

St Margaret's Church of England Primary School Profile

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St Margaret's Church of England Primary School

Heys Lane

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<http://www.stmargaretsce.rochdale.sch.uk/>

Children's Service Authority:	Rochdale
Age range:	4-11
Number of pupils:	211
Head teacher:	Mr Nigel Castledine
Chair of governors:	Mr Stephen Maugham

What have been our successes this year?

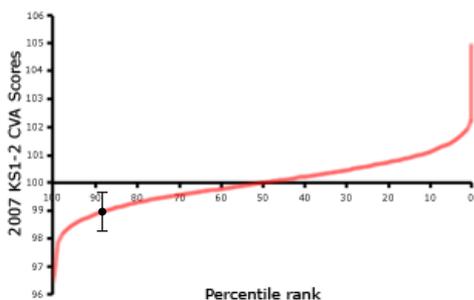
- A successful Ofsted inspection in January 2008 with many 'good' judgements on the life and work of the school
- A positive recognition of our distinctive Christian ethos in the inspection of the religious aspects of the school in March 2008
- A very positive uplift in Key Stage 2 test results in summer 2008 because of sustained exciting and challenging learning experiences for all pupils
- The re-awarding of Healthy Schools and ActiveMark status for the school.
- A caring school where pupils' good behaviour is the norm as are positive and caring relationships between staff and children
- Development of the teaching of a foreign language, to KS2 pupils
- Pupil buddies from older classes support the younger children's break times
- Year 6 pupils mentoring the induction of new pupils into the school's reception year
- High quality support for pupils with special educational needs

- Excellent support for pupil's personal development, and the innovative use of our Mentor to support and guide pupils, helping to remove blocks to pupils' learning and to liaise with families
- An emphasis on regular and punctual attendance at the school

What are we trying to improve?

- Further raising levels of achievement in the core curriculum areas, and an integrated, exciting approach to supporting and encouraging children's cross-curricular learning
- Linking our Early Years work with the new playgroup facility on the school site, offering preschool-age children a quality integrated Foundation learning experiences
- Personalising the curriculum with pupils guided in setting their own targets for improvement
- Further developing children's speaking and listening skills
- Further developing Investigative Science
- Further developments in ICT with the introduction of a school Learning Platform
- Continuation of the refurbishment of school premises and facilities

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



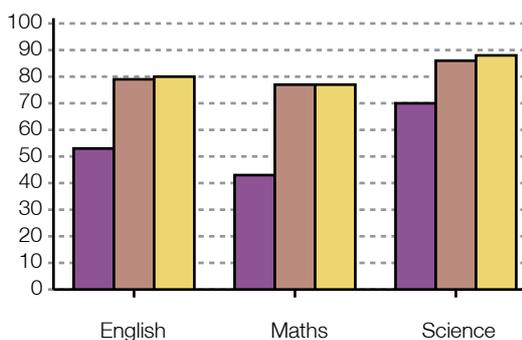
- Our school
- I Confidence interval

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.

The chart indicates that St Margaret's Primary School lies below the national average value-added score.

The value-added score indicates the degree of upwards movement in children's test scores between the school's results at the end of Key Stage 1 and the results four years later at the end of Key Stage 2, for the same cohort of children.

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

The school's results for Year 6 pupils have greatly improved in 2008. The difference is accounted for in the variations between cohorts of children.

However the upward trend also highlights the school's very successful strategies in supporting all pupils including those with special educational needs or other issues that would otherwise block their path to learning.

The school also emphasises other important aspects of learning that are not reflected in test scores, but which encourage and equip young people to have a successful and happy future life.

How have our results changed over time?

