

# St Thomas More Catholic Primary School Profile

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## St Thomas More Catholic Primary School

Horse Shoes Lane, Sheldon

Birmingham, West Midlands, B26 3HU

Telephone: 0121 7433289

<http://www.sttommor.bham.sch.uk>

Children's Service Authority:	Birmingham
Age range:	5-11
Number of pupils:	318
Head teacher:	Sister Susan
Chair of governors:	Mr Jim Harris

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## What have been our successes this year?

The school's successes this year have been many and diverse, they include:

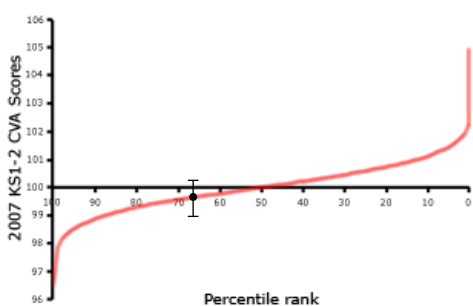
- Improvements to Writing across the school and standards improved across the school.
- Introduction of a structured approach to Phonics teaching resulting in increased progress in Reading throughout Key Stage 1.
- Improvements in intervention strategies such as Structured Peer Tutoring.
- Continuation of themed days / weeks to promote excellence and enjoyment: Health Week; Global Dimension week including the celebration of St Thomas More's Feast Day; Mathematics Week.
- Increased peripetetic music tuition; school choir singing regularly at various venues across the city.
- Strong links with the PTA, Parish and local community.
- Strengthened links with parents of pre-school children in the year prior to starting school.
- Highly successful Parental Partnership Inclusion garden project.
- Improvements to the learning environments.

- Upgrading of Key Stage 2 children's toilet facilities.
- Improvements in playground facilities and implementation of lunch time 'Huff and Puff' activity scheme.

## What are we trying to improve?

- Improve the quality of teaching and learning in Religious Education throughout the school
- Improve pupils' progress and standards in mathematics.
- Raise standards in reading and writing throughout the school so that the majority of pupils make at least 2 sub-levels of progress each year.
- Ensure that teachers provide a wide enough range of work to challenge pupils of all abilities in their classes
- Strengthen the role of middle managers by implementing a monitoring programme focusing on improving the quality of teaching and learning.
- Strengthen the provision for the arts through the application process for the ArtsMark.
- Implement positive behaviour strategies at lunchtimes to remove barriers to learning in the afternoon so that pupils enjoy and achieve.
- Enhance the physical school environment in order to support learning.

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

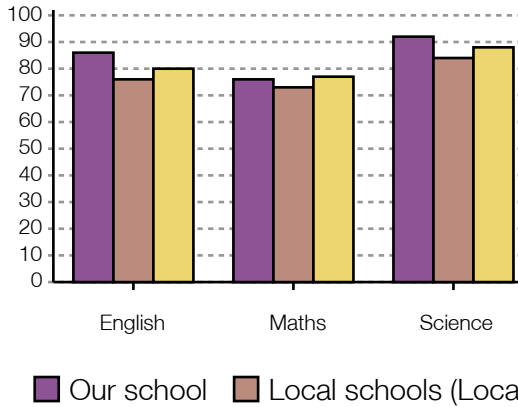


- Our school      I Confidence interval

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.

This data is for academic year 2006/2007. We are awaiting confirmation of the 2007/2008 data from the National Assessment Agency.

## 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)

## How have our results changed over time?

### Foundation:

- Children make very good progress from entry to end of year

### KS1:

- Trends show: school is above the National Average point score in core subjects

In 2007:

1. Reading, Writing and Mathematics achievements in line with the National Average.

- Ofsted (2007): in English "standards are above average at the end of Year 2"; in Mathematics, "effective strategies...have led to improved standards at the end of Year 2"

### KS2:

- Trends show: English and Science attainment is above the National Average. In Mathematics, attainment in line with the national picture.

In 2007:

1. English and Science; the National Average was exceeded; L5 writing significantly above the average

2. Mathematics; achievement broadly in line with the national average; L5 slightly above National Average

- Ofsted (2007): English, standards are "satisfactory and improving, particularly in Years 5 and 6"; in Mathematics there is "improved progress in Years 3 to 6"

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

We will maximise opportunities for all children, who are valued equally, by a consistent approach for meeting the learning needs of each individual child. This is achieved through assessment, planning, differentiation, target setting and a variety of teaching strategies including intervention strategies to ensure that each child receives the best possible education. The curriculum has been designed to ensure that all children have access to learning. ICT is used effectively to support learning.

