

# OAKWOOD INDEPENDENT SCHOOL

Dear Parents

As with last year, I am very fortunate to be able to report on another successful year for Oakwood, where our pupil numbers have been at a record high and where we have seen the further development of key facilities (most notably a brand new classroom and sheltered play area for the Early Years).

The 2009/2010 academic year again saw a record performance in the results achieved by our Year 6 pupils in their entrance exams. Assessments taken throughout the year by other age groups also resulted in high levels of achievement by our pupils generally. But academic success is by no means the whole picture.

The school supports the expression of priorities as stated using the term 'the 3 R's'. This has not changed since parents were themselves at school. What has changed is firstly, the recognition that 'reasoning' - the ability to think things out - is the essential fourth 'R' and secondly, that children will be entering a world that will be very different from that which we entered. Not only must they be able to apply the skills from the 4 R's in a variety of situations that demand their use but also to have developed those personal qualities that will enable them to succeed in a culture dominated by materialism. By developing key virtues and fostering high ideals, they will be of service to others and lead happy and fulfilled lives. Therefore, success in developing character will always rank as our primary goal. Success in the academics, arts, sports etc will always be seen as a means to achieving this end.

Clearly, with this in mind, the achievements of pupils in both academic and personal terms is a testimony to the work carried out by all our staff in partnership with parents. I would like to express my thanks and warm appreciation for the hard work and commitment of teachers, assistants, volunteers and admin staff in supporting and caring for our pupils this year. We have been extremely fortunate in attracting the very best people at Oakwood and I look forward to working with all of them again next year.

The last year has been a year of consolidation within the governing body itself following the changes we saw the year before. The governors (PACT directors) took the opportunity at the beginning of this year to review the committee structures and the Exec Board has met fortnightly to oversee developments in all areas. The governors continue to work in partnership with the staff in seeking to ensure that the best possible all round education is provided for all children in the school and I would like to thank them for their hard work and generous availability.

I would also like to take this opportunity to give a special mention to the PAT without whom we would not have had such regular and well organised events. This year the PAT have enjoyed another year of spectacular success. The danger of this is that it is accepted as the 'norm', but there is a tremendous amount of hard work that happens in the background. The new ICT hardware which has appeared around the school (in particular the class projectors from Year 1 upwards) was funded entirely by the PAT. Thank you to all the members of the PAT for their hard work.

Finally, I would like to acknowledge the wonderful support provided by parents generally and in particular by the Class Couples. Indeed the unstinting loyalty of parents is a vital ingredient of the moral community that underpins our success. The recent consultation document which so many of you completed gave us essential feedback and enabled us to shape our strategy for the years ahead. It also highlighted the warm affection parents have for the school.

This report sets out the main achievements and highlights over the past year. I hope you will enjoy reading it and I wish you all a restful summer break.

Ciro Candia  
Headmaster

## **EDUCATION REPORT**

### *Academics*

It is pleasing to be able to report that the educational achievement of pupils generally throughout the school continues to be high.

The tables in Appendix 1 show the attainment levels of pupils in Years 1-5 based on assessments carried out in May. Parents should be mindful that the results should be used alongside teachers' own assessments and understanding of individual pupils' needs. As a non academically selective school we are very proud of our results.

Over the year, pupils were assessed in English and maths against national curriculum attainment levels. These assessments also took into account children's ongoing school work. The results were then recorded in a new computer iTracking system allowing teachers to better track individual progress and for the school to monitor the pupil attainment of different groups.

The new assessment arrangements allowed teachers to produce targets in reading, writing and mathematics for each child from Year 1 upwards. The Early Years children were assessed according to the EYFS criteria in the 6 different curriculum areas.

The targets have helped teachers to plan more effectively, ensuring that the curriculum is better matched to children's ability. Consequently, school work is relevant and appropriate to each child's level of need, which encourages further independence, higher levels of motivation and a positive attitude to learning.

