

Staplegrove CofE Primary School Profile

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Staplegrove CofE Primary School

Hudson Way, Staplegrove

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<http://www.staplegroveprimary.co.uk>

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| Children's Service Authority: | Somerset |
| Age range: | 5-11 |
| Number of pupils: | 181 |
| Head teacher: | Mrs Kirsti Nelson |
| Chair of governors: | Mr Paul Bailey |

What have been our successes this year?

Our school Improvement Partner (SIP) recently commented that Staplegrove is a rapidly improving school. It has the potential to be outstanding. We are very proud of the improvements in the standards displayed at the end of each Key Stage and the accelerated progress children are now making in their time at our school. The progress of all children is now tracked individually and teacher assessments are made regularly to inform this.

The staff are a tremendous strength in the school and a rigorous appointment procedure has ensured that we are appointing excellent staff. One of our staff has just been appointed as an "Advanced Skills Teacher" for numeracy whilst the Head and Deputy led on a County behaviour conference discussing good practice at Staplegrove. All lessons display a wide range of teaching styles and use a wide range of resources including interactive Whiteboards in every classroom. We actively promote accelerated learning principles and lifelong learning.

The children are amazing! There is a tremendous ethos within the school and this is often commented on by visitors. The children thrive on the many opportunities available to them and the school is a very happy community to be part of.

What are we trying to improve?

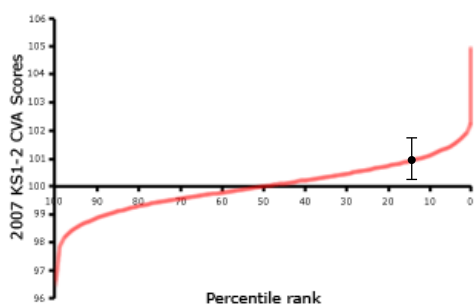
The school continues to be part of the Leading Learning Programme (LLP) This enables the school to focus clearly on areas identified within the school development plan, providing funding for staff development and access to lead professionals within the County. The standards in Numeracy, particularly in the areas of mental mathematics and problem solving will be our main targets while we also have a literacy target that is set to improve reading and spelling across the school.

The assessment procedures now in place will need to continue to embed into daily practise and the use of layered target setting extended to cover all core subject areas. The use of the school information management system (SIMS.net) needs to be extended to make full use of the data stored on the school network.

ICT has been identified as an area of development. Our new suite with 18 machines and an interactive whiteboard will enable us to focus on improving the ICT skills of pupils and staff. Digital Excellence has been purchased to support the assessment of ICT which will also impact on learning across the curriculum.

French is now being taught at upper KS2 and our plans now include language teaching for all junior children from September 2008

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

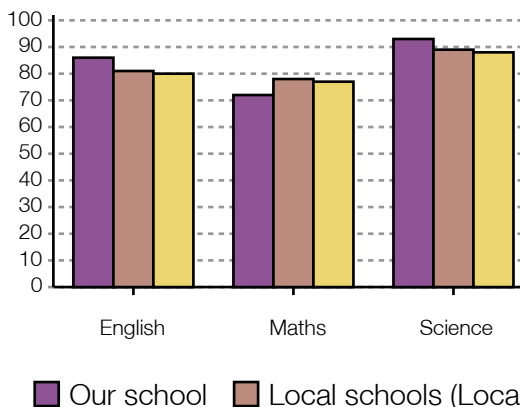


- Our school
- I Confidence interval

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 very proud that our children are now making significantly more progress from KS1 to KS2 than they would normally be expected to make, taking into account their performance in KS1 SATs. This is a credit to the fantastic teaching and learning opportunities available to all children. There has been a massive improvement in the past 2 years when our CVA has risen from 98.3 in 2005 to 100.9 in 2007. The rigorous tracking system now in place for all year groups, will enable us to maintain this level of CVA as relevant value is now being added in all year group. Any children who are not making relevant progress are identified earlier and intervention programmes and support are used if appropriate.

