Meeting room – this work has been costed at £12,000 and money from the budget has been carried forward into the financial year 2007-08 to cover this.



This work has been costed at £12,000 and money from the budget has been carried forward into the financial year 2007-08 to cover this. We are hoping that this work will begin at the start of the new financial year in April 2008.

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

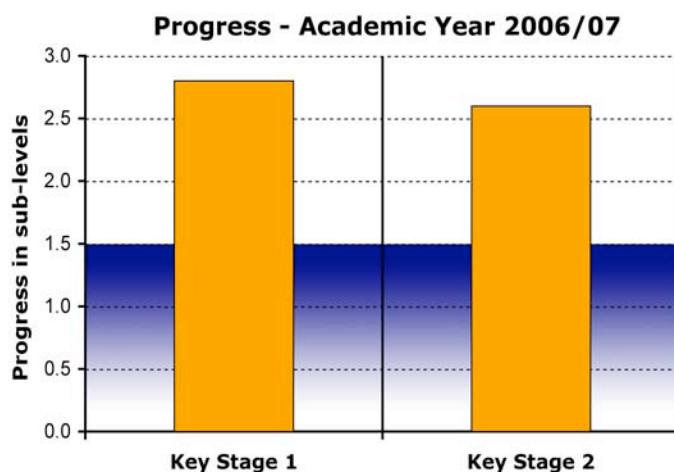
Like other SCE schools, St Andrew's is subject to the frequent transfer of pupils in and out of the school. Of the 40 children who sat their Key Stage 2 NCTs in May 2006 at St. Andrew's, only 2 children (5%) had also been at the school for their Key Stage 1 assessments. Because of this high turnover of pupils we assess all pupils 3 times over the course of each academic year, in order to accurately measure and track their progress during their time at our school.

How do we measure progress?

Progress is measured in sub-levels. There are 3 sub-levels within each level of the National Curriculum, i.e. 1c – 1b – 1a / 2c – 2b – 2a etc. For the average child to achieve Level 4 by the end of Y6 they would be expected to achieve an average of 1.5 sub-levels per year, unless they have significant Special Educational Needs (SEN). At our school we set children targets of 2 sub-levels or more to be achieved in each academic year. This represents challenge and high expectations.

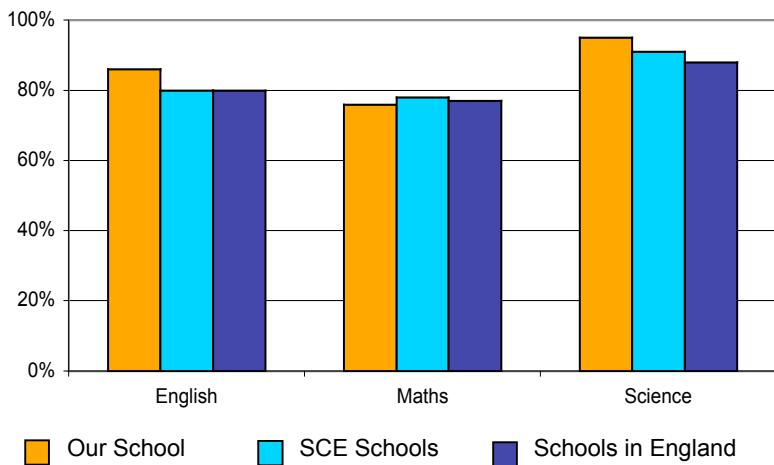
It is important to note that children's progress can be affected by several factors including: length of time in school; whether a child has SEN or English as an additional language (EAL); or if they have experienced a traumatic or upsetting event during the academic year.

This chart shows the average progress made by Key Stage 1 pupils in Maths, Reading and Writing and Key Stage 2 pupils in Maths, Reading, Writing and, for Y5 and Y6, Science, over the academic year 2006/07. We are delighted with the progress that children make during the time they spend in our school.



■ Our School ■ National Expectation

How well do our pupils achieve at age 11?



This chart shows 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, ie. level 4. Of the 21 children who sat the tests in May '07, 5 children (24%) had SEN. However these children made excellent progress - an average of 3.6 sub-levels across all subjects.

How have our results changed over time?

National Curriculum results fluctuate from one year to the next due to the constant mobility of children. In saying this however, results in KS1 have consistently been above both national and SCE averages in Reading, Writing, Mathematics and Science at Level 2+, Level 2B+ and Level 3 for the last 5 years.

Results in KS2 are consistently in line with or above both National and SCE averages in Reading (Level 4+ and Level 5), Writing (Level 4+), Mathematics (Level 5) and Science (Level 4+ and Level 5). In terms of Mathematics at Level 4, results increased by +5% in 2007 and in Writing at level 5, results increased by +16%.

The school is constantly striving to ensure that standards are above both National and SCE averages as far as possible, taking into account the ability of each cohort sitting the NCTs. The **most** crucial thing for us

however, is that children make good or better progress whilst they are in our school. This has been the case for the last 5 years. Last year for example, average progress made by **all** children was 2.6 sub-levels in Reading, 2.8 sub-levels in Writing, 2.6 sub-levels in Mathematics and 3.4 sub-levels in Science, which represents excellent progress. Able children and children with SEN or EAL, make very good/outstanding progress.

Ofsted's view of our school

Our last inspection was carried out in June 2007. Ofsted identified many strengths and one area for improvement.

What the school does well

The following areas were judged to be outstanding:

- Overall effectiveness of the school.
- Achievement and standards.
- Personal development and well-being.
- The quality of provision (teaching, learning, the curriculum and care, guidance and support).
- Leadership and management.



What could be improved?

- Sharpen targets for pupils with reading difficulties so that all staff address the gaps in these pupils' skills and knowledge in a consistently focused manner.

The Ofsted report can be obtained from the school office, the Ofsted website, or can be viewed on the school website.

What have we done in response to Ofsted?

Although it has only been one term since our inspection, we have carried out the following:

- Implemented 'Letters and sounds' in KS1 so that phonics (or sounds) is taught faster and is more systematic, to support children in their reading, writing and spelling.
- Introduced a phonic tracking sheet for children with Special Educational Needs (SEN) in KS2 and ensured that the children's reading targets are sharper.

Further developments and improvements for the academic year are outlined in our School Improvement Plan 2007/08.



More information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, food or our complaints procedure, please don't hesitate to contact us. Contact details can be found on the front page of this profile.

This Profile was last updated
in December 2007