### **Teaching and Learning**

As the number of children in the school continues to grow, it has become more important to employ the best of new teaching and learning techniques to work alongside the more tried and tested methods of prep school teaching. New initiatives and ideas in teaching have continued to have an impact on learning. As well as raised teacher expectations, we have invested in a more effective use of Teaching Assistants (especially in the juniors) to support teaching and learning with the introduction of booster classes for English and maths. The introduction of projectors in the classrooms (and laptops for teachers) has also enhanced the teaching and learning experience. Staff insets (in areas like learning support and Gifted and Talented pupils) have ensured that the latest teaching and learning ideas and practice are available to the school and its pupils.

The Group Reading scheme was formally introduced in September and continues to be a great success, helping children to develop their comprehension skills and use independent reading strategies. All pupils throughout the school participate in this and the scheme is clearly helping pupils to make accelerated progress with their reading.

Phonics in the lower school is taught in discrete lessons using the Spalding approach. This is known as the Writing Road to Reading and enables children to confidently express ideas into well structured writing. Spalding also provides pupils with a better sense of achievement and opportunities for sustained concentration and continues to be successful.

In ICT we introduced a new server, upgraded the network and hired a technician to ensure that our equipment is properly maintained. Every classroom, from Year 1 upwards, is now equipped with a projector and most teachers have now been issued with their own laptops. Over the coming year we hope to extend this provision to the Early Years.

### **A rounded character education and 'Every Child Matters' (ECM):**

The ECM agenda has been around for several years now and the school has been successful in implementing it across the whole school, within the context of our Character Development Programme.

We continue to strongly support the principle of providing a strong and well balanced curriculum, with emphasis on all subject areas. We believe this offers the possibility for all our pupils to achieve to their maximum, and gives an opportunity for all our children to excel and not just in the core academic areas.

As touched upon earlier, we recognise that we live in a rapidly changing world, where our children will need to be resilient, reflective, responsible and resourceful. In so doing they will need to develop the personal attributes, skills and virtues which will help them to become articulate, self-directing and collaborative citizens with a deep sense of responsibility. One of the ways this is achieved is through the CD/PSHE programme. An overview of this programme was issued to all parents at the beginning of the year and together with the tutorial system, is helping pupils to develop in the virtues. Next year we hope to introduce a programme called 'This is my body' in Year 6.

### *Early Years*

The introduction of the Early Years Foundation Stage (EYFS) in September 2008 saw the implementation of statutory guidance from the Government. The EYFS has been fully implemented at Oakwood and children and staff continue to learn in an exciting, happy and stimulating environment. This was recognized in the recent Ofsted inspection on the Pre School which resulted in an outstanding. A big thank you goes out to all the Early Years teachers who have worked extremely hard to develop numerous systems which support children's early development, learning and care needs.

The Early Years took up ownership of the new building and sheltered area (at the back of the hall) at the beginning of the summer term. Everyone agrees that this has significantly enhanced the learning environment for our youngest pupils.

Next year we hope to build another Early Years classroom behind the new structure. This new build will allow all the Early Years (lower nursery to reception) to be housed within the same area enabling pupils to have easy access to the new facilities. We hope this new development will be completed by September 2010.

Mrs Parker completed her Early Years Professional Status training this year and her knowledge will underpin good practice for the delivery of the curriculum and provision for the children of this age.

### *Other achievements and developments*

#### **Celebration of pupils' achievements**

In musical activities this year pupils have maintained a high standard and the junior choir has continued to impress. At Christmas they gave an inspiring performance in the Festival of Nine Lessons and Carols and their performances in the Parish Carol Service and the Purley Lights was enthusiastically received. In the summer pupils were given the chance to perform solos in the school concerts and in music lessons across the year pupils had the opportunity to produce their own compositions. In September, Year 4 will have the experience of learning to play the recorder and a variety of instrumental demo sessions are being organized to encourage more pupils to take up an instrument. We hope to have

several ensembles throughout the year and we look forward to participating in one or two external musical events and festivals. More details to follow in the Autumn.

Our pupils have also passed many music examinations, which is always a wonderful reward for all their hard work. Congratulations to them all.

