

Farndon St Peter's CofE Primary School Profile

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Farndon St Peter's CofE Primary School

Sandhill Road, Farndon

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<http://www.stpetersfarndon.com>

Children's Service Authority:	Nottinghamshire
Age range:	5-11
Number of pupils:	152
Head teacher:	Mrs. L. Cox
Chair of governors:	Mrs C. Brown

What have been our successes this year?

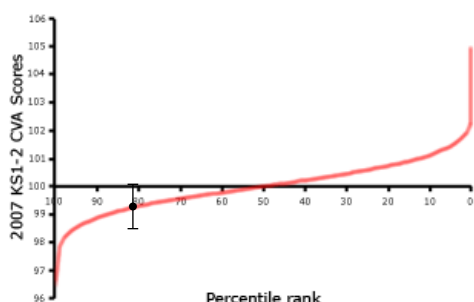
The school continues to improve. The SATS results were especially pleasing. The school was awarded the Investors in People award in March 2008. The sensory garden and organic gardens continues to flourish. Our residential visits and class visits continue to be successful. Children are engaged in a broader curriculum. The work on Newark Growth Area was particularly successful with children presenting a variety of work supporting or rejecting the proposition. The school celebrated 50 years on this site by holding a series of workshops. We continue to hold the gold standard for healthy schools. There have been Healthy School Days with workshops on alcohol, skipping, dance, head lice and food tasting and extra curricula sports including la crosse, rugby basket ball. This year the 'Summer Sizzler' was a great success celebrating our musical achievement. A breakfast club will be operating in September. The school is also providing facilities for an Early Years Group from September for the community. Children have the opportunity to take part in extra curricular activities and after school clubs including football, rugby, choir, dance, drama, music and high five. 'Walking to School' day has been continued and extended to a week.

What are we trying to improve?

The School Action Plan has identified three key priorities to improve standards.

1. Learning: The school is committed to ensuring that the quality of learning is improved through regular monitoring and training.
2. To improve and raise achievement in Literacy, Mathematics and Science: Overall the school is making progress to raise standards. The 'Big Write' has been introduced which has improved attainment in English especially for boys. Standards of attainment have risen this year especially in Literacy. Overall there has been a significant improvement at level 4 in Literacy but attainment at level 5 needs to improve. At K1 results were in line with expectations and national results. Writing again needs improving. Writing is now assessed each month which has raised attainment. Results show that the school is having an effect in raising the achievement of boys.
3. To raise and improve standards of assessment and monitoring: Improved assessment and tracking of achievement has led to an improvement in overall expectations and achievement. Identification has led to effective intervention strategies. This is now embedded in the assessment cycle.

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

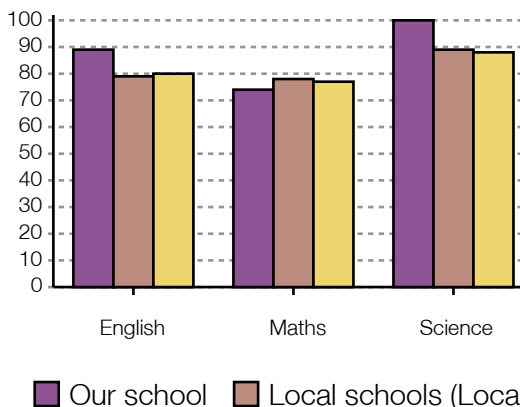


- Our school
- I Confidence interval

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 school is striving to improve attainment and show improved contextual value added. The high mobility of children indicated at the Ofsted report effects the CVA. The school has small cohorts which also effect the CVA score. Children come into school with ability slightly below the LA's average. The school is improving attainment at level 5 and this will improve the CVA. The raising of attainment in Literacy, mathematics and science is a key priority for the school. The School Action Plan has strategies to improve tracking to inform planning, assessment and target setting. The school now actively monitors actual attainment against expected attainment through tracking. This tracking clearly shows children who are underachieving throughout the year by each class. Intervention strategies are directed towards under attaining children and to extend more able 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)

There has been an improvement at level 4 in all core subjects. SATS results in English were especially pleasing as we exceeded the school target. Maths and science show a improvement but the school is working hard to achieve more level 5's. This is being supported by extra and discrete lessons. The above charts reflect that the school has worked hard and attainment has risen especially in Literacy. Reading is still a strength. This year we have introduced the 'Big Write' which is a programme to support and improve writing especially to engage boys. This has improved writing. The school has a tracking system which enables children's attainment to be monitored and compared to national expectations. The school is working hard to raise the CVA.

How have our results changed over time?

The school is making progress in raising standards of achievement and attainment over the past two years. The 2006-7 SATS results for Literacy were especially pleasing.

K1. the average point scores is in line with or above national expectations.

