

St Mary's Catholic Primary School Profile

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St Mary's Catholic Primary School

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| Children's Service Authority: | Enfield |
| Age range: | 3-11 |
| Number of pupils: | 409 |
| Head teacher: | Ms. M. Creed |
| Chair of governors: | Mrs M. Negus |

What have been our successes this year?

This year the school was again awarded the Activemark for exceptional delivery within the National Sport Strategy.

In summer 2009 the school was awarded a 'Go4It' for creativity and innovation. The school achieved an Inclusion Quality Mark in autumn 2009 and the Basic Skills Quality Mark in April 2010.

All teaching staff completed training and are now certified to teach Dr. Edward de Bono's thinking skills' techniques. We hope by actively teaching thinking skills to enable pupils to have an increased focus on their work in school. The school achieved the Dr. Edward de Bono Thinking Schools Award in summer 2008.

Children continue to make good progress and SATs results at the end of Key Stage 2 place the school in the top 25% of schools nationally in 2009 and in 3rd place within Enfield primary schools' results for the educational value it adds.

The school was revalidated as a Healthy School in 2007. It was recognised as an extended school in spring 2009 and gained an International School Award (Foundation Level) in spring 2010.

The Section 48 OFSTED inspection of the school in March 2009 judged the school to be an outstanding Catholic school (The Section 48 OFSTED Report of October 2005 also judged the school to be outstanding).

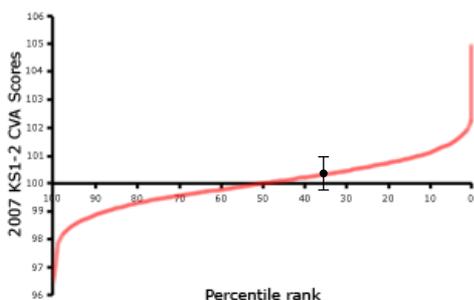
What are we trying to improve?

We continue to work to raise levels of achievement in writing across the school. Results in 2009 showed a high 42.2% of pupils attaining the higher level 5 in writing in 2009 (significantly exceeding local authority results in writing at level 5 by 24.7%).

The school has reviewed assessment procedures and has worked to put a formal tracking system in place. This system tracks the progress of individual pupils through the school and is used to set learning targets for pupils. It is being used this year to identify individuals requiring additional support in core areas. OFSTED (Feb. 2009) judged the school's use of target setting to be outstanding. A team from the Partnership for Excellence noted that "systems for tracking pupil progress and target setting are highly evolved". (April 2010)

We are currently working to improve the consistency of teaching and learning by ensuring that activities are always tailored to meet the needs of all pupils. OFSTED (Feb. 2009) judged teaching and learning to be good and noted that "teachers understand their subjects well and plan varied activities". We are also endeavouring to ensure that the core skills of literacy, numeracy and ICT are developed throughout the curriculum.

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



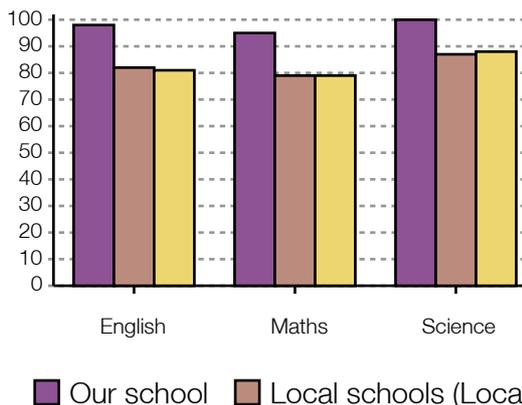
- Our school
- I Confidence interval

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.

There was an increase of 1.1 in value added for the school in 2009, giving a value added (VA) measure of 101.4 indicating at least good progress between Key Stages 1 and 2 and is significantly higher than the national average. This value added measure places the school in the top 25% of schools nationally (101.5 would have placed the school in the top 5% of schools nationally!). Value added scores for both boys (101.2) and girls (101.4) are significantly higher than the national averages. In fact value added scores for all groups within the school in 2009 were above the national mean of 100 (for ten pupil groupings significantly higher).

The value added score for English at 101.8 shows an increase of 1.0 from 2008 and is significantly higher than the national score (this value added score is in the top 5% of schools nationally). For Maths the value added score at 101.1 is again significantly higher than the national value added and shows an increase of 0.7 from 2008 (this value added score is in the top 25% of schools nationally). The value added score for Science also increased in 2009 by 1.5 to 101.5 and is again significantly above the national average (this value added score is in the top 5% of schools nationally).

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)

In 2009, 96% of pupils gained level 4+ in English exceeding the local authority average (78%) and the national average (80%). In Maths 87% of pupils attained level 4+ exceeding the local authority average (78%) and the national average (79%). 98% of pupils gained level 4+ in Science exceeding the local authority average (86%) and the national average (88%).

How have our results changed over time?