Mrs Woolmer currently has 29 piano pupils. This year, 9 pupils took exams and they achieved the following results: 4 Pass, 3 Merit, 2 Distinction. In addition to this, 6 more pupils are taking exams at the end of this term. Flute exams resulted in one pupil achieving a merit in both Grade 1 and 2 exams.

### *Performing Arts*

Drama also thrived, with the Upper Junior production of *'The Complete History of the World'* at the end of the Spring term following months of hard work and commitment. It was a huge success, and greatly appreciated by those who attended. Most recently, the Lower Junior production of *'Peace Child'* produced some outstanding performances. The nursery and infant departments also impressed with their spectacular interpretations of the Christmas Story. The Reception children also treated residents of a local nursing home to some Christmas Carols, which was a delight! No matter what the age, all these performances demonstrated the great professionalism of our pupils. None of this could have been possible without the help and support of the class teachers, teaching assistants, parent volunteers and our Director of Music. Thank you to all.

Mrs Lloyd's speech & drama pupils once again participated in the LAMDA examinations in June, however at the time of writing this report the results were not available. In the past 3 years, 87 children have been entered for these exams. Of these, all children achieved at least a pass, with 37% achieving a merit and 44% achieving a distinction. Two of our pupils did very well in a national drama competition organized by the Polka Theatre and one boy's work was performed on stage.

### *Sport*

This year, sport at Oakwood has been hugely successful. All age groups did well and showed consistent commitment. Individual children also had great success not only in particular events but also regionally, with one Year 6 pupil coming 2<sup>nd</sup> out of 300 runners in the Surrey Cross Country trials. Special congratulations go to all the runners in the boys cross country team who won the Warlingham Cross Country Race (involving 14 teams).

Both the Under 11s and Under 9s boys football teams had a fantastic season, with the older children winning a tournament out of 12 local schools. Some of our Year 3 & 4 boys also took part in the Crystal Palace trials in the Autumn term but sadly on this occasion none were successful. The Under 11 girls' netball team also enjoyed success by coming second in a local tournament and doing well in countless other fixtures.

A number of cricket and rugby fixtures throughout the year also provided the opportunity for some friendly competitiveness and good fun! Many of our pupils also participated in a number of different outside sporting activities such as rugby, martial arts, swimming, tennis etc. and we tried our best to recognize their achievements in assemblies during the year.

The high standards in sport could not have been achieved without the support of class teachers, parents and our dedicated sports coach, Mr Kurti. One of the finest years of sports at Oakwood!

## **Other Achievements and Enrichment Activities**

This year we explored new structures for pupil participation in decision making, creating opportunities for children to develop their leadership skills. We widened the range of activities for which older pupils, in particular, take responsibility - from events led by the House Captains to the Oakwood World Cup organized by the Year 6 children. The school council was also re launched this year. Each class selected two school councilors and these children met regularly with Mrs Morrison to discuss issues ranging from playground games to wet play arrangements. The school council also had an influence on the range of extra curricular clubs that were offered.

In May we had a Science week which provided pupils in Year 6 to work alongside class teachers in planning and organizing numerous science investigations across the school. The five day cross curricular activity (which involved pupils developing skills in a number of key areas, not least in how to work collaboratively) enabled pupils to work in teams to investigate how science works in many everyday situations.

As part of the school's aim in providing opportunities for developing pupils' thinking and creative skills, a number of different learning initiatives were planned in a range of subject areas. In English, juniors undertook a Shakespeare workshop where pupils worked together to produce some outstanding results.

At the beginning of the summer term we had a Puzzle Day. The aim was to challenge and engage pupils' thinking. The challenges encouraged children to approach problems from a more analytical and three-dimensional perspective. Not only did the workshops benefit the pupils' thinking but it also enabled them to learn the importance of working as a team.

The school celebrated World Book Day, with children enjoying a carousel of activities like the book character parade, reading sessions with parents and grandparents, and shared reading with other pupils. We also organised a very successful Book Fair which enabled us to buy fiction and non fiction books for both infants & juniors.

