

# St Mary's RC Primary School Profile

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## St Mary's RC Primary School

Mill Street

Brierley Hill, West Midlands, DY5 2TH

Telephone: 01384 818435

<http://www.st-mary-bh.dudley.gov.uk>

Children's Service Authority:	Dudley
Age range:	4-11
Number of pupils:	172
Head teacher:	Ms A Maher
Chair of governors:	Fr Darley

## What have been our successes this year?

We have continued to live out our Mission Statement resulting in a school atmosphere where each individual is highly valued. This has been demonstrated in a number of ways:

- Our KS2 SAT results this year are good with good value added showing for this cohort of children.
- Our KS1 TA shows very pleasing attainment in literacy, maths and science.
- We have raised a phenomenal amount of money for charities such as SVP, Fr Hudsons Homes, Barnados and Cafod.
- We have received very generous donations from our PTA which has enabled us to purchase extra resources for our pupils in order to finish an outdoor gym.
- We have taken part in a number of sporting competitions including football and basketball.
- Healthy Schools Status achieved.
- Artsmark Award achieved.
- Winners of local Fire Quiz competition.
- Competitors in local book quiz competition.

- Good staff development.
- Development of School Council.
- Very good home/school/parish links.
- Active cycle of collective worship involving school/parish community.
- Active cycle of After School Clubs.
- We achieved the F.A. Charter Standard for Schools

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## **What are we trying to improve?**

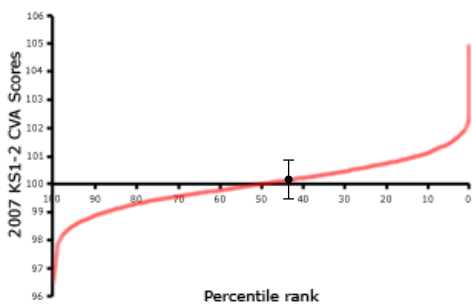
Our School Improvement Priorities for 2007/2008 will be:

- To implement the new Literacy and Numeracy framework across KS1 and 2 with emphasis on the progression of phonics in order to improve spelling and writing; to adopt 'The Big Write' across KS1 and 2.
- To implement the numeracy framework across KS1 and 2 in order to improve the teaching of mathematical skills and in particular problem solving.
- To implement a robust system of science assessment in order to track progression and to employ intervention strategies where necessary.
- To develop a systematic programme of multicultural/multifaith links in order to develop an awareness of Christian life in a multicultural society.
- To develop staff skills for teaching and learning (EAL) to ensure access to the curriculum for all children.
- To develop a programme of support (Provision Mapping) for SEN/G & T children.
- To raise standards in ICT by achieving ICT mark

Child friendly SIPs will be on display in school so that school improvement can be known by and shared with all members of our school community.

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



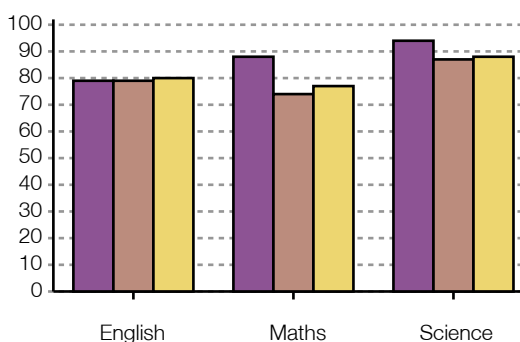
- Our school
- I Confidence interval

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 value added for 2007 was above 100 which is the benchmark for good value added. Value added measures the progress children make from Year 2 to Year 6. However, if children join the school into KS2 and they have not completed KS1 SATs, it is not possible to record a value added score for them.

A pupils value added score can be affected by factors such as long term or frequent absences which have an impact on the progress that they make through school.

## How well do pupils achieve at age 11?



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

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)

Although our KS2 SAT results for English 2007 were very slightly lower than 2006, St Mary's still achieved results which were equal to the LEA average for English higher than LEA and national average for level 4's and above in Maths and Science. This is a very pleasing result for our school and reflects the hard work and commitment of all those involved in KS2 SATs preparation.