There is a lack of consistency of results but there has been some improvement from 2005. There is a gender bias in reading and writing with girls achieving better than the national results.

K2. English from a low point in 2005 the average point score has increased. The average point score in English is now in line with national expectations. Girls achieve more than boys. The aps shows that boys are in line with national results girls are higher. Maths The aps in now in line with national results for both girls and boys. Science There had been a steady rise in aps until 2007. There is no difference for either boys or girls.

The school is working hard to raise CVA. there had been improvement in level 5's results in English and especially English but in 2007 results were disappointing. Girls achievement at level 5 was greater than the boys in English and science but this was reversed in maths which was better than national results. The school has addressed these issues and altered its practice.

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

The school is meeting the learning needs of all pupils. Children are assessed three times a year. Attainment is tracked. SATS take place in Y2 and Y6. Targets are set for reading, writing, mathematics and science. Children's attainment is tracked to ensure that attainment matches expectations. Intervention strategies are then employed by the class teacher, by specific targeted work or outside agencies if appropriate. Daily assessment informs weekly planning. Planning is scrutinised. Meetings with teachers and formal assessment inform the headteacher that learning needs are met which is regularly monitored. Learning is differentiated, appropriate and supported by training for all staff. Children with learning differences are identified by the class teacher. The school's SENCO, with the class teacher, parents and child ensure that their needs are met. Parents meet regularly with the class teacher to ensure communication and understanding. Children with sporting talents are targeted to take part in taster sport activities. Children who are gifted are identified. They take part in specialised activities (e.g. jazz festival wall mural) and are differentiated within the class. The school is developing the curriculum to engage all learners.

How are we working with parents and the community?

The school has good links with parents and the community. There is a full and active representation on the Governors. Parents fully enter into the life of the school attending assemblies, presentations, parent evenings, charity fund raising, supporting visits and classes. There is an active dialogue between the school and parents with regular parent evenings. There is a drop in session for parents every Monday. Members of community groups attend assemblies. The school has a strong link with the police. The choir sings at Red Rose Nursing Home, for the WI and at Carols by Candle Light in Newark. The Local Environment Group is active in developing and working in the garden. The school has strong links with the Church giving presentations at the major festivals. The Rector and Salvation Army attend and run assemblies regularly. Multi-cultural links are established. An active Parents and Friends Association support the school in fund raising and promoting the ethos and identity of the school. The School Travel Plan committee comprises staff, parents and members of the local community. It has been very successful in raising and providing strategies to deal with safety issues.

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

The school has developed school and class councils. Meetings take place every half term and is attended by the chair. Minutes are presented to all classes, support staff, midday supervisors, kitchen staff and to the strategic development Committee. Issues this year have included:

1. Behaviour. Children have attended bullying conferences. These have informed our new behaviour policies.
2. Play time issues.
3. Healthy eating. Dinner times and how lunch time could be made better.

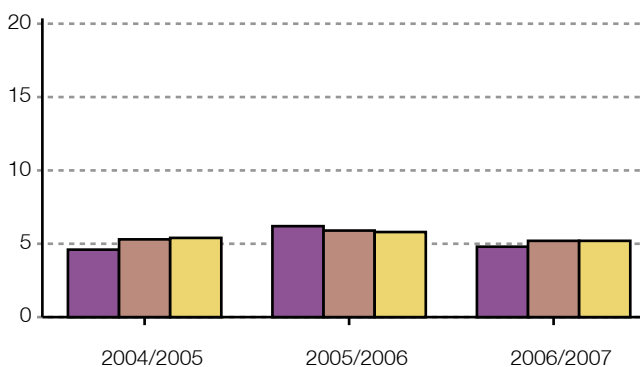
4. Fund raising. Children were concerned that some stalls run by parents were too expensive.

Children also are interviewed and use questionnaires to inform the school. These have included whether they feel safe and feel happy, as a result the behaviour policy has been strengthened with their input. Children have indicated that they would like a more creative curriculum with more art, drama and games. The curriculum has become more engaging with children experiencing a wider variety of experiences including Healthy day workshops, sport tasters, drama and involvement in a local issue have made the curriculum more engaging. Children have commented on the building. There is an on going refurbishment of the fabric which the children appreciate.

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

All staff and governors have a strong commitment to this agenda. The school is physically secure with locked gates throughout the day. We encourage all children to adopt healthy life styles. The school council promote a healthy snack option. The school has been awarded the gold standard for Healthy Schools. The school nurse holds informal drop in sessions for parents who have any concerns. Fresh fruit and milk are provided for all of K1. Milk is now provided for K2 if required. We have an organic garden which we harvest and a sensory reflective garden. The school provides a variety of after school clubs and a breakfast club. Children have a minimum of two hours physical activity a week. There are extra curricular sports activities and swimming is available for all of K2. The school supports the Dare and Building on Behaviour programmes. The school has an effective travel plan which has ensured greater safety in the parking area and parental awareness of responsible parking. Most children understand what bullying is and what to do if they are bullied. The SEAL programme has been implemented to support positive behaviour. The school has a strong ethos which is promoted by all staff and governors.