The upper juniors were entered for the extremely difficult national maths primary challenge; 2 boys qualified this year with one boy achieving a Silver award.

In April we had Global Citizenship week which included a visit from a representative of Christian Aid (which works in many impoverished countries throughout the world). Throughout the week pupils worked with enthusiasm and commitment on a number of activities designed to develop their understanding about poor countries and the economic and social problems they face. Presentations for juniors were given on countries like Kenya, Honduras, Afghanistan, India and Peru. Talks for the infants focused on Fair Trade. The week culminated in a memorable whole school assembly with presentations from the different classes on what they had learnt.

We were delighted to welcome grandparents of children throughout the school in November. Year 6 gave a wonderful power point presentation on themselves and toured grandparents enthusiastically around the school, ending in the hall for tea and cake.

Art week and Oakwood in Bloom were once again very successful and clearly demonstrated how talented and creative our pupils are. Mr Buttress (our very own Chelsea Flower show judge) was very impressed with the wonderful array of gardens. He awarded more silver and gold certificates than in any other year.

In Art, in addition to weekly lessons, class visits to galleries and museums also took place. In May one of our parents who is an artist launched Art Week with a wonderful

presentation on how to design comic strips. Next year we hope to attract more local artists who can work with the children. 'Artist of the month' proved very popular and the standard of displays around the school continues to be very high.

The annual Verse Speaking competition was extremely successful and we were very honoured to have Michael Tolkien (grandson of JRR Tolkien) to be our judge. He commented on the 'delightful atmosphere of endeavour and encouraging support from peer groups and parents'. Well done to all the juniors involved and in particular to the winners of each year group.

Once again, the Year 6 children took part in the annual Whitgift week. The main aim of the week is to give pupils an opportunity to participate in a wide variety of educational activities and to gain an insight into secondary school life. The children designed their own websites and even had lessons in Italian and Japanese. Four pupils were highlighted as gifted and talented in ICT and were chosen to represent the school in an advanced html course.

We continued with the Junior Road Safety initiative which is run by Croydon Council. Our two JRSOs appointed from Year 5 have done a superb job in highlighting issues to do with safety. We also set up a working party, which includes parents, to oversee road safety and other transport issues in our School Travel Plan.

Two African Drumming Workshops (run by one of our parents) were held for the infants & juniors which gave pupils an insight into the music of other cultures. Another parent will be visiting at the end of this academic year to give the nursery & infant children an opportunity to explore the dancing traditions and people in the Andalucia region of Spain. We hope to run more of these cultural events next year.

### *Educational Visits and Trips*

Class visits to galleries and museums have regularly taken place over the past 10 months. Over the year these have included trips to the Imperial War Museum, Westminster & Southwark Cathedrals, Honeywood Museum, the National Gallery, the National Maritime Museum and the Museum of London.

We were also fortunate to have had visits from different members of the community, including a team of fire fighters at the fair, police officers, our local librarian and talks by EDF Energy. Transport for London representatives gave the Year 6 pupils some tips on how to travel safely when they start secondary school.

Other trips during the year have included the following:

The Reception chefs, visited Pizza Express in Purley to make their own pizzas. Pushing out the dough, and adding the tomato sauce as well as their favourite toppings was a great experience for all those involved. Thanks to all at Pizza Express for their hospitality. The Reception children also enjoyed a trip on the Santa Express (Bluebell Railway) and were treated to two drama productions; Pied Piper at Downside and Charlie and Lola at the Polka Theatre. Reception M also visited the Sea Life centre in Brighton where they learnt more about 'under the sea', one of their topics for the year.

The historical study of Victorian childhood in Year 1 enabled the children to dress up in Victorian costumes and they also re-enacted their very own classroom setting. The children learnt that life for most children during Victorian times was very harsh indeed and the demands on them were not at all reasonable. This allowed the children to appreciate just how lucky they are! The Year 1 children also visited the Bethnal Green Toy Museum,

Honeywood Museum and the National Gallery. Their theatre trip to see 'The Gruffalo' at Fairfield Halls was thoroughly enjoyed by all. Their final outing of the term was to Sea Life in Brighton which was a wonderful learning experience for everyone.