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## **How have our results changed over time?**

Our KS2 SAT results for 2007 are very pleasing and demonstrate the hard work of Year 6 pupils and staff. In 2007 our results for literacy were in line with our results for 2006 and our results for science and maths were above those achieved in 2006.

The class of 32 achieved:

### **Literacy**

Level 4 and above 79%

### **Numeracy**

Level 4 and above 88%

### **Science**

Level 4 and above 93%

Each child equals 3.125%

Teacher Assessment at KS1 2007 was as follows:

### **Reading**

Level 2 and above 88%

### **Writing**

Level 2 and above 83%

### **Numeracy**

Level 2 and above 96%

### **Science**

Level 2 and above 92%

Each child equals 4%

Our results for 2007 in reading were in line with our results for 2006 and above for writing, maths and science at level 2+.

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

In line with the governments new special needs code of practice the school continues to implement the government's policy and guidelines for children with Special Educational Needs. This provides an approach to help pupils needing additional support with individual learning programmes for these pupils. We thank all learning support staff for their hard work in developing literacy and numeracy skills.

Our TA's give individual and group help for children in KS1. Our SENCO supports children in KS2 and statemented support is provided by the school whenever appropriate. The named governor responsible for special educational needs at St Mary's is Ms Maher. This includes being aware of provision for gifted and talented children as well as provision for children with additional educational needs.

This year we have continued to secure the support of the Educational Psychologist, speech therapist, behavioural support staff and the West Midlands Service for Travelling Children. We are grateful for the support of our LEA in providing interpreters for children who have English as a second language. All these agencies have a great impact on raising standards.

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## **How are we working with parents and the community?**

Our partnership with Newman College, Bartley Green has continued this year. Students have completed teaching practices in Year 4, and 5. Staff attended the annual Catholic Teacher's training day in June at the Copthorne Hotel, Merry Hill. We have offered work placements to Year 11 pupils from Bishop Milner, Hagley and Thorns Secondary Schools and provided NVQ training in liaison with Dudley College. Governors link visits have continued. Throughout the year we have provided an active cycle of whole school masses, class masses and assemblies for the parents and friends of the school and parish community. Our PTA has worked very hard to raise many funds for school. Parents are always welcome in the school. All sporting events, productions, assemblies, liturgies, masses and curriculum evenings are well attended. We also have close links with Waterstones, Merry Hill which enhances our World Book Day activities. We have maintained our link with Brierley Hill library.

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

We have gathered the views of our children through anonymous surveys and we have found that:

- Our children enjoy coming to school.
- Our children are pleased with the new interactive whiteboards which have made learning more enjoyable.
- Our children feel safe at school due to the new security fencing.
- Our children like the 'Playground Buddy' system.
- Our children are pleased with the new toilet refurbishment.
- A small but significant number of children reported that they would be shy to speak to an adult about any worries that they had so 'worry boxes' have been introduced into all classes for children to report concerns anonymously.
- Our children expressed a wish for healthier tuck so we have now introduced toast at breaktime.
- Our children prefer our new morning entry routine at 8.50am.
- Our children enjoy "Fitness Friday" activities on the playground before school.
- Our children are pleased with the new pond in the conservation area and are looking forward to using the conservation area as another learning zone when it is completed.
- Our children are delighted with winning sports equipment in "Support a School" and are looking forward to its arrival.

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

All children requiring prescription drugs must have a signed medication consent form in order for the designated first aider to administer medication.

Regular fire drills are carried out at least half-termly.

All portable electrical appliances are PAT tested to comply with health and safety regulations.

The caretaker, governors and headteacher carry out termly site surveys to report any other health and safety issues to the governing body.

Staff complete risk assessments prior to every school trip.

If a child does not arrive in school and we have not received a message from their parents a call is made to their home/parent's workplace.

New security fencing has enhanced the safety of the children.

Our tuck shop sells only toast.

Children have access to water all day.

A detailed fire risk assessment has been carried out by the LEA and the Fire Safety Officer and an action plan has been drawn up.