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.

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

The school continues to work hard at ensuring children attend school regularly. There are systems of accountability. Parents are informed when there is no authorisation for absence. Governors are sent a report each term which indicates absence, lateness and parental holidays in the term. Parents are expected to inform the school on the first day of absence for their child. Attendance is also celebrated in assembly with awards and presentations. The school will write to parents of all children whose attendance falls below 85%, parents are encouraged to discuss any concerns or issues with the school.

What activities and options are available to pupils?

Farndon St. Peter's follows the requirements of the National Curriculum and the Nottinghamshire Entitlement Curriculum. We offer a wide range of activities to support the learning curriculum. The DARE programme is delivered to Y6 and is highly valued. There are additional sport activities including basket ball, rugby and multi sports. The sensory and organic garden is supported by the curriculum and children have opportunity to work there. Produce is grown for our school meals. The school offers after school clubs run by teachers including High Five craft, football, rugby, ocarina, choir and dance. We are especially proud of the residential provision. Y4 are offered two nights at Hilltop Norfolk and Y5/6 an extended stay of 4 nights in Yorkshire. From September 2008 the school is offering breakfast club facilities and by Jan 2009 there should be child care provision. Children are able to take part in the life of the local Church. The school has three presentations a year in the Church to celebrate Harvest, Easter and Christmas. The school has a strong commitment to music and drama. There is additional access to musical instruments. The school also offers a media programme run by the local radio station.

What do our pupils do after leaving this school?

All pupils have the opportunity to choose a place for their secondary education. Local schools are The Grove, a science specialist school, The Magnus, a performing arts specialist school, Newark High School, Southwell Minster, performing arts specialist school and Toothill. Some children take the 11+ and attend schools in Lincolnshire. There are strong links to the Grove school which is the feeder school. Most children attend this school. The Grove provides presentations and taster days for parents and children by children and staff. Children are able to visit the school for two days to experience learning. Parents are encouraged to visit the schools. The sports department provide coaches for rugby after school clubs, and arrange tournaments to support taster sessions. This year they are promoting French and children from Y3 will attend a session. The school is in the Grove Family of schools which gives support, consistency and enhances communication. We have a specialised induction programme for those children who find secondary transfer challenging.

Ofsted's view of our school

St Peter's is an improving school that provides its pupils with a satisfactory education. The quality of provision in the Foundation Stage is satisfactory. Children under five make a secure start and, as a result, achieve average standards by the time they enter Year 1. They are confident learners who enjoy school life. Satisfactory teaching leads to sound pupil achievement, though the quality of teaching varies too much across the school and does not always challenge all pupils sufficiently. Improving the overall quality of teaching and learning, in order to raise standards, is an identified priority for development. The curriculum is broad and balanced and is enhanced by good enrichment and extra-curricular activities. Pupils' personal development is sound because the school has satisfactory systems for providing care, support and guidance. The tracking of pupils' progress is at an early stage of development and is not yet used fully to guide pupils' studies.

Inspection findings agree with the school's own evaluation of its effectiveness. Considerable improvement in leadership and management in the past year has set the school on the road to recovery after a period of underachievement. Governors are now fulfilling their responsibilities and providing good support for the headteacher and her colleagues. The school makes sound use of the resources available to it and gives satisfactory value for money. Plans for further improvement are effective and are focused on raising standards, especially in English and mathematics. The capacity for further improvement is very good.

Date of last inspection: 17-May-2006

Ofsted graded our school as satisfactory

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Farndon St Peter's CofE Primary School](#)

What have we done in response to Ofsted?

The Ofsted report was very positive in acknowledging that the school was improving. The School Action plan has addressed the issues raised;

Raising standards. Attainment has risen throughout the school. Y6 SATS show a marked improvement in Literacy but progress in maths and science has not always matched. All children are now aware of standards that he/she are expected to achieve. Assessment indicates a rise in attainment and achievement. Reading attainment remains strong. Overall attainment is now more in line with the expected level.

The school is working hard to improve CVA with extra resources for science

The quality of learning. Learning is improving. Children are now challenged to fulfil their expectations. There is an ethos of learning throughout the school. Children know that they are here to learn. There is an ongoing programme of training and observation to ensure consistency of teaching.

Tracking. This has now become an important element in the school's assessment of children's actual and expected attainment. This information is used to set target groups and intervention strategies. This takes place three times a year and is regularly monitored.

There is a good working relationship with the governing body.

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 01636 680360

Our website <http://www.stpetersfarndon.com>