Trips for Year 2 included a visit to the Imperial War Museum, where the children experienced 'the terrible trenches'. They were able to try on army uniform and explore a wide range of artefacts. They also visited the National Gallery and the Museum of London. In the summer term they attended a performance of 'Pirates' at the Polka Theatre, which the children found very entertaining.

Year 3 enjoyed visits to the London Wetlands Centre and the Museum of London. One of the highlights of the year was a trip to the London Zoo in the spring term which was part of a science topic on animal movement.

The Year 4 children went to Southwark Cathedral and the National Maritime Museum (which formed part of their history studies on the Vikings). They will visit Gatton Park in the last week of term to participate in some teambuilding activities. The Year 5 children visited Westminster Cathedral (together with Year 6), the National Gallery and Bough Beech (a geography trip to study & observe water in more detail).

Once again the highlight of the year for Year 6 was the Residential trip to Marchants Hill in Surrey. Pupils had an action packed weekend, climbing the trapeze, swinging high in the Giant Swing, firing arrows in archery, learning how to drive a quad bike and even pond dipping in Dapdune Wharf en route to the main venue. The children threw themselves into the activities with great enthusiasm. They surprised the staff by their courage and determination when climbing and impressed the PGL instructors with their willingness to take on all the challenges. They exhausted the adults by their energy and enjoyed the food as though every meal was their last! Behaviour was exemplary – a credit to them all. My grateful thanks go to the staff who gave up their weekend to accompany this trip.

### *Extra Curricular Activities*

2009/10 was another very successful year for our extra curricular clubs. These clubs provided pupils with a wide range of sporting & physical opportunities, craft, drama and ICT. New clubs offered included a first aid club, crochet, debating, gardening, ICT, rosary and board games/puzzles. Old club favourites like football, street dancing and table tennis were also organised.

A special mention needs to be made of Chess which has continued to flourish at Oakwood over the past twelve months under the care and guidance of Mr Molloy and Mrs Rafice. This year we played against our sister school Oliver House (beating them comfortably!) and ran an internal tournament in the summer term involving pupils from Year 2 upwards. Next year we hope to build on these foundations by participating in more external tournaments.

The success of our enrichment and extra-curricular activities programme owes much to the hard work and commitment of both staff and visiting specialists. Well done to all those involved.

## **FUNDRAISING AND CHARITY WORKS**

Mary's Meals was the Charity we supported during Lent. This organization is an international movement involved in setting up feeding projects in communities where poverty and hunger prevent children from gaining an education. They provide daily meals in school for over 375,000 children in Africa, Asia, Latin America and Eastern Europe. Incredibly for a small school pupils managed to raise £1,694 following a sponsored playground 'challenge'. We also collected 28 backpacks for Mary's Meals as part of a separate fundraising appeal. At Christmas for the shoebox appeal we joined forces with a local school and managed to send 67 boxes to Operation Christmas Child. Many thanks to all those involved in these various fundraising activities.

See Appendix 4 for the summary of money raised over the past few years.

## **STRONG MANAGEMENT STRUCTURE**

The management structure of the school has continued the theme of consolidation this year. The School Management Team (composed of Ciro Candia, Debbie Morrison & Carrie Askew) has been supported by the Heads of Department in overseeing improvements in the quality of teaching and learning. Following a long process of self evaluation (including the Parental Consultation document, pupil focus groups and staff meetings) we drafted a School Development Plan (SDP) which will be in place for the next three years. The SDP provides an opportunity to reflect on achievements, but also ensures that the school's core beliefs are revisited and reflect the current situation and needs of parents and pupils.

The Governing Body also benefited from a strong and active committee structure which included members from our sister school Oliver House. The Estates Committee was chaired by Tony Newman-Sanders and Ella Leonard continued to lead the Personnel Committee. Jane Phillips, who recently stepped down as the Chair of PACT for a sabbatical period (and has currently been replaced by Ella Leonard as the new Chair) sat on the Formation Committee (which oversees personal development and ethos issues), and Louise Newman-Sanders was a member of the Academic Committee. As the Regulatory Compliance Officer, Carrie Askew ensured that we remain effective and compliant with the numerous rules and regulations that guide us.