Children identified with particular learning difficulties are assessed by the Special Needs Co-ordinator; in consultation with the child, the parents and the teacher, an Individual Action Plan is drawn up. Intervention Strategies and outside agencies are used at the appropriate time to support learning. Children who show a particular talent for a subject are encouraged to develop this, for example, music and sport.

We have introduced a range of new strategies designed to meet the needs of personalised learning. These include a specific approach to phonics teaching in Key Stage 1 and structured peer tutoring. In addition, a new approach to setting pupil targets in mathematics has been implemented.

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

The school strives hard to work in partnership with parents and the community. This is achieved through:

- Welcome meetings for parents.
  - Involvement in School Masses, assemblies and celebration meetings.
  - Parents are invited into school on a regular basis to consult with teachers on their child's progress.
  - Curriculum workshops for parents e.g Numeracy Calculations and Family Life .
  - INSPIRE, gardening inclusion project and other workshops for parents and children held on a regular basis.
  - Parents help out in school on a regular basis.
  - Regular newsletters.
  - School web-site.
  - Consultation with parents through questionnaires.
  - Good links with the Church and its community, local schools and businesses.
  - Very active PTA which supports the school with several social functions such as the Summer Fete, and raises valuable funds.
  - Planned visits for each class to the local community library every term.
  - School choir singing at community events.
  - Fund raising activities.
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## **What have pupils told us about the school, and what have we done as a result?**

Pupil views are acted on regularly, such as:

- School Council made suggestions about continuing to improve toilet facilities. Key Stage 2 toilets were totally refurbished during the Summer break.
- The school was awarded £25K from a funding bid to improve facilities, following representations from the children to improve playground facilities. New large play equipment is now in place in Reception and KS1.
- Following children's responses to The Arts evaluations, extra art and drama clubs were included in extra curricular activities.
- Pupil views are acted upon regularly, such as: provision of football goals on the KS2 playground; an adult football referee at lunchtimes; extension of the Huff and Puff scheme and provision of enhanced resources; maths fayre to provide 'fun' mathematics opportunities and so improving excellence and enjoyment.

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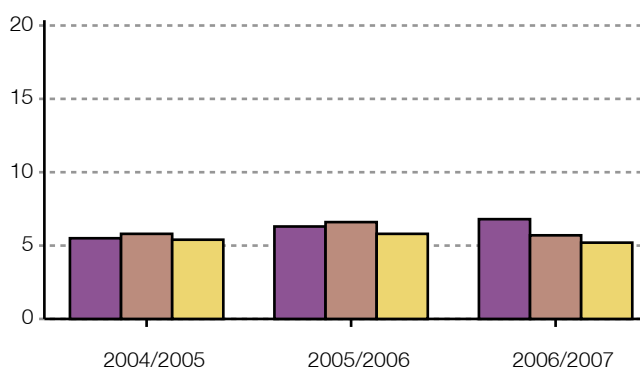
## **How do we make sure our pupils are healthy, safe and well-supported?**

Ofsted Inspection (January 2007), judged this aspect of the ECM agenda to be outstanding. Our pupils are healthy, safe and well supported during their time at St Thomas More's. This is achieved through:

- Committed staff dedicated to making a difference; good relationships are developed based on school mission
- Vibrant school Council which impacts on school improvement
- A curriculum designed around the excellence and enjoyment and Every Child Matters Agendas
- Provision of a comprehensive PSHE and citizenship curriculum
- Shared celebration meeting across phases
- A well structured provision of health weeks focused on: healthy eating; exercise and staying safe
- Access to fruit and vegetables, milk and filtered water across all key stages
- Awards for our school kitchen
- Provision of two hours physical exercise each week - Active Mark awarded
- Multi-sports provision through our extended cluster

- Gardening Club
- Access to the National Walk To School initiatives
- Involvement in the National Body Mass Index scheme
- Access to Behaviour Support Services
- All necessary risk assessments for activities are in place
- Secured procedures for school security
- Internet access filtered through the Local Authority

## 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

## What activities and options are available to pupils?

The activities available to pupils at our school are many and varied.

These include the following:

- Focused curricular themed days / weeks.
- Global dimension week including multi-faith visits.
- Visits from theatre groups
- Vocalise project working with theatre group.
- Enhanced peripatetic music tuition: teachers provide music lessons for groups of children.
- Day visits and residential trips as part of curriculum enhancement.

