

St Mary's Catholic Primary School Profile



St Mary's Catholic Primary School

Hornchurch Road
Hornchurch, Essex, RM12 4TL
Telephone: 01708 448430
<http://www.stmarysva.net>

Children's Service Authority:	Havering
Age range:	4-11
Number of pupils:	427
Head teacher:	Mrs A Elliker
Chair of governors:	Mr M Adams

What have been our successes this year?

Further developments of healthy initiatives from new play facilities encouraged children to participate in a wide range of play activities developing healthy minds and healthy bodies, enhanced through further training in cycle awareness for KS1 and bikeability for KS2.

SATS results indicate children receive good, value added provision. KS2 results continue to remain high and exceed agreed targets for the 3rd year running.

OFSTED (2009) judgement of the school was good overall, with many outstanding elements.

Pupil self-assessment and target setting has developed further through careful evaluation of pupil progress using NFER, Fischer Family Trust & Raiseonline data to predict pupil attainment and provide clarity for 'next steps'. Educational plans are more focused and tracking systems utilised more effectively. 1:1 training schemes have supported pupils effectively.

Gaelic football has been added to OOSHL provision. First aid training success have been extended to whole school first aid curriculum. Real-life experiences which support effective learning across the school are enhanced through school visits.

Basic Skills mark was renewed 2009.

KS1 and 2 school council pupil voice continues to strengthen.

What are we trying to improve?

Continuing to develop use and application of knowledge in all subject areas.

Consolidation of understanding and command of sentence structure and comprehension skills, improving inference and deduction skills, with special focus on engagement of language for boys.

Development of IT: wider use of visualisers and Digiblu videos -safety in use of Internet - staff training in delivery of new aspects of 'Espresso'.

To build on links with other faith schools, locally - e.g. 'Al Noor Muslim Primary School', sharing good practice and developing community cohesion through social engagement and new projects.

To develop role play opportunities in the Foundation Stage and extend good practice through transition into Year 1.

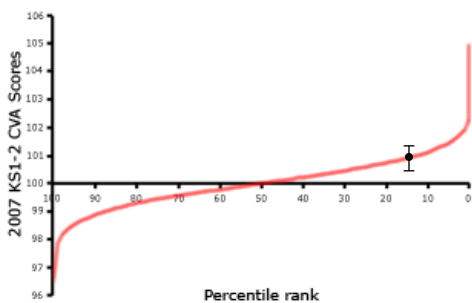
Continuing to develop all aspects of 'Every Child Matters' (ECM), through increasing opportunities to understand other countries and faiths.

To continue to provide opportunities for independent learning to take place across the whole school, linked to the Assessing Pupil Progress pilot, enabling every child to reach his/her full potential.

Developing middle leaders' analysis and use of data.

Building and strengthening a new leadership team following retirement of previous headteacher.

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



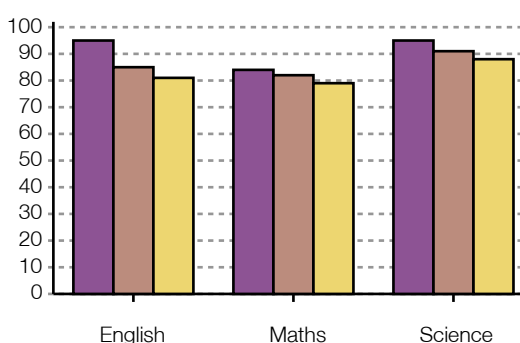
- Our school
- I Confidence interval

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.

As shown in the graph, St Mary's school is in the top 10% of high achieving schools, based on comparisons between pupil achievement from Key Stage 1 to Key Stage 2. Pupils achieve very good results at the end of each Key Stage One, which is evident from SAT tests. The school tracks pupil progress from reception year to year 6 and uses results of NFER (nationally recognised tests), Fischer Family Trust data and Raise-online to assess pupil development from year 3 to year 6. The outcomes of these tests provide indicators of individual pupil progress and underpin the provision of intervention programmes to supplement and support learning.

Regular book scrutinies and use of teacher record books provides consistent and sustainable tracking opportunities enabling staff means to highlight pupil successes and difficulties, set effective targets and ensure value added provision is made for all pupils across the school.

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2008. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

■ Our school ■ Local schools (Local Authority) ■ All schools

Results at the end of year 6 continue to be very pleasing, with results consistently high at level 4 and level 5, exceeding borough targets agreed with the school. Results at level 5 English and Science at the end of year 2007-8 were exceptional.

How have our results changed over time?

Results have remained consistently high compared to local and national levels - exceptional results were achieved in English during 2005-6 and in all subjects at level 5 during 2006-7. An expected slight dip in 2008-9 resulted from the exceptionally high number of pupils with special needs within the cohort.