Finally financial stability underpinned our ability to move forward in a careful and planned manner. The number of children on the school roll largely determines the budget available to the school and after a period of stable pupil numbers we experienced a significant increase in our numbers over the last 18 months. Our reception intake for September 2010 will be 22 (the maximum possible), and we expect to keep the numbers on roll at about 180.

The sub-committees and their members are as follows:

Academic (Louise Newman-Sanders, Ciro Candia, Debbie Morrison, Maureen Fields, Lisa Newbould)

Formation (Jane Phillips, Ciro Candia, Caroline Candia, Lisa Newbould, Maria Kemp)

Personnel (Ella Leonard, Ciro Candia, Maureen Fields)

Finance (Phil Leonard, Melanie Goodwin, Ciro Candia)

Buildings (Tony Newman-Sanders, Ciro Candia, Jack White, Carrie Askew)

Health & Safety (Debbie Morrison, Shanida Lobo, Carrie Askew and overseen by Jane Phillips)

## **CONTINUING PROFESSIONAL DEVELOPMENT (CPD)**

All staff contributed towards the identification of training needs both on a whole school and an individual basis. The net result of this training has been improved quality of teaching and learning, support for pupil welfare and improved staff personal skills to increase personal effectiveness.

The following is a summary of some of the themes covered on training days and staff meetings:

Mathletics; Regulatory & Policy updates; Handbook issues; Heads of Department job description; Enhancing the Quality of Teaching & Learning of ICT; Assessment & Levelling; PSHE, Citizenship & Character Development; Epipens & Administering Medicines; Gifted & Talented Children; Supporting children with learning difficulties in the Early Years; Safeguarding audit; Extra-Curricular Clubs; Self Evaluation; School Development Plan; Global citizenship; Every Child Matters; Use of projectors; Analysing Data & iTracking; Reports; Pupil portfolios.

## **IMPROVEMENTS TO THE BUILDING AND LEARNING ENVIRONMENT**

We continued the maintenance work within the school including new front doors, a CCTV camera for the lobby area and a refurbishment of the toilets (including new flooring and hand dryers).

Some of the classrooms in the lower school will be moved around next year for logistical reasons. Reception will be located in the current Upper Nursery classroom while the Upper Nursery will be located in the new build. The lower nursery will return to its old location (ie. the current Year 1 classroom). The two Year 1 classes will occupy the current Reception classrooms. The classrooms for all other year groups will remain the same.

## **PAT FUNDRAISING & PARENTAL SUPPORT**

A huge effort by parents and children resulted in organising a number of fundraising events, most notably the successful Family Fun Day, Christmas shopping afternoon and the Scottish Ceilidh. Over £3,200 was raised from these events, which allowed us to develop our ICT resources further and to purchase resources for the new extra curricular clubs. Thank you to the PAT and others for their hard work. My thanks also goes to those parents who organised the very enjoyable Parents' Dinner in January, a real highlight of the year.

## **FUTURE STRATEGY**

Our strategy for the future is a continually evolving plan.

Three main themes of **High Standards, Creativity & Personal Development** are the focus of our work to improve educational attainment and outcomes for our children. This strategy is outlined in the School Development Plan (SDP), a copy of which can be viewed on the staffroom noticeboard. This sets out our priorities, resources and milestones. The Governors will monitor progress against these milestones at governor's meetings throughout the year.

- **High Standards:**

Our major initiatives continue to centre on strengthening our provision for the academic subjects (especially English and maths) and tracking the progress of pupils. We want the best educational standards for all of our children and are very determined to see the school deliver this high quality education. We are committed to rigorous self-evaluation systems and procedures to ensure that strengths and weaknesses are identified. We will encourage any changes necessary to raise standards and make available resources to deliver the improvements to aid learning and assessment. We will also ensure that any TA support is used effectively including the development of booster sessions for the less able. For those who are Gifted and Talented we will continue to develop strategies within the classroom and to provide opportunities in both the school enrichment programmes and external events and tournaments. These opportunities will provide our pupils with rich experiences and opportunities to extend their learning.

