

SS Peter and Paul Catholic Primary School Profile

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SS Peter and Paul Catholic Primary School

Dimbles Hill

LICHFIELD, Staffordshire, WS13 7NH

Telephone: 01543 510748

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

Children's Service Authority:	Staffordshire
Age range:	4-11
Number of pupils:	127
Head teacher:	Miss Teresa Cotter
Chair of governors:	Mr Andrew Cross

What have been our successes this year?

We continue to maintain our Catholic mission to provide a caring family community which values every person and works hard to fulfil our mission statement:

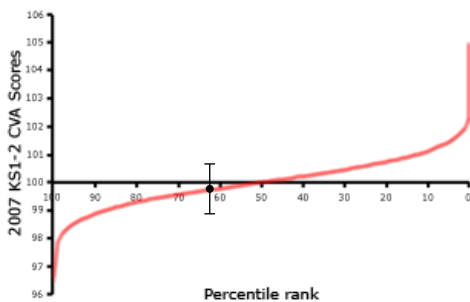
"With Jesus as our guide, we learn, pray and live together in a safe and happy way"

- We have introduced new refined tracking systems to record and monitor each child's progress, improving accountability and parent confidence. This includes better identification of Gifted and Talented children and those who have additional needs.
- We have streamlined the staffing structure and allocated roles and responsibilities within the new structure improving development opportunities for all staff.
- We have created full accessibility to the central Foundation-stage play area through installing new doors from the reception classroom and hall.
- We have attracted generous funding from the Swinfen Broun Trust which has enabled us to finance a significant investment in our IT infrastructure. As a consequence we now have interactive whiteboards in all classes and a suite of networked laptops available to every class.
- We have welcomed several children who have English as an additional language and extended our welcome to their parents through family learning initiatives held within school.

What are we trying to improve?

- We wish to grow our school. After several years of falling rolls our numbers are rising again, partly as a result of our on-site nursery. This is very encouraging as it secures the school's future.
- We hope to continue our progress in response to our Ofsted targets, including maintaining our improvements in the teaching of phonics from Foundation Stage. We wish to use our new tracking systems to give confidence to parents that children are making good progress throughout the school.
- We are experimenting with a more flexible creative curriculum through the introduction of themed weeks.
- We are developing the effective use of Assessment for Learning.
- We seek to support our children in achieving the five outcomes of the government's Every Child Matters agenda - and these are strands of our School Development Plan.
- We plan to undertake a major refurbishment of the toilets throughout the school. In addition we are hoping to install an easy-access toilet to improve the accessibility of the school.
- We are delighted that PTFA has been relaunched this year, revitalised and ready for action!
- Several of our Governors have accepted responsibility for monitoring and championing areas of development within the school.

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



- Our school I Confidence interval

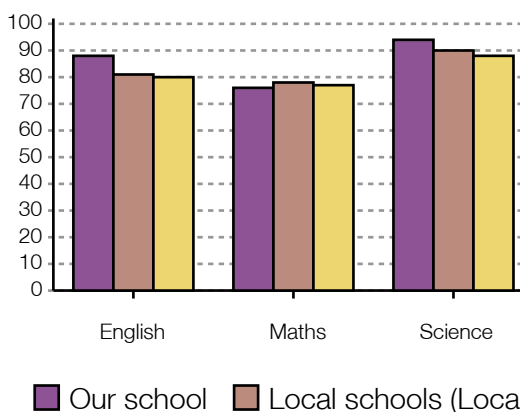
The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

We are proud of the progress that children make at our school. The majority of our children reach their potential, however, because of the small size of our school, this is not always accurately reflected in the statistics. The confidence interval shown on the graph highlights the difficulty with the use of percentages with small cohorts; there were 17 children in the 2007 cohort.

We are confident that all of our children achieve well, but we are always working hard to identify those who may need additional support. There are termly meetings between class teachers and the Headteacher where progress is discussed and children in need of intervention/support are identified. As a result of these meetings and close tracking, booster groups provide specific support and help children to get 'back on track'.

The introduction of Parent Briefings and Profile Weeks enable the school to communicate more effectively with parents regarding attainment, targets and progress. We try hard to work in partnership with our parents to make sure they have an accurate picture of their child's progress and have information to enable them to play a full and active part in their child's success at school.

How well do pupils achieve at age 11?



This chart shows the 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 (level 4)

Because of our small size, our Key Stage 2 results must be viewed with a degree of caution. Last year, each child in Year 6 represented 6 percent of our possible score.

In Maths, because three children did not take the tests, the maximum we could have achieved at Level 4 was 82 percent. In English and Science, our maximum possible at Level 4 was 88 percent.

Very positively, in 2008, we achieved 47 percent at Level 5 in Reading and 29 percent at Level 5 in Maths. In our small school these percentages are great achievements. Maths is a priority on the School Development Plan and the rise in the number of children achieving Level 5 for the second year running is very pleasing. The % of children achieving Level 5 in Reading and Maths was above our Family Group.

