

# Montgomery Infant School and Nursery Profile

Published 15 January 2007



## Montgomery Infant School and Nursery

Baronswood Way

Colchester, Essex, CO2 9QG

Telephone: 01206 570231

<http://www.montgomerycolchester.uk.org>

Children's Service Authority:	Essex
Age range:	3-7
Number of pupils:	205
Head teacher:	Mrs C Rudland
Chair of governors:	Lt.Col. P Andrews

## What have been our successes this year?

This year we have completed a very successful Primary Leadership Programme. This has empowered staff across the Keystage to take the lead in the Speaking and Listening initiatives agreed.

The impact of this is demonstrated by the additional Speaking and Listening opportunities that have now been integrated into the curriculum.

We have also worked very hard in developing the outside learning areas for all age groups, building on the good Foundation Stage practice.

Staff have attended a course on Creativity in the Outdoors and have a clear vision of how our outside areas can be developed to encourage purposeful, creative play.

We have held two parent workshops from which we have received positive feedback.

Our Christmas Celebration activities were outstanding this year with all children being fully involved.

Plans to refurbish the Nursery/Early Years setting were successfully agreed and work is to start in March.

## What are we trying to improve?

This year the areas for development have been:

- To build on existing outside learning opportunities,
  - to ensure a smooth transition from Foundation Stage to Keystage One,
  - to ensure that all Keystage One classes have an interactive whiteboard and that staff have training to enable them to use the equipment confidently,
  - to continue to address the curriculum to ensure that it is child centred and flexible,
  - to audit library resources and develop its use.
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## How have our results changed over time?

Over time the trends remain good. Scores demonstrate that the school is above both Essex and National Averages.

Despite our high mobility of pupils our results do not show any significant change. Assessment procedures are in place to enable new children to be integrated effectively.

Results from Teacher Assessment and SATs undertaken in the summer are available from the school office.

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

We have a 'child centred' differentiated curriculum with planned activities to match the ability of learners. The school has adopted a variety of teaching styles to accommodate the learning styles of individuals.

Early recognition of individual need ensures that an effective intervention programme is implemented. The SENCO is supported by a full time LSA. Very effective links have been made with other agencies which results in support being provided at an appropriate level (Speech and Language therapists, EALS, Psychologists).

The school is involved with a Consortium which organises courses for those children who are on the Gifted and Talented register.

The Year Two staff have initiated 'setting' the year group in Maths and English to enable the needs of children to be met more effectively. The impact this has had on learning is noticeable. The *more able* can work with greater pace whilst the *less able* have opportunity to reinforce and consolidate their skills.

Year One staff support the children and group them according to their ability, as appropriate.

Each class has a full time LSA who supports groups/individuals.

First hand experience, investigation and learning through play are key initiatives in school.

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

Being safe, being healthy, enjoy and achieve, economic well-being and making a positive contribution are the principles of the Children Act, which underpins all our work. **Every Child Matters** and the five outcomes are universal ambitions for every young person, whatever their background or circumstances.

Our human resources are our highest priority to ensure the highest levels of support are available to all pupils. This includes teachers, teaching assistants, midday assistants and office staff.

The school makes very good provision for P.E. and involves outside agencies where appropriate. We have good resources for outdoor learning and playtimes.

We follow the Healthy Schools initiative and are part of the Government free fruit and vegetable scheme. We have just received our Snack Attack award for completing a food policy and following healthy guidelines.

We have an anti-bullying policy in place and have very few incidents. It is part of our school ethos to be caring citizens and reward systems are deeply embedded to promote **Good Behaviour** and **Good Attitudes** to every aspect of school life.

We have a range of policies and procedures to ensure that systems are in place to protect and support both staff and children.

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## What activities are available to pupils?

The curriculum is good and very well enriched by a wide variety of visits, visitors and extra-curricular activities.

Clubs include Art, Gardening, Football, Sewing, Handbell Ringing, Computer and Library.

We have enjoyed having 'resident artists' work in school as part of our 'Citizenship Through Art' project, which has promoted the establishment of a wonderful Friendship Garden.

Dance and music workshops are offered to children on a regular basis and are often linked with our Multicultural celebrations. (Taste of India, Chinese New Year).

Pupils regularly use the local environment to support their learning and educational visits complement curriculum topics.

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

We work closely with parents ensuring that they are fully informed of school events and pupil progress through regular newsletters, parent-teacher meetings, written reports and informal discussions.

We operate an **Open Door** policy so parents feel able to come in at any time to discuss concerns or issues as they arise with the Headteacher. We operate a 'flexi-start' to the day to allow children to come into the setting calmly and also to give parents opportunity to have brief discussion with the classteacher should the need arise.

Owing to our high mobility, we do not have a static PTA but do have the 'Friends of Montgomery'

who assist in Fund Raising activities.

We have support from businesses in the local community who are happy to contribute to our fund raising efforts by providing raffle prizes etc.

We recently had extensive brick work done by builders working for Sir Robert Mc Alpine whose firm is currently engaged in the building projects on the estate. A local supplier gave us bricks at cost price.

We have close links with both local and army clergy who come into school on a regular basis to take assemblies.

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

Pupil surveys tell us that children enjoy school and like their teachers.

The School Council acts as a 'Voice for the Children' and report any issues or suggestions to the Headteacher during their meetings.

As a result of pupil requests additional apparatus for outdoor playtimes has been purchased. The School Council has had the opportunity to peruse the catalogues and write 'shopping lists'.

The school playground reflects the ideas put forward from the children.

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

Owing to our high mobility what pupils do after they leave us is variable.

Many of our children transfer from Nursery into Main School and have the opportunity to spend time in the Early Years classes to which they are going. At the end of Key Stage One many children transfer to the Junior School which shares the same site as the Infant School. Transition arrangements are good. The Year three teachers come into the school and take their prospective classes for two days. The existing Year Three junior children are involved in the transfer process by producing introductory booklets for our children to enjoy.

Very effective liaison is facilitated throughout the year. The Year Two children have opportunity to share junior assemblies each half term and Year Five children meet with the Year Two each Friday for shared reading.

A high proportion of our pupils may be transferred to other schools in the country or abroad depending on the posting that the army has given the soldier as an individual or regiment. Comprehensive records are sent with our children so that they can be quickly assessed and integrated into their new schools.

## What have we done in response to Ofsted?

We had a very positive Ofsted report in March 2004. The inspectors found the school to be **very effective**, with high expectations of the children.

We had the further accolade of being commended in David Bell's Annual HMCI Report as being particularly successful.

There were few areas for development to address. Our response has been to ensure that the recommendation regarding raising the profile and standard of the neatness of children's work, has been implemented. We are also ensuring that systematic use of ICT is planned for in maths and literacy lessons.

Staff at the school are not complacent and continue to deliver high quality teaching and learning opportunities across the Key Stages and embrace new initiatives with enthusiasm.

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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 01206 570231

Our website <http://www.montgomerycolchester.ik.org>

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