- **Creativity:**

This reflects our continued belief in a balanced approach to education. We will continue to support initiatives to encourage art, drama, music and sport. We believe it is very important that children have a wide range of opportunities and that educational experience is not confined to preparing for national tests. We shall continue to support initiatives and projects to encourage creative thinking and activity and allow teachers to foster and develop the natural sense of curiosity and self-expression in children. We are developing our approach to creativity through cross-curricular planning. The outdoor learning environment is an important on-going development area for the Early Years in particular and we hope this will be used fully to enhance the pupils' learning throughout the school day.

- **Personal Development**

We want to develop the partnership between home and school, promoting the school as a centre for life-long learning where skills, knowledge and important values and virtues can be learnt. We want to ensure that our CD/PSHE programme reflects our mission statement to 'provide each pupil with a full and balanced education in intellectual, cultural and spiritual matters' (quote taken from the PACT Charter of Educational Principles).

Finally I want to thank you, the parents, for all that you do for the school. I look forward to your continued support over the next academic year and wish you all a restful summer.

## **APPENDIX 1 – SATS & ASSESSMENT SCORES**

**Assessments 2009/10:**

**SATs (Standard Assessment Tests) results at the end of Key Stage 2:**

Percentage at each level over the past 5 years:

<b>Subject</b>	<b>Year</b>	<b>Level 4 &amp; above %</b>	<b>Level 5 %</b>
<b>English</b>	2005	100	75
	2006	100	63
	2007	92	92
	2008	100	85
	2009	100	90
<b>Mathematics</b>	2005	100	75
	2006	100	63
	2007	100	92
	2008	100	92
	2009	95	80
<b>Science</b>	2005	100	100
	2006	100	100
	2007	100	83
	2008	100	77
	2009	100	55

**Results for 2010 were not available at the time of writing this report.**

## NFER Tests & Optional SATs

Twice each year we carry out assessments using either the NFER (National Federation of Educational Research) Tests or Optional SATs, depending on the time of year and the age of a pupil. These are both standardized tests which provide an important yardstick for parents to compare their own children's performance against the national average. The Year 6 children completed their Key Stage 2 SATs in May so their results are not included below.

### Summer Term 2010 Assessment Summary for Years 1-5

(Levels achieved from tests administered in May):

	<b>% Above Average</b>	<b>% Average</b>	<b>% Below average</b>
<b>Year 1 English *</b>	95	5	-
<b>Year 1 maths</b>	95	5	-
<b>Year 2 reading</b>	86	14	-
<b>Year 2 writing</b>	50	36	14
<b>Year 2 maths</b>	93	7	-
<b>Year 3 reading</b>	69	16	15
<b>Year 3 writing</b>	37	37	26
<b>Year 3 maths</b>	48	48	4
<b>Year 4 reading</b>	83	11	6
<b>Year 4 writing</b>	61	27	12
<b>Year 4 maths</b>	62	22	16
<b>Year 5 reading</b>	83	11	6
<b>Year 5 writing</b>	88	12	-
<b>Year 5 maths</b>	82	18	-

#### \* Notes:

In Year 1, the reading & writing level is combined.

The national benchmarks for achievement for an average child are as follows:

#### End of:

Year 1 – Level 1b; Year 2 – Level 2b; Year 3 – Level 2a/3c; Year 4 – Level 3b;  
Year 5 – Level 3a/4c; Year 6 – Level 4b

## **APPENDIX 2 – SECONDARY TRANSFER**

Children, who will be starting Secondary education in September 2010, will be attending the following schools. Numbers are also included for transfers since 2002.

