

St Peter and St Paul Church of England Primary School, Burgh-le-Marsh Profile

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St Peter and St Paul Church of England Primary

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

Children's Service Authority:	LINCOLNSHIRE
Age range:	4-11
Number of pupils:	202
Head teacher:	Miss Sarah Smith
Chair of governors:	Father Terry Steele

What have been our successes this year?

Following a successful Ofsted Inspection in March, we were delighted to have been removed from a category. The progress that the school has made was praised and the drive to improve even further. In June we had a Section 48 review which found that the school has a strong sense of respect and community spirit rooted in a Christian ethos.

We have completed the Foundation Stage play area which now offers outdoor learning opportunities for our Reception children in all weathers, a real outdoor classroom. Other refurbishment has taken place in classrooms replacing furniture in classroom areas.

The school has been active in the community. Our Sports teams have been very successful in a wide range of events over the year. We even had our Year 6 dance group perform in a festival performance at Lincoln Theatre Royal. There have been a wide range of visits this year ranging from local trips to Church Farm, Y5 travelled to the National Space Centre in Leicester. Year 6 thoroughly enjoyed their residential trip to Caythorpe Court PGL in Grantham.

The PFTA have continued to raise a lot of money for the children through various events including a Christmas Fayre, Burgh Bonanza enriching the opportunities that we can offer.

What are we trying to improve?

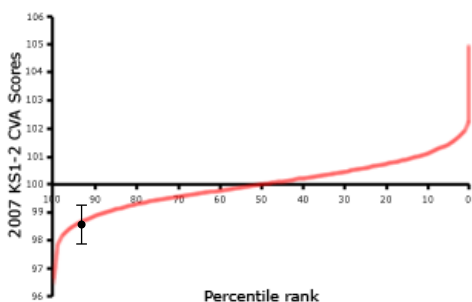
The main area for improvement is to raise standards in academic achievement further by monitoring and assessing children accurately in order for all children to achieve the very best that they can. We have already made pleasing progress with this with our Year 6 children achieving the best results for the last 3 years this year. We have high expectations and strive to improve even further.

We want to further improve our curriculum across themes using key skills to increase children's motivation and enjoyment. We are well on the way with this via Arts Days throughout the year and we are developing the use of technology across the school with the introduction of visual literacy.

Although all classes have either fixed or mobile projectors, from September 2007 Y3, Y4, Y5 and Y6 will have access to interactive whiteboard technology in their classes and we hope to extend this in the future.

In the last academic year we have also worked very hard to improve communication between home, school and the local community. Parents have been involved in decision making in a range of areas through questionnaires, meetings, class assemblies and services, all of which have been well supported.

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.

Our Foundation Stage pupils achieve levels of improvement which are broadly in line with national expectations.

KS1 results are in line with national averages, subject to the usual year group fluctuations and a trend of higher performance in Mathematics and Reading than in Writing.

KS2 results have shown improvement from last year, especially in level 4 mathematics and level 5 science although they are slightly below the national average.

School Level Percentages 2007 (National averages 2006)

School English Level 4+ = 73% (79%)

School English Level 5 = 20% (32%)

School Maths Level 4+ = 73% (76%)

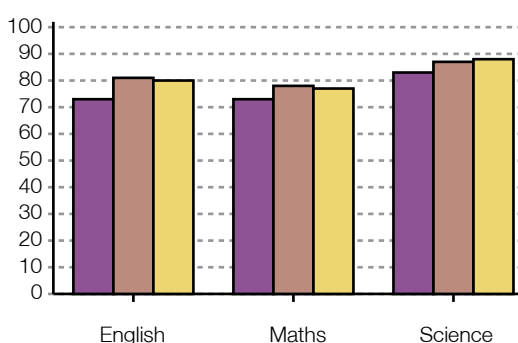
School Maths Level 5 = 23% (33%)

School Science Level 4+ = 83% (87%)

School Science Level 5 = 43% (46%)

We have made substantial steps over the past academic year to address the issue of standards, including tracking and monitoring, informing parents of their child's progress and their attainment, ensuring the children are aware of the ways in which they can improve and intervention and Booster groups.