Trends in English over the past seven years (2002-2009) indicate that school results at level 4 and above continue to exceed local authority and national averages, as well as exceeding or meeting school literacy targets. Trends at level 5 have shown steady improvement over the last three years. In 2009, as in previous years (except for 2004), school results at level 5 exceeded the local authority and national averages. Trends for both boys and girls indicate continuous progress well above both national and local averages.

Trends (2002 - 2009) in mathematics indicate challenging school targets at level 4 and above being mostly met or exceeded. Percentages for boys and girls show performance consistently exceeds local authority and national averages for both boys and girls, as well as generally improving results for boys. Trends also show attainment at level 5 to be consistently above the local authority average.

Trends in Science (2002 - 2009) indicate pupil results at level 4 and 5 mostly meet or exceed challenging targets set for the school. They also show generally consistent school results always above local authority and national averages. 98% of pupils attained level 4 or above in 2009 with 51% attaining the higher level 5.

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

"Typically, teachers help their pupils to think about their learning in different ways, use questioning to very good effect, and provide pupils with hints and tips as to how to do their work well...Assessment procedures are thorough and rigorous. They are used well to track achievement and identify those pupils who are at risk of not making enough progress... pupils are then supported by appropriate interventions to ensure that they swiftly catch up." (OFSTED, February 2009).

Pupils are offered a varied curriculum including field trips and ICT. Provision in ICT has again improved with the opening of the ICT centre in 2010. "ICT is now fully embedded in daily practice, not just as a discreet subject, but in a cross-curricular fashion..." (Partnership for Excellence, 2010)

Learners are assessed on a half-termly basis, and at the end of the school year using Optional SATs, by their teachers. Teachers use tracking data to inform their planning and pupils requiring additional support / extension are identified and work is planned accordingly.

"Teaching was at least good in all lessons seen with some outstanding features evident in some lessons." (OFSTED, Section 48 Inspection, March 2009).

How are we working with parents and the community?

The school values greatly its partnership with parents. We are fortunate to have a growing number of parents who volunteer in various classrooms throughout the school. All volunteers are police checked for the safety of our pupils.

Parents are invited to attend meetings in school throughout the year e.g. 'Meet the Teacher' and Open Evenings, briefings on trips and secondary transfer as well as meetings for new parents to our Nursery and Reception classes. Meetings are generally well attended and recent parental surveys (spring 2010) indicate that 100% of parents feel the school helps them to support their children's learning and 100% say that the school meets their children's particular needs. We are keen to develop further our links with parents and participated in the Leading Parent Partnership programme as a means of achieving this aim. Our school achieved the Leading Parent Partnership Award in summer 2008.

The school is well supported by the parish. Pupils are given the opportunity to participate in Masses and other services e.g. The Stations of the Cross and Palm Sunday. The Parish Priest regularly leads assemblies and celebrates Masses in school.

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

The school, following a survey comment from a small group of pupils that some pupils only sometimes behave well, decided to establish class codes (code of behaviour agreed in each class) with a strong emphasis on rewarding positive behaviour. The school's OFSTED Report (February 2009) judged behaviour to be outstanding. It states that "The strong, caring relationships in the school underpin a positive environment in which every pupil feels truly valued and able to succeed." In spring 2010, 98% of parents agreed that the school deals effectively with unacceptable behaviour.

Following training for Year 6 pupils, the school launched the Playground Buddy system. This involves the Year 6 pupils in assisting other pupils with problem solving and playing games during break and lunch times. This system aimed to increase pupil leadership in school and further improve behaviour is working well.

The school has begun to develop the playgrounds. Outdoor learning areas have been developed for Foundation Stage pupils. Work has begun in the junior playground with the construction of a climbing wall. The School Council has purchased table top and wall games. Further improvements are planned once the school's current building works are completed.

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

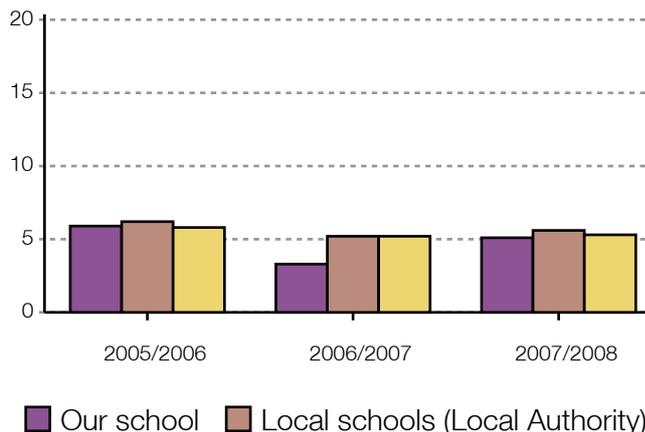
"Arrangements for ensuring the health, safety and welfare of pupils are very rigorous and effective, and risk assessments are carefully attended to...Child protection and safeguarding arrangements are secure."(OFSTED Report, February 2009). Care, guidance and support were judged to be outstanding by OFSTED inspectors.