	2010	2009	2008	2007	2006	2005	2004	2003	2002
<b>Whitgift</b>		2		1*				1*	1*
<b>Trinity</b>	1*	1	1	1		1		1*	
<b>Wilson's</b>	3	1	3	1	1		2		1
<b>Wallington High (boys)</b>	2	1	2	3			1		
<b>Wallington High (girls)</b>	4	3	3						
<b>Ampleforth</b>								1	
<b>Croydon High</b>		1							
<b>John Fisher</b>		2		2	1	2		1	
<b>Woodcote High</b>								1	
<b>Warlingham</b>							1		
<b>Coloma</b>	1	6		1	4	4	2	1	5
<b>Woldingham</b>	1	1*	1	1*	1				
<b>The Lodge School</b>									1
<b>London Oratory</b>									
<b>Cumnor House</b>	1		1						
<b>St Philomena's</b>	1	1	2						
<b>Cardinal Vaughan</b>									1
<b>The Oratory School</b>									
<b>Caterham</b>		1*				1			
<b>Croham Hurst</b>				1*	1			1	
<b>Norbury High</b>				1					
<b>Schools Abroad</b>							1	1	
<b>Home schooling</b>				1					

\* Denotes scholarships

## **APPENDIX 3 – STAFFING**

List of all staff members for September 2010:

<b>Name</b>	<b>Class</b>	<b>Extra responsibilities &amp; Specialist areas</b>
Mr Candia Mrs Morrison	Year 6	Headmaster, Head of Maths, SMT, tutor Deputy Head, SMT, SENCO, CPO
Miss Bradley	Lower Nursery	
Mrs Lobo	Upper Nursery	Risk Assessment Co-ordinator
Mrs Parker	Reception	Head of PE/Games
Miss Martin	Year 1 M	Head of DT
Mrs Easthope	Year 1 E	Head of Art
Miss Rafat	Year 2	Head of Geography, Early Years CPO
Miss Gardner	Year 3	Head of Science, tutor
Mrs Teague	Year 4	Head of History & Religion, tutor
Mrs Candia	Year 5	Head of English & Personalised Education, tutor
Mrs Rafice		Support teacher & Educational Visits Co-ordinator
Mr Woolmer		Head of Music, tutor
Mrs Sedoufio		Head of Spanish
Mrs Askew		Head of ICT, SMT, CPO
Mr de la Bedoyere		Latin teacher, tutor
Mr Kurti		Sports Coach
Miss Gloyne		Tutor
Mrs Lloyd		Speech & Drama
Mrs Woolmer		Piano
Miss Rowsell		Flute
Mrs Newman-Sanders		Early Years Music
Miss Parks		Nursery Dance

### **Teaching Assistants:**

Mrs Oliver (Reception), Mrs Cully (Year 1 M), Mrs Symes (Year 1 E), Mrs Barron (Year 2; also teaching some Art), Mrs Daly (Juniors)

### **Nursery Assistants:**

Mrs O'Neill (also assisting in the school during the afternoons) and Mrs Osman

### **Non-teaching Staff:**

Administrator & Head's PA	Mrs Askew
School Secretary	Mrs Clarke
Site Manager	Mr White
Caretaker's Assistant	Mr Crilly
Cleaner	Mr Custodio Rodrigues
Business Manager	Mrs Goodwin (based at Oliver House)
Finance Manager	Miss Middleton (based at Oliver House)
Priest	Fr Frank Calduch

## **APPENDIX 4 – GENERAL STATISTICS**

### **Admissions**

The total number of pupils on roll for September 2010 is currently very healthy, standing at 181. This is made up of 112 children in the Lower School (Nursery to Year 2) and 69 in the Upper School (Years 3 to 6).

**Number of official complaints this year : 0**

### **Charity donations**

<b>Money raised from Sponsored Activities:</b>	<b>2009/10</b>	<b>2008/9</b>	<b>2007/8</b>	<b>2006/7</b>	<b>2005/6</b>
Mary's Meals	£1,694.23				
The Passage		£2,084.70			
Our Lady's African Fund			£2,406.30		
Zoe's Place				£1,585.65	
Gambian Children's Trust					£ 832.71