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)

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

2007 results for our Key Stage 2 pupils show a significant improvement in standards with 73% achieving level 4 or above in English, 73% achieving level 4 or above in Maths and 83% of children achieving level 4 or above in Science. This is a significant improvement across the subjects.

How have our results changed over time?

Our Foundation Stage pupils achieve levels of improvement from entry to the end of the Foundation Stage in line with national expectations.

Key Stage 1 results are above national averages in Mathematics and Reading and in line with averages in writing. This is subject to the usual year group fluctuations.

Key Stage 2 results have until recently been disappointing. This year the number of children achieving level 4 and above has significantly improved and particularly notable is the huge rise in level 5's in Science this year 43% of the children achieved this higher level.

We have made substantial steps over the last academic year to address the issue of raising standards by:

- tracking and monitoring

- informing Parents of their child's progress through target setting
- ensuring assessments are accurate
- making children aware of the ways in which they can improve
- initiating intervention programmes and booster groups

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

At St Peter and St Paul CE Primary School our collective vision is to bring together all the elements that contribute to the development of each child through our rounded Christian learning experiences. We develop values, skills and attitudes to enable all to live successful and fulfilled lives.

Classroom activities are differentiated so that children are set activities to match their ability levels. All children are assessed through marking and pupils are also encouraged to assess their own work through success criteria and traffic light assessments. Formal assessments are made throughout the year and progress is tracked.

Pupils are set personal targets and these are shared with the child and Parents at parents consultation sessions and in the end of year report. Those with special needs have individual education plans to support them, written by the teacher in partnership with our Special Needs Co-ordinator. We also identify children who would benefit from further learning support and intervention programmes as well as outside agencies.

Children contribute to their learning by annual questionnaires, participating in class circle time, pupil interviews and through our well established School Council.

How are we working with parents and the community?

We are always striving to further develop the ways we work in partnership with parents and the community. As well as consultation evenings, parents are also invited to concerts, arts and sports days, church services and class assemblies. We also have parents groups involved in committees in school like the Healthy Schools group and the Travel Plan group. Parents are welcome to come into school and many help in school activities. We have run a number of sessions and meetings for Parents that have been well attended. Parents participate in decision making in school through questionnaires and policy groups.

We have a very active PTFA which is made up of Parents, Teachers and members of the community who work tirelessly to raise substantial amounts of money for the school throughout the year.

Our Parents are very supportive of the school, this was noticed in both our Ofsted and Section 48 review. We have very close links with the local churches, with religious leaders coming into school and our participation in church events.

Recently the school has been involved in the development of the childrens centre in Burgh, helping to design the logo and an educational resource display for the centre.

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

Our children are involved in suggestion improvements to their school, especially through the School Council. The children wanted to improve the playground and through a grant received through the Natwest Supergrounds Scheme, we have been able to put markings on the playground and build a trim trail.

This year the children raised the issue of the school toilets causing them concern and as a result the School Council met with the decorators to choose the colour scheme, over the Summer holidays all the toilets are being refurbished.

In a recent survey conducted by a group of children in school the issue of hot school meals was raised. The school have with the help of parents and children decided upon a provider for our school to commence in October 2007.

The School Council have discussed Ofsted issues and feedback their views to form part of the School Development Plan.

Children have been actively involved in the interview process for staff and met with Ofsted inspectors as well as Section 48 inspectors. On all of these occasions the children's contributions were well received.

This year we hope to further develop pupil voice in meeting with other school council groups to discuss local issues.

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

We have worked hard towards improving the safety of our children as they travel to school through the School Travel Plan. This has incorporated the Golden Boot Challenge, encouraging children to consider how they travel to school and the implementation of a very successful Bikewise Scheme. We have appointed two children as JRSO's (Junior Road Safety Officers) who work with local police and road safety partnership to highlight issues. This has had an impact on the amount of traffic outside school.