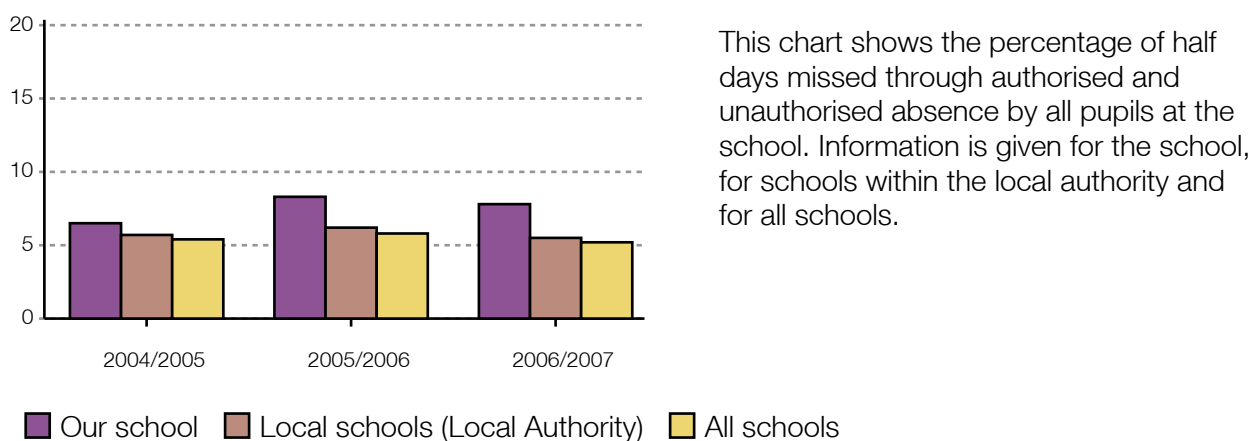
All KS1 children receive fruit and Foundation stage children also receive milk.

Any concerns over pupils are investigated and parents are involved as soon as possible.

Children are encouraged to talk about their worries and any worries are taken seriously by staff.

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## How do our absence rates compare with other schools?



Although our absence rates are higher than LEA and national percentages, our attendance rate has improved since 2006. We are working very hard to monitor the situation and to put effective strategies in place in order to reduce our absence rate. An analysis of absences have indicated that often whole families are absent when only one sibling may be ill. This is because we draw our children from a very wide catchment area which can make transport difficult when one child is ill. Strategies that we are implementing include:

- First day absence calls to home if we have not been notified by 10.00am.
- Half termly absence reports on the school newsletter.
- Certificates for good attendance.
- Half termly rewards for the class with the greatest attendance.
- Letters to parents when a child's attendance becomes a concern.
- Close liaison with Education Welfare Officer.

## What activities and options are available to pupils?

This year the following activities have been available to pupils:

A range of extra curricular clubs (eg. recorders, multisports, cookery) provided voluntarily by st  
Scholastic Book Fair.

Visits from members of the local community eg. firefighters.

Dudley Performing Arts.

School discos.

Choir performance at Merry Hill.

Educational visits eg. Saltwells Nature Reserve, Residential trip to the Isle of Wight (Year 5 and 6).

Mill Street Challenge against local primary school.

Fire Quiz.

Book Quiz.

Yr 6 visit to Alton Castle.

Football coaching.

Cross Country

Fizzog Theatre

Toy and Cake Sales.

Yr 2 visit to Waterstones, Merry Hill for World Book Day.

Visits to Brierley Hill Library.

Visit to St Chad's Cathedral for Year 6.

Year 6 visits to St Mary's Church, Brierley Hill for Stations of the Cross in Lent and Mass of the Sick.

KS1 and KS2 Christmas Productions.

Year 6 Easter Mass.

Visit of Roman Solider.

Orienteering

## What do our pupils do after leaving this school?

When Catholic children leave St. Mary's they move onto either Bishop Milner Catholic Secondary School in Dudley or Hagley Catholic Secondary School in Worcestershire. Their choice of Catholic Secondary School is dependant on proximity and/or siblings already attending. Ususally the split is fairly even between the two and involves 50% of the Year 6 pupils. Of the remaining pupils most pupils choose a local secondary school eg. Thorns, Kingswinford, Ridgewood and their choice is again dependent on proximity to their home and/or siblings attending. Often our travelling children will only attend secondary school for a short time in year 7. Many of our ex students return to us for work experience placements and we are always willing to accommodate students for this purpose if we have places available.