- The school's downward trend in Key Stage 2 results has been halted by recent fundamental changes in the school which are aimed at restoring the levels of achievement to more appropriate levels. 2008 KS2 test figures were well up on the previous year.
- The school recognises that there will be variations in KS2 summary test results depending on the cohort of children. Because the school tracks the progress of every child this can be predicted. The school's statistics show that academic pupils still achieve their full potential even in a lower-achieving year group.
- The school is now striving to lift its value-added score for pupils from Key Stage 1 to Key Stage 2

- The school aims to support the highest possible achievement from all its pupils including those with special educational needs.
- The catchment area of the school has now changed somewhat with the recent closure of the primary school situated in the centre of Darnhill.
- School data indicates that many pupils make excellent progress in Maths, English and Science, and the school is proud of its pupils who come within the Gifted and Talented spectrum

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

- Needs of all pupils are met through careful planning and match of work to pupils' needs
- Teachers plan clear learning objectives taking into account different learning styles and abilities
- Pupils are given constructive feedback on their work to help them on to the next steps
- Mentor and Support Staff work closely alongside teachers to support pupil learning
- Whole class and individual targets are shared with the children
- Children assess their own progress and plan what they need to do next, with guidance from staff.
- Regular reviews of children with Statements of Special Educational Needs
- All pupils are given praise and encouragement in preference to criticism
- Discipline is consistent and every encouragement is given to improving poor behaviour or work
- Child Protection procedures are in place
- School works in partnership with parents and carers
- Progress and achievements of children are closely monitored for each individual
- School enriches the curriculum through a range of experiences and opportunities which develop a wide range of skills and talents for a future successful, happy life.
- Success in all areas of school life is recognised and celebrated through Achievement Assemblies and awards

How are we working with parents and the community?

- Positive links with families, parents/carers, valuing their involvement in their child's education
 - Pre-school playgroup shares our school site and offers parents/carers the option to use a linked educational experience
 - Introductory meetings for parents and carers of new reception class parents; pre-school children are invited to visit school
 - Staff parent/carer consultation events are held each term, as well as informal discussion
 - An annual school report gives comprehensive information on pupil progress, effort and achievement
 - Newsletters and a website keep parents well informed of developments, curriculum information, pupil targets, events etc.
 - Year 6 parents are guided through their child's test and assessment arrangements
 - Close links and involvement in local community events
 - Strong links with our Church in worship with weekly assemblies as well as Vicar-led assemblies, plus optional involvement in church activities
 - Environmental concerns fostered by our 'Healthy School' status, travel plan etc.
 - Support from local businesses for topic based information and materials
 - Introduction to and support for the local library
 - School supports a range of charities each year
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What have pupils told us about the school, and what have we done as a result?

Recent pupil questionnaires indicated that all age groups of children like coming to school and feel safe and cared for.

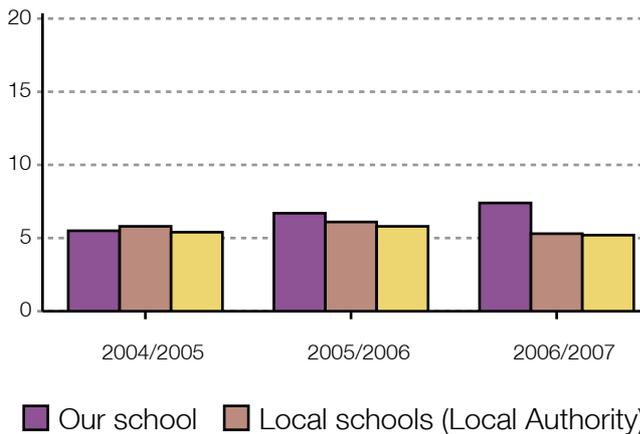
- They enjoy experiences provided by school, particularly educational visits, theatre or sports groups coming to school, and our breakfast club. They also mentioned that they appreciate the friendliness of the school and its staff
- School Council provides a forum for pupils to air their views and concerns and to share their ideas, such as a new style of uniform
- Most pupils were confident in whom to turn to when difficulties arise, including any incidents of bullying
- Anti-bullying and behaviour policies are regularly reviewed and implemented
- Regular Circle Time takes place for all pupils, enabling them to share ideas and concerns in a safe forum
- Pupils' ideas and concerns are discussed at staff meetings and are also shared with governors. Feedback is given via the school council
- Recent changes initiated by the pupils include: a new style of uniform, fruit for older pupils at break, changes to lunchtime dining and play arrangements, after school sports and club activities, use of ICT suite at breaktimes