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)

In 2007 the schools results for KS2 in English and Science ,exceeded the national average. In Maths, our results were lower but still showing significant imporvement from the previous years performance. This is the reason why our LLP focus mentioned in section2 is numeracy. We have closely analysed the results form the KS2 SATs, optional SATs and ongoing teacher assessments to identify our areas of improvement for this subject.

The children who attained a level 5 in each subject area was also significantly higher than the previous year and exceeding the target set.39% of children in English, 29% in Mathematics and 53% in Science achieve level 5.

The SEN children at school action level or above also performed in line with expectations.

How have our results changed over time?

Our school results for KS2 have shown a increase in English, Mathematics and Science since 2005.They are now exceeding national averages in English and Science.The number of children achieivng level 5 in each area is also above the expected level The contextual Value Added (CVA) scores monitoring progress have also shown an upward trend in the same time period.

In Key stage 1 there have been significant increases in all subjects and particularly in reading. In this area, the school exceeds national averages. In Mathematics there is an upward trend in the mathematics attainment and in 2007 the school exceeded the national average.

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

Teaching is planned throughly from the National Startegies and curriculum frameworks. We have a 2 year rolling programme to support our straight age year groups. Learning objectives are differentiated to take into account individuals and groups. A range of teaching styles are promoted within each class to meet the needs of all children and their preferred learning styles.

The school has a SEN co-ordinator and a designated Governor with responsibility for SEN. They monitor the provision for children with additional needs and ensure that each child is supported appropriately in line with the SEN code of Conduct. Pupils receive support through intervention work and individual education plans.

Gifted and Talented children are also recognised to have additional needs and are identified and planned for accordingly.

The school operates a tracking system that is used to monitor the progress of each child in the core subjects. Teachers set targets at the start of the year and prograss towards these targets are monitored by the classteacher and headteacher at termly Pupil Planning Meetings. Children are aware of their targets and know what they need to do to move forwards.

How are we working with parents and the community?

We have effective communication systems for parents which include parent evenings 3 times a year, monthly newsletters, an active website and a parent information board. There is a termly forum when groups of parents are invited to talk with the Headteacher about issues facing the school. Their views are also collected annually by questionnaires and some of the findings feed into the School Developement Plan.

The school has very positive links with the local church. The school attends a service at the church at Harvest, Christmas, Easter and the end of the school year. A member of the church leads a weekly collective worship for the school. There are also joint school and church workshops at special times of the church year. The headteacher is a member of the Church Ministry and mission group and writes a regular article in the parish magazine. The school and church h have been jointly involved in a project to raise enough money to support a classroom in Africa. Other community members also make vists to the school and this promotes the children's understanding of their community.

The school is actively involved in the local action group to support improvements in the community.

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

In September 2006, we undertook a whole school self review questionnaire and the children completed this in lesson time. They identified that they would like more to do at playtimes. As a result, we have installed 2 new wooden play structures in the playground and are creating a covered sitting area for quiet activities. The children like their teachers and think that they provide "good work"!

The school council consists of a pupil representative from each class and they meet with the headteacher every month. They come to the meeting with any concerns that their peers have but also go back and ask the class opinion on certain issues. They wanted music at lunchtime as they thought it would make it nicer in the hall and also better provision for people who cycle to school.

The school council also play an active part in any new appointments to the school. All candidates for recent teaching positions have been interviewed by the council. The questions were decided by the children and they ran the session. Their feedback on the candidates was used in the decision making process

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

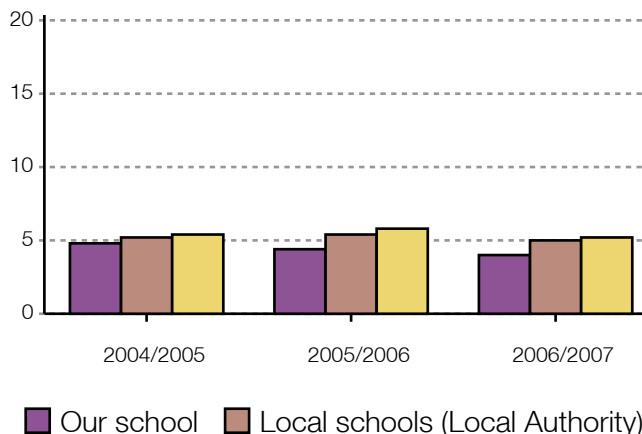
We have just been awarded Healthy School status and are committed to continually promoting healthy lifestyles to all of our stakeholders. Everyday starts with an aerobics "Wake and Shake session" and the school has just received the active schools mark which includes the provision of 2 hours of Physical activity per week. The school has a travel plan encouraging everybody to walk or cycle to school whenever possible.