- Regular visits to libraries.
- Weekly swimming lessons.
- Basketball tournaments.
- Children are prepared for the Sacraments of Reconciliation, Holy Communion and Confirmation.
- Children have the opportunity to be involved with the community through links with the Church and via fundraising schemes.
- Participation in concerts, Christmas and Easter plays and an End of Year Production.
- Participation in the life of the school through the School Council.
- Peer mediation.
- Year 6 children act as consultants for younger children.
- The school has an after school club run every school day. Children can stay in a place of safety and learning until 6.00pm.
- Other after school clubs are dance, computer, golf, football, basketball, multiskills, drama and gardening.

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

Secondary school transfer varies depending upon parental choice, faith consideration, selective provision and so forth. In 2007 the majority of our pupils transferred to Archbishop Ilesley School (our main feeder school, where we continue to maintain strong links).

Other pupils transferred to the following schools:

- St Peter's Catholic School - Solihull
- St Paul's Catholic School - Birmingham
- Cockshutt Hill Community School - Birmingham
- Bishop Walsh - Sutton Coldfield
- Solihull School
- King Edwards Camp Hill - Birmingham
- Lyndon Secondary School - Solihull
- City Technology College - Solihull

## Ofsted's view of our school

The school provides a satisfactory education for its pupils and is improving. Parents recognise that the school is developing and comment, for example, that, 'New systems have improved things enormously.' Pupils also appreciate the changes, particularly that behaviour has recently got better. This has happened because of very effective initiatives, such as the merit system introduced since September 2006. These rewards for pupils are also much appreciated by parents, with comments such as, 'The merit system works really well and motivates children.'

The leadership team is very successfully building on developments already started. For example, improvements made in mathematics in the national tests in 2006 in Year 2 are now being carried through to Years 3 to 6. Even though standards and progress in mathematics are not as strong as those in English and science, standards are above average overall by the time pupils leave. Pupils' achievement is satisfactory and they are making sound progress through the school. A notable exception to this is in the Reception classes, where children are making good progress due to the good range of activities planned for them. Standards by the end of the Reception Year are above the level expected.

One of the major strengths of the school is the standard of pupils' personal development and well-being. This is outstanding and the result of excellent pastoral care provided by all adults. Pupils are unfailingly cheerful, charming and considerate, following the admirable example set by staff, and the school's Catholic ethos is very much in evidence. Care, guidance and support are good overall; academic care and guidance are satisfactory. Systems are in place to measure the progress pupils make. However, these are not used consistently to set clear targets for pupils to enable them to know what they need to work on to improve their performance.

Pupils really enjoy coming to school and particularly appreciate the way that teachers make their lessons interesting. 'Lessons are fun' is a typical comment. Teaching is satisfactory overall and pupils' learning is satisfactory. This is because teachers do not always provide a wide enough range of work to challenge the breadth of abilities in their classes. One of the reasons for lessons being enjoyable is that the curriculum is good. A great deal of thought has been put into adapting the curriculum, for example to cope with mixed age classes. Good links have been established with other providers that offer further support for pupils' learning. A notable feature is the NVQ course. This results in adult students gaining placements in the school. Parents note that this extra support is enabling pupils to make better progress in their reading, for example.

Leadership and management are satisfactory. The recent pace of progress is rapid. The headteacher, very ably supported by the deputy headteacher, has made a really good start at improving provision and pupils' progress. The impact is now beginning to be seen, however other managers are not fully involved. For example, subject co-ordinators are only just beginning to be engaged in checking on standards and pupils' progress in their subjects. Despite this, there is a very obvious shared desire to take the school forward and the school is well placed to continue on its upward path.

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Date of last inspection: 24-Jan-2007

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 St Thomas More Catholic Primary School](#)

## What have we done in response to Ofsted?

- Worked closely with Local Authority Numeracy Consultant to improve staff development in relation to Mental Arithmetic, target setting and revised framework.
- Numeracy Calculation Policy written.
- Timetabled Senior Leadership Meetings.
- The School Improvement Plan has been written with direct reference to the key issues in the Ofsted report.
- Focused booster support for key groups of children in maths.
- Audited existing resources and ordered key resources to support all areas of mathematics and writing.
- Improved the analysis of mathematics tests to identify gaps in learning and target support.
- Senior teachers have greater involvement in monitoring the curriculum.
- Differentiation issues have been addressed..

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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 0121 7433289

Our website <http://www.sttomor.bham.sch.uk>

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