In 2009 the vast majority of children attained Level 4 in all subject areas at end of Key Stage 2 of which a large majority also achieved Level 5 with a minority of boys failing to achieve Level 5 in both English and Maths subjects combined (Havering Data Analysis 2009).

KS2 % Pupils Lvl 4+

	2003	2004	2005	2006	2007	2008	2009
English	97	91	95	98	95	95	98

<i>Maths</i>	91	87	94	94	98	84	100
<i>Science</i>	97	95	95	96	97	95	100

KS2 % Pupils Lv 5+

	2003	2004	2005	2006	2007	2008	2009
<i>English</i>	57	32	45	62	67	47	51
<i>Maths</i>	51	42	55	49	70	42	67
<i>Science</i>	34	59	70	58	75	63	67

KS1 % Pupils Lv 2+

	2003	2004	2005	2006	2007	2008	2009
<i>Reading</i>	89	90	99	98	93	73	90
<i>Writing</i>	93	93	95	98	93	77	90
<i>Maths</i>	91	91	97	98	100	77	97

KS1 % Pupils 2B+

	2003	2004	2005	2006	2007	2008	2009
<i>Reading</i>	81	81	88	91	82	56	83
<i>Writing</i>	66	66	83	87	78	58	58
<i>Maths</i>	77	76	87	88	78	61	75

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

The school mission statement underpins the work of the school - recognised in the Ofsted report - and Section 23 report - Spring 2009.

The student council continues to thrive and grow, with student councils in both key stages (now combined). 'Voice of pupils' - has led to further development of playground equipment, extended school activities and breadth of provision of school trips, to extend and enrich the existing curriculum.

Targets are continuously reviewed for pupils at all levels - assessed through both formal and informal assessment, regular programmes of review, outcomes of work, assemblies, informal discussions and end of year/key stage formal tests.

Results of formal assessments continue to be very good and pupils achieve very well.

The school tracks pupil progress using Fischer Family Trust data, Teacher Assessment and outcomes of NFER tests.

Pupils are increasingly involved in self-assessment, using traffic light self-evaluation and discussions in setting IEP's and next step targets.

How are we working with parents and the community?

Parents and children are greeted daily on the playground by most staff before/after school-relationships are good. Opportunities to meet with staff are offered on a formal basis three times per year. We encourage parents to meet with staff whenever they want to. Parents receive an Annual report - termly reviews are held for pupils with particular needs.

The Parents & Friends Association fully supports the school.

School council liaises closely with parents and local community-eg: fund raising, travel plan-and involvement in parish events.

Parents' views are accessed through questionnaires; feedback from meetings: responses to bulletins/newsletters/student diaries/reports; comments on playground; governors and parish meetings, leasing of facilities. Parents are able to opt for parentmail.

School visitors include: MPs / Local Politicians / LA&Diocesan Officers and advisors / governors / clergy / local services / theatre groups / musicians / story tellers / other faith school pupils and staff / pupils and staff from other local schools / staff and students from training partners and TDA / fund-raisers / Sports College partners.

Positive parenting programme and curriculum meetings are offered to parents.

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

Pupils tell us they feel happy and safe at school - see Ofsted Report 2009 and PASS information 2008/9.

Pupils respond to invitations to voice their views through the school council, class bully boxes and anonymous discrete postbox in school. Monthly student council meetings raise issues and expectations of pupils across the school.

The children have requested extensions to the educational visits programme, reviewed annually, changes to menus, fund raising initiatives, development of school playground equipment, development of peer mediator programme, inter-school initiatives against bullying, Junior Road Safety Officers and environmental developments.

We have been able to respond positively to all the above requests. Some funding restrictions have prevented all requests being met, although we consider all requests seriously and include possible outcomes in our school improvement plan.

The student council/voice has grown steadily stronger over the past 6 years, with opportunities for further community involvement and focused visits - including regular tree planting with the Woodland Trust and annual involvement in student voice conferences.

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

The pupils say they are safe - Ofsted report 2009 / PASS 2008 & 2009.

Pupils fully understand the importance of healthy eating/drinking water regularly.

The school has received 'National Healthy School' status.

The school has received Activemark award 2008/9 for breadth of provision for exercise and sport, both within the formal curriculum and extended out of school hours learning programme.

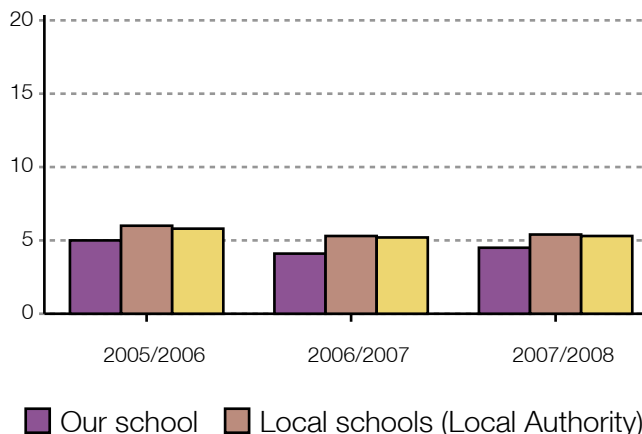
Cross curricular opportunities address issues of self-worth and self-care linked to PSHE/RE curriculum. Values are reinforced through assemblies and circle time. Anti-bullying week is a high profile focus.