We promote healthy eating and provide a hot school meals service for our children. Milk is available at breaktimes and all stakeholders have access to drinking water at all times and this is actively encouraged.

We have policies in place to promote safe practise including behavior and anti-bullying, SEN, PSHE, child protection, health and Safety and security. These are reviewed annually.

The school actively uses the resources provided by the SEAL (Social and Emotional Aspects of Learning) and work together as a whole school on the themes identified. Circle time is an important part of our school life and this supports our PSHE curriculum. We also have regular visits from Devon Child Assault Prevention scheme (CAPS) and from the Life Education Centre drugs awareness bus.

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.

The absence rates at our school are very good and are below those displayed locally and nationally. The school has worked hard to maintain this and has been following guidance provided by the Taunton Learning Partnership (a local group consisting of all schools in the Taunton area) with regard to holiday requests in term time. This has resulted in a greater parental awareness of the effects that having holidays in term time can have on the education of children.

The school is planning to move to registration on line (using the information system SIMS) during the following academic year which will enable greater accuracy and consistency in monitoring lateness.

What activities and options are available to pupils?

As well as a full and varied curriculum, which is reviewed regularly to ensure we meet statutory requirements and provides a broad, balanced and relevant for our pupils, we also have a range of extra curricular activities.

These include football, multisports, netball, cricket, recorders, piano and guitar lessons, discos, dance aerobics, a school reading group and singing.

"Groovers" which is our before and after school club also provides a range of art and games activities.

All children have the opportunity to go on a residential camp at Kilve in year 5 and year 6 and we try to ensure that each class has at least one opportunity a term to attend educational visits outside the classroom. Year 6 children attend the Wells Cathedral Leavers service annually.

We hold a multicultural week in the summer term when the whole school takes part in a variety of activities to help them learn about a different country and what life might be like. This usually includes visits from outside artists- this year we were visited by a Brazilian drumming company.

We also have an annual Super Learning Day in September when all of the children and staff take part in various workshops to raise awareness of how we learn best and how the brain works.

What do our pupils do after leaving this school?

The children in Year 6 at Staplegrove C of E Primary School feed mainly into our catchment area secondary schools which are Ladymead, The Castle and St Augustines. One child moved into private schooling.

We foster strong links with these schools to ensure a smooth transition between KS2 and KS3. Meetings are held to discuss each child and their needs. All children have the opportunity to attend 2 moving on days in June and some children also attend additional visits if necessary. Past pupils come back and speak to the current year 6 about what it is like at secondary school.

What have we done in response to Ofsted?

Our last full OFSTED inspection was completed in June 2003. The main action points were

- to more fully use the information gained through assessment procedures to plot and track the progress of individual pupils
- to improve the identification of, and provision for the gifted and talented children
- to use the role of curriculum co-ordinators to support the leadership of the school.

The school now has a robust tracking system for all children which plots and tracks all pupils for Writing, Reading, Mathematics and Science. This is based on the formal assessments completed by the school and termly teacher assessments.

There is now a gifted and talented register kept and a co-ordinator responsible for monitoring these children identified.

Literacy and Numeracy co-ordinators take a full role in the school SEF and lead in school development issues. All curriculum co-ordinators now keep co-ordinator files which show evidence of monitoring and evaluation.

In our recent Modern language inspection, it was recommended that we decide on a model that is sustainable for the future. A co-ordinator has been appointed and is currently working on this 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:

By telephone 01823 337313

Our website <http://www.staplegroveprimary.co.uk>