Child Protection procedures are in place and all who work with children in school are regularly trained. The school has and follows up to date policies including Child Protection, Behaviour, Equal Opportunities and Inclusion.

The school launched The SEAL (Social and Emotional Aspects of Learning) programme in 2007. OFSTED inspectors judged this to be " highly effective" (February 2009). This involves a whole school half-termly focus aimed at helping children to be happy, confident, understand themselves, understand their feelings and know how to get on with each other and make friends. Findings indicate that pupils really enjoy the sessions.

School meals are healthily balanced and meet national nutritional standards. A salad bar is available to pupils each lunchtime. Fruit is supplied to all infant pupils each day and drinking water is freely available. The school has been assessed and recognised as a Healthy 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.

In 2008-2009, the school's absence rates (4.1%) were again below local (5.3%) and national (5.5%) rates.

What activities and options are available to pupils?

The school offers a range of enrichment activities in addition to a broad and balanced curriculum. Lunchtime and after school activities include netball, football, athletics, dance, fitness, chess, French, art, multiskills and choir. Instrumental music lessons are available during the school day.

Throughout the year children are encouraged to participate in art competitions and dance festivals as well as making regular visits to the Delta City Learning Centre to enhance their learning in ICT. Visits are also used to support learning in other curriculum areas. Visits and excursions "add extra zest to the curriculum and help widen pupils' experiences." (OFSTED, February 2009).

Year 6 pupils make an "enthusiastically anticipated" (OFSTED, October 2005) residential visit (4 nights away) to an activity centre each year and are encouraged to participate in a range of adventure sports. All Year 4 and 5 pupils complete a programme of swimming lessons as part of their curriculum. Pupils visit the theatre each year and on a half-termly basis show an awareness of others less fortunate through participating in fundraising events for charity.

All pupils show a keen interest in special school focus times e.g. Black History, Rosary Month.

What do our pupils do after leaving this school?

The school maintains close links with local secondary schools and the majority of pupils, reflecting parental preference for Catholic education, transfer to the nearest Catholic secondary schools (St. Anne's and St. Ignatius). The Catholic secondary schools hold taster days for the Year 5 pupils from our school in the summer term each year. We invite the headteachers from our link Catholic schools to talk to parents of our Year 6 pupils in autumn each year as part of our promotion of Catholic education.

Other schools sometimes selected by a very small minority of our families include Bishop Stopford's CE, Albany, Enfield County, Enfield Grammar, Kingsmead, Southgate, The Latymer, Highlands and St. Michael's.

Our school works in co-operation with the secondary schools to ease pupil transfer inviting the heads of year to visit Year 6 pupils before they transfer to their new schools. Liaison meetings are held to ensure a smooth transition for all pupils.

In 2009, 26 pupils transferred to St. Anne's C. High School, 14 to St. Ignatius College, 1 to Bishop Stopford's , 2 to St. Mary's High School, 1 to Highlands and 1 to Chace Community to complete their secondary education.

Ofsted's view of our school

The school judges its own performance very accurately. This is a good school, which plans well for further improvement. It provides a sensitive and caring environment in which all pupils are well supported. Standards are above average and this represents good progress by all groups of pupils. The school has several strengths, one of which is the very good leadership by the head teacher. She has a strong vision and a confident belief in the capability of every child. The school develops children's respect for the many different cultures represented in the local community very well. Children benefit from a very good range of visits and excursions. The school is aware of areas of weakness and has plans to improve them. They do not track children's progress precisely enough and some children do less well in writing than in mathematics and science. The quality of work and standards in the Foundation Stage is satisfactory overall. Whilst it is sometimes good, the children in one class do not achieve as well as they should and the school is working to improve this. The head teacher's clear vision for the future of the school enables all staff to work systematically, yet creatively, to achieve it. Improvement over the last few years has been good. The school is well managed and provides good value for money.

Date of last inspection: 19-Oct-2005

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?

In February 2009 OFSTED recommended that in order to improve further the school should:

- Improve the consistency of teaching and learning by ensuring that activities are always tailored to meet the needs of all pupils.
- Ensure that the core skills of literacy, numeracy and ICT are developed throughout the curriculum.

The report also stated, "This is a good school. Some features of provision, such as care, guidance and support and the school's work to promote equality, are outstanding. The school is highly inclusive and totally committed to equality of opportunity. Pupils' personal development and well-being, and the quality of partnerships with parents, are exemplary. The Catholic ethos of the school shines through everything."

Subject leaders are currently focusing on linking subject areas where possible thereby introducing more creativity and differentiation as well as ensuring the core skills are developed across all subjects. We have looked at our format for planning to see where we can easily identify links.

In July 2009 the school achieved the 'Go 4 It' award which looks at creativity and innovation. In April 2010, the school achieved the Basic Skills Quality Mark which looks at literacy, numeracy and ICT across the curriculum.

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:

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