Children support local/global communities, raising funds, serving, reading etc. recognising the importance of sharing and caring. Safety measures are reviewed regularly by staff, the LA and a designated governor. A trained counsellor is available when needed.

The school council has supported the woodland trust initiatives to plan trees, attended the student voice conferences and the orchestra supported the Mayor's fund raising appeal at the Queen's Theatre.

Continued achievement in renewing our Basic Skills Mark (II) demonstrates that children are able to apply skills, e.g. budgeting sensibly.

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.

Absence rates have remained consistent over the past 3 years, meeting with agreed targets. The school works closely with parents to ensure that pupils remain in school during term time, recognising the impact this has on pupil achievement. Individual requests for absence for personal reasons are scrutinised and, where necessary, further discussions entered into to ensure minimum disruption to learning opportunities.

Pupil questionnaires from PASS 2008 & 2009 indicate pupils enjoying coming to school and want to attend regularly, they say they feel safe and valued.

What activities and options are available to pupils?

The school offers a broad curriculum including Italian (KS2 and year 2), musical instrument tuition from year 2 and swimming for **all** children. Subject specialists teach Music, Swimming and Drama, enhancing the work already taking place in class. Children in year 5 and 6 are all First Aid trained and are able to apply their knowledge effectively, an initiative which we have extended to all pupils during 2009-10. Extended curriculum opportunities continue to expand and currently include: basketball years 4/5/6, Gaelic football years 5, recorder years 2-6, cross country year 6, dance/creative movement year 4, Hurling years 4/5, choir years 5/6, rugby and football years 5/6, cricket and rounders years 5/6, tag rugby year 5/6, dance/drama all years, Salsa year 5, netball years 5/6, maths year 5/6, science club year 5, guitar, karate, Irish dancing, tin whistle, orchestra: brass, woodwind, strings, cookery. Years 4, 5 and 6 take part in outdoor pursuit activities at Stubbers, a local centre. Key Stage all participated in Cycle awareness training and Bikeability 'on road' training is offered to pupils in years 5/6. There is a programme of curriculum related visits, including a residential visit to the Isle of Wight for Year 6.

What do our pupils do after leaving this school?

Most pupils leaving St Mary's elect to attend one of five Secondary Schools: The Campion School, Sacred Heart of Mary Girls' School, Brentwood Ursuline Catholic High School, All Saints Catholic Technology College, or Coopers Company & Coburn School.

Transition is aided by liaison with secondary schools, staff visits, joint working wherever possible and, where required, specific transition meetings, involving parents and pupils - e.g.: pupils with SEN / medical plans.

Many pupils keep in touch and many elect to return to St Mary's for visits, work experience and future careers/training.

Ofsted's view of our school

The school judges itself to be effective. Inspectors agree and find it provides good value for money. Pupils achieve high standards by the end of Year 6. They make a sound start in the reception year and make good progress in Years 1 and 2. From Year 3 to Year 6 they do particularly well. The Christian ethos of the school is reflected in the outstanding personal development of its pupils, whose well being is the result of the excellent standard of care and guidance it provides. Good teaching and the very positive attitudes of the pupils contribute to their good achievement. However, there are occasions when teachers talk for too long and pupils do not have sufficient opportunities to participate actively in the lesson. The school provides an interesting curriculum that meets the needs of the pupils well but the children in the reception classes do not receive a broad enough range of learning experiences to develop their independence. Teachers mark the pupils' work thoroughly and their good assessment and tracking procedures help pupils to improve. The school monitors and evaluates its performance effectively. It is very well led and managed and the good improvements since the last inspection are indicative of its capacity to improve further. The governors are extremely diligent.

Date of last inspection: 24-Jan-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 St Mary's Catholic Primary School](#)

What have we done in response to Ofsted?

Pupils are increasingly involved in feedback from their lessons, demonstrating their levels of involvement and understanding: scrutinies of work and discussions with pupils indicate their high level of engagement with their learning, along with their enthusiasm and motivation, supported by exciting and enjoyable lessons, which are well structured and matched to pupils' individual needs. This has been recognised during our recent Ofsted inspection (April 2009), which acknowledged outstanding development in the Foundation Stage and the range of opportunities for pupils to engage in discussion across the school. New targets include:-

- improvement of playground facilities;
- extending opportunities for role-play in Foundation Stage;
- developing middle leadership roles, particularly in the analysis and use of data.

All of these are currently being addressed as part of our school improvement plan.

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:

null 01708 448430

null <http://www.stmarysva.net>