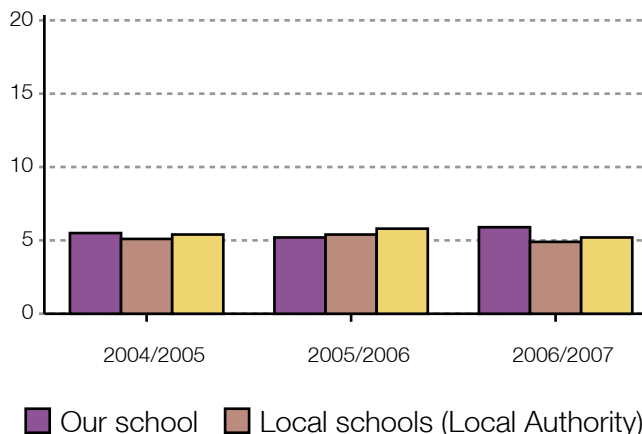
Healthy eating is a priority, the children took part in our Healthy School launch week in March through a variety of events. Our younger children receive free fresh fruit as part of the Fruit Scheme. All children have been given a bottle from which they have access to water in class throughout the day.

In response to Parents and Children we will be able to offer healthy hot school meals from October 2007 in line with the new Food Standards.

Regular visits from safety professionals are made to the school including School Nurse, police, paramedics, firefighters, Water safety awareness and builders in the community.

Our school is a secure site and all adults working or visiting the school have full police clearance.

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.

For most of our children attendance rates are good, however for a small minority attendance is monitored closely and where there are concerns outside agencies work alongside the school and families to offer support and advice.

What activities and options are available to pupils?

We provide a wide range of extra curricular activities led by staff throughout the academic year. Our clubs include: High Fives (Netball), Hockey, Craft Club, Choir, Football, Rounders, Kwik Cricket, Eco-Club, Yoga, Dance Club, Cookery Club and Science Club.

We have a group of people who include parents and members of the community who received Bikewise training and have over the last two years lead our Year 6 pupils through the Cycling Proficiency course.

Within school the children have received specialist sports training from visiting coaches as part of our link with Skegness Grammar School Sports College.

The last two years has seen our school involved with the Creative Learning Partnership which has enabled our children to work with professional artists. A recent project resulted in the children developing the a playground area into a sensory area and sculpture garden based on mathematical problems.

What do our pupils do after leaving this school?

After leaving our school the pupils move on to secondary school. This year they will be moving onto the following schools:

- John Spendluffe Secondary School, Alford 20 children
- Skegness Grammar School 6 children
- St Clements College, Skegness 4 children
- Alford Grammar School 1 child

Children in Year 5 take part in curriculum days at many of the different schools to allow them to make a choice of school with the support of their parents. We encourage our families to look at all the secondary schools to make an informed choice. In 2007 the children will take the 11+ examinations in September.

What have we done in response to Ofsted?

In our Ofsted Inspection in March 2007, the school was taken out of "Notice to improve" and judged to be a satisfactory school with good aspects. The report confirmed the judgements made by our own self evaluation and in response to the inspection we have continued to work on the areas that we had already correctly identified.

The areas include:

- To raise standards in Key Stage 2
- To further develop our assessment systems to measure pupil achievement more accurately
- Provide pupils with more advice on how to improve their work and move on
- Ensure subject managers have time to develop provision in their subjects

Already in the time since the March inspection there has been a marked improvement in standards with a significant rise in attainment compared to the last three years at Key Stage 2 in Maths and Science. This is mirrored in progress within other year groups and we are building for the future.

The school is seen as having good capacity to improve. The Governors regularly review the School Improvement Plan and monitor the progress made towards the targets.

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 020 78374590

Our website <http://www.argyle.camden.sch.uk/>