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

- Highest priority given to the health, safety and support of all our pupils.
- Lunchtime activities and sports supported by staff and pupil Buddies
- School holds Healthy School and Activemark status
- Milk and fruit is provided in Key Stage 1 plus daily fruit in Key Stage 2.
- Secure premises and grounds
- Children encouraged to drink water from their own water bottles or drinking fountains
- Healthy Living week promoting a healthy lifestyle, with inputs from the School Health Practitioner, local Police, road safety team, dental health and fire service, sports coaches
- Good links with the School Health Practitioner and school-based police
- Improvements in school meals being implemented
- School Mentor supports pupils and families organising initiatives e.g. circle time activities, self-esteem raising, sports clubs

- Social Emotional Aspects of Learning (SEALs) approach is used throughout the school.
- Support staff implement Webster Stratton Dinosaur School within Key Stage 1, a programme to support SEALs.
- Travel plan in place to enhance safe travel to school and to promote walking/cycling
- Anti-bullying and Rewards & Behaviour policies in place

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 school actively promotes regular attendance and checks up on absence on the first day of non-attendance
- The school has achieved a significant increase in regular attendance in recent years.
- Our breakfast club promotes early arrival at school, and we work closely with the Education Welfare Service to chase up those instances where attendance falls below acceptable levels (i.e. below 95% over the year)
- We believe regular and punctual attendance has a very positive effect on children's achievement and self esteem as well as setting up good habits for later life.
- Our school day starts with lively activities designed to make it worthwhile to get to school on time.

What activities and options are available to pupils?

We offer our children a range of activities during the school day as well as before and after school. Activities (some seasonal) include:

Breakfast club

Music activities; instrumental tuition; school choir

Swimming

Football coaching (whole school)

After school sports clubs such as netball, football, cross country, cricket (depending on the season and staff availability)

Inter school sports events, matches and tournaments

Wide range of educational visits which support the children's learning experiences

Visiting artists in school

Dance activities

Regular visits to local high school transition links/ high school productions

Anti-bullying and good behaviour playground buddy roles

Visits to theatres

Music tuition violin/percussion/keyboard

Visits to museums, libraries etc

Visits to childrens' concerts

Three day residential activity break for Year 6 pupils

ICT facilities available at breaks and lunchtime

Booster/Revision SATs sessions

Pyramid Club after school to develop social skills

Optional evening activities connected with St Margaret's Church

Optional holiday activities and childcare in neighbourhood schools

What do our pupils do after leaving this school?

- On leaving our school, pupils move to a variety of Secondary Schools, including Siddal Moor Sports College, Holy Family C.E./R.C. College, St Anne's Academy, Bury Church of England High School and Bury Grammar School
- We work for smooth transitional arrangements and meet with Year 7 tutors, providing information and records to ensure continuity in learning, teaching and pastoral care
- Year 6 children are encouraged to attend the induction events at their chosen high school
- A transition programme of work for Year 6 pupils is undertaken, covering Numeracy and Literacy and also includes comprehensive activities on Personal, Social, Health and Citizenship development
- Year 5 pupils can visit several High schools offering Taster Days
- Former pupils are invited back to talk to our pupils about their achievements, the world of work, and studying to gain qualifications and awards

What have we done in response to Ofsted?

The governing body oversees a programme of development via the head and senior leadership team

- Systematic recording of pupil progress is in place; the school is data-rich and uses this data to inform teacher planning and set appropriate pupil targets
- High quality teaching with pace, excitement and challenge is expected and monitored through the school
- Pupil achievement is carefully monitored and pupils are encouraged and supported to set their own targets for improvement. These plans are then reflected in the teachers' plans.
- Requirements for teacher planning and evaluation of pupil response have been reviewed and strengthened, stressing the importance of pace and challenge to encourage pupils' achievement
- Additional teaching assistants have been provided to allow for better pupil differentiation of work, recognising the complexity of special educational needs at the school
- Pastoral care of pupils is led by the Learning Mentor
- Around £500,000 to be spent over the next five years on premises improvements as part of the Schools for the Future plan for Rochdale.

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 01706 369639

Our website <http://www.stmargaretsce.rochdale.sch.uk/>