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## Ofsted's view of our school

St Mary's provides a good quality education. Drawing on a strong Christian ethos, the children quickly learn right from wrong and so their behaviour and relationships with each other are excellent. There is a real family atmosphere, with each child included and valued. The provision for spiritual, moral and social development is good, with pupils given good help to reflect on rights and wrongs and respect for others. The pupils make a good contribution to their school and the local community, initiating charitable collections for a number of good causes.

Achievement is good. Effective leadership in the Foundation Stage promotes good progress, with standards by the end of the Reception Year that are generally at the level expected for the pupils' age. By the end of Key Stage 1 most pupils are reaching the expected levels in reading, writing and mathematics and some are exceeding these. Thereafter, most children in Years 3 to 6 continue to achieve well and reach above average standards because the quality of teaching and learning is effective.

The teachers provide relevant experiences, which not only capture the children's imagination but also clearly motivate them to strive harder for success. Teachers have a clear understanding of the standards that children should be reaching and have high expectations of their performance. They use a good range of systems for measuring and tracking children's progress and attainment, and identifying quickly any underachievement.

Assessment information is frequently analysed to judge how well children are learning. Effective intervention and appropriate support is swiftly provided to tackle any underachievement. The pupils with learning difficulties do well because of effective provision. The school's evaluation of achievement and standards is used to set whole school priorities for further improvement. For example, the school has accurately identified that the pupils did not achieve as well as they could in writing because there were insufficient opportunities for them to write at length. This forms part of the school's current improvement plan.

The recent appointment of two assistant headteachers has significantly strengthened the senior leadership of the school. They have clear roles and responsibilities and have an accurate understanding of what needs to be done to improve standards across the school. They provide good role models for other staff to emulate. In the short time since their appointment, they have carried out lesson observations, scrutinised teachers' planning, and monitored children's work. Subject leaders also know what is working well in their subject area and what needs developing. Literacy and numeracy targets have been set for groups of pupils and these are displayed in the pupils' books. However, there is little linkage between these targets and the intended learning identified for future lessons. Sometimes, marking is not completed often enough; furthermore, it rarely refers explicitly to pupils' targets and generally does not indicate what the pupils need to do to improve.

The curriculum meets basic statutory requirements, but there is considerable imbalance between subjects. In too many classes, literacy and numeracy lessons are overlong and dominate the timetable leaving insufficient time for other subjects.

The school's commitment to inclusion is clear in the way pupils from minority ethnic groups and those with learning difficulties and disabilities are fully engaged in all school activities. However, the school does not make sure that all staff are fully aware of how to meet the specific linguistic needs of pupils who are learning English as an additional language.

The programme for pupils' personal development provides a firm foundation for them to develop a sense of self and what it means to be part of a community. The pupils feel safe and secure because of effective procedures and policies for dealing with racism and bullying, so that they feel confident that there are adults they can turn to if they need help. This has a positive impact on the pupils' attitudes and underpins their personal development effectively. The pupils' good attitudes and positive social skills, including a keen awareness of others, stand them in good stead for their future economic well-being. As a result, they are on course to become responsible citizens.

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Date of last inspection: 05-Oct-2006

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 RC Primary School](#)

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## What have we done in response to Ofsted?

Areas for improvement Ofsted 2006 were to:

\* Ensure that the specific linguistic needs of all EAL pupils are met by providing relevant training for all staff.

\*Ensure that lessons are not over long and that subjects other than English and Mathematics are given more prominence

\*Match pupils individual targets for improvement more closely to their individual needs and ensure that marking is completed regularly, is evaluative and enables pupils to know how to improve.

In response we have:

\* Arranged staff training with EMAS.

\*Reviewed our curriculum time allocation and developed half termly, cross curricular topic grids.

\*Reviewed individual targets for pupils.

\*Reviewed marking procedures to ensure that marking links to lesson objectives.

\*Encouraged pupils to evaluate their own learning and to identify areas for improvement.

This work is ongoing and is under constant review.

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## 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 01384 818435

Our website <http://www.st-mary-bh.dudley.gov.uk>

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