In future, our improved tracking systems will enable us to better identify children who may need additional support either because they are not making adequate progress or because they are in need of greater challenges to harness their academic abilities. Writing and Maths continue to be School Development priorities in 2008-09.

How have our results changed over time?

Our end of Key Stage Two Average Points Score has remained in line with national expectations in English, Maths and Science. Results greatly depend on the different sizes and ability cohorts of children and we work hard to ensure children reach their potential.

Key Stage One have been broadly in line with national expectations and our Foundation Stage profile results are in line with LA average.

An action point from our last Ofsted inspection was to improve our tracking procedures and now by tracking children individually and in specific groups enables us to support children where necessary.

As a Catholic school, our ethos promotes inclusion and we see ourselves as an inclusive school. Our changing population and growing number of EAL pupils means that some of our children are unable to access the statutory tests and therefore we can presently not achieve 100% in the SATs tests, but parents can see from our progress against the targets agreed with the LA that most of our children achieve to the best of their individual ability.

How are we making sure that every child gets teaching to meet their individual needs?

At St Peter and Paul every child is treated as an individual.

Our staff work hard to ensure that children have work differentiated appropriate to their needs. Each classroom uses a visual timetable to display the lessons of the day and children who find discussing feelings difficult, can communicate to their teachers through an emotions wall which is acted upon when necessary.

Parents pay for specialist music tuition.

We try to meet the needs of the whole child, with a rich programme of physical activities to meet the needs of children who particularly excel in sport, and a residential visit to an outdoor education centre in Year 6.

We liaise with different outside agencies to support children in all areas of need.

We have internal target-setting arrangements which mean that our children are aware of what is expected of them in their work. We have introduced Profile weeks and specific 'target time' on the timetable to allow staff and children to reflect on their learning and to make assessments against targets set.

We have held 'parent briefings' across the school to inform parents about our expectations for the year ahead and to describe our pupil progress tracking procedures.

How are we working with parents and the community?

At Ss Peter and Paul we value the vital part our parents play in their children's success at school. We also recognise the important role our school plays in the local community.

We wish to work in partnership with our parents and to that end we have organised several "Inspire" workshops where, class by class, children invite a parent, grandparent or carer to work with them during the school day in a special themed workshop. Our parents and children say they love these interactive days!

We are offering targeted support to the families of our children who have English as an Additional Language. Our family-learning sessions have been supported by Polish speakers from our wider church community.

Our community nursery provides first class pre-school experiences which is used by the County Council to demonstrate 'best practice' to others. The nursery, linked to our 'before' and 'after' school provision, offers extended services to our local parents.

We are involved in Parish/community activities e.g. distributing harvest hampers to the elderly of the parish, grandparents' lunches, musical events with local schools, choir singing for the elderly local community and supporting local charities.

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

Through pupil surveys and questionnaires we gather information that influences our policies and practices.

Our School Council gives a voice to all children and we welcome the children's views about their school. Each class has a representative on the council and the council's views are sought in many decisions that affect the school, including playing a part in the appointment of new staff. The children tell us they like their school. They, like many others, have complained about the physical condition of the school, particularly the toilets. Their views went some way to securing the funding that should enable us to instigate a programme of refurbishment across the school.

Children wanted better seating arrangements in the playground and organised the fund raising event in order to buy new equipment. Their next aim is to provide a bicycle store for our growing number of cyclists. Travel Ambassadors will be working with a Travel Plan Advisor to research our needs and produce an action plan.

The feedback from surveys and school council meetings are discussed in circle time or whole class discussions.

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

The school adheres to County Council policies and procedures in regard to Safeguarding Children. We will not tolerate bullying or racial abuse at school and deal with incidents immediately. We have a stringent behaviour policy in place and reinforce good behaviour through rewards and sanctions.

The school is a member of a local 'School Sports Partnership' triggering additional support to improve the quality of provision in PE. The school was awarded the 'Activemark' in 2007 for its 'exceptional delivery' within the National Sports Strategy.

Care, guidance and support was described as 'Good' by Ofsted. Year 6 have drug and health education and our school nurse delivers personal development education.

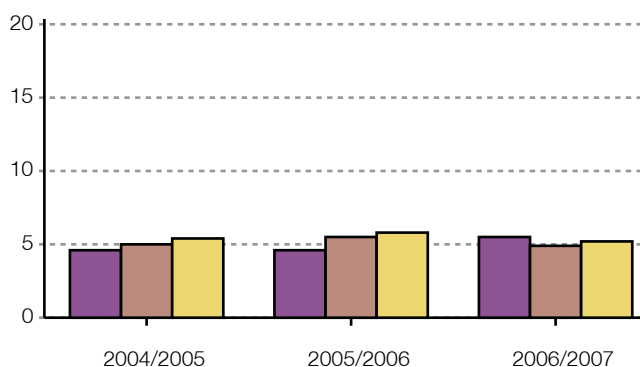
All staff have received training in Child Protection procedures and one of our governors has completed the NCSL Safer Recruitment training.

We encourage all of our children to adopt a healthy lifestyle with healthy snack procedures in place at break times.

In addition:

- We are continuing to work towards Healthy Schools Status.
- As part of our commitment to improving our green credentials we are working towards a Travel Plan that we hope will include a walking bus and better facilities to enable children to ride their bikes to school.

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

Our children are eager to come to school and this is reflected in our absence rates. However, because we are a small school any absences have a disproportionate effect on our attendance figures. To encourage good attendance, we offer weekly incentives to the class with the best attendance and punctuality. We contact parents on the first day of absence and keep monthly records of all attendance and punctuality rates. Some of our absence is due to holidays being taken in term time so we use county advice on managing this - not all holidays are authorised.

Non-attendance is followed up in line with the County Council Policy and we have a close working relationship with our Education Welfare Officer to intervene early when attendance starts to become a problem. Our attendance rate improved last year and we have set a higher attendance target for this year. There is regular correspondence with parents in regard to attendance and punctuality.

What activities and options are available to pupils?

We try to offer a full range of activities to enhance our children's experience of school.

These include:

- A variety of sporting after school clubs – hockey, netball and football
- A rotation of sporting activities in KS2 - swimming, hockey, rounders and netball.
- Violin, recorder, keyboard and brass lessons
- School choir, which performs locally to the public
- Y6 Outdoor Education week away
- Team-building day at Alton Castle
- We are hoping to start Science and Computer clubs to enhance our After School provision
- We teach Modern Foreign Languages in all classes
- All classes are encouraged to take off-site educational visits to Lichfield and the surrounding areas. We also invite visitors into school to enrich the curriculum.

What do our pupils do after leaving this school?

The majority of our pupils move on to one of the three local high schools, the most popular being The Friary School. Those who wish to remain in a Catholic school choose St Francis of Assisi in Aldridge. Transition visits are undertaken by all Y6 pupils prior to starting High School. High Schools also provide transition units of work for completion by Y6 pupils in the Summer term. These units of work are passed on to the High Schools so transition can continue in the Autumn term. We ensure that any information that would aid smooth transition is passed on to the High Schools.

Ofsted's view of our school

The school provides a good education. The school's evaluation of its own performance agrees with that of inspectors, and this is supported by the positive views of parents. Pupils make good progress as a result of teaching that meets the needs of pupils well and leave with above average standards.

Provision in the Foundation Stage is satisfactory. Pupils arrive with standards that are average for their age, and leave with average standards. Pupils make good progress in number work, but too little emphasis has been placed upon the teaching of phonics early in the year, so pupils' knowledge of the sounds that letters make is below average. The school has identified this weakness and plans to improve the provision next year.

The school puts its Catholic ethos into practice, so pupils' personal development is as good as their academic progress. Pupils are well cared for and safe in the school. There is a good range of enrichment activities, but opportunities to reinforce standards of literacy and numeracy in other lessons are often missed as there is not enough emphasis on integrating subjects. Assessments of pupils' performance are accurate, but are collated and tracked too infrequently.

The school is well led and managed. The headteacher has a clear understanding of its performance and how to improve it. The school's managers have already identified the areas for improvement noted below. Nevertheless, the school does not yet have a complete picture of trends in performance in the long term, because the data is not collated in such a way as to make such trends clear. The school has had financial difficulties in the past, but these are now being dealt with successfully so the school provides satisfactory value for money. Good progress has been made since the last inspection and the school is well placed to improve further.

Date of last inspection: 09-May-2006

Ofsted graded our school as good

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



[View the Ofsted page for SS Peter and Paul Catholic Primary School](#)

What have we done in response to Ofsted?

The main areas for improvement identified by our May 2006 Ofsted report:

1. Improve the teaching of Letters and Sounds in Foundation Stage.
2. Track children's progress regularly and identify any patterns or trends.

The introduction of Letters and Sounds has had great impact on the teaching of phonics in the Foundation Stage. children are involved in daily 'Letters and Sounds' lessons and their progress through the 'phases' is tracked closely. This good practice has been acknowledged by LA advisors and a local teacher training college. The Foundatiionn Stage Profile shows that children are making good progress in this area.

New tracking procedures have been introduced and children are now tracked using Average Point Scores (APS). The progress of different groups is also tracked closely, although with small numbers in cohorts, there are no real trends or patterns emerging. These new tracking procedures mean that all staff are far more aware of children's progress and attainment across the whole school.

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 01543 510748

Our website <http://www.sspeterandpaul.org.uk>
