

# High Halstow Primary School Profile

Published 28 July 2009



## High Halstow Primary School

Harrison Drive, High Halstow

Rochester, Kent, ME3 8TF

Telephone: 01634 251098

<http://www.highhalstowprimaryschool.org.uk>

Children's Service Authority:	Medway
Age range:	4-11
Number of pupils:	171
Head teacher:	Mrs Pat Sanford
Chair of governors:	Mr Matthew Stutely

## What have been our successes this year?

In addition to the academic achievements of the school, we have continued to flourish in many other areas.

- Our walking bus goes from strength to strength and runs every day, including pupils, staff & parents.
- We are part of the Medway 2012 programme, which counts down to the London Olympics. As part of this scheme some of our pupils will have their models, photos and textile's displayed in the Guildhall, which the pupils are very excited about.
- We have retained Healthy School status.
- We achieved the Active Schools Mark.
- We're delighted to have a pupils cricket team in the rural league, who continue to develop & hone their skills.
- We have a team that takes part in Medway Athletics.

## What are we trying to improve?

At High Halstow Primary School we are looking forward and are eager to improve upon our recent successes. The School Development Plan for the period 2008 to 2010 identifies areas for development in school and lists how we will achieve and monitor our objectives. As a taster three items for inclusion in the plan are:

Developing a range of extended services

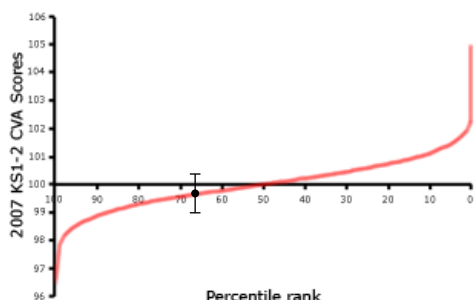
Working on community cohesion through inviting a range of speakers from all communities to school assemblies and into classrooms

Raising standards through the introduction of pupil progress meetings following data input

The School Leadership Team continuously work on ways to improve all aspects of the school outside of the plan, and this is reflected in the day to day running of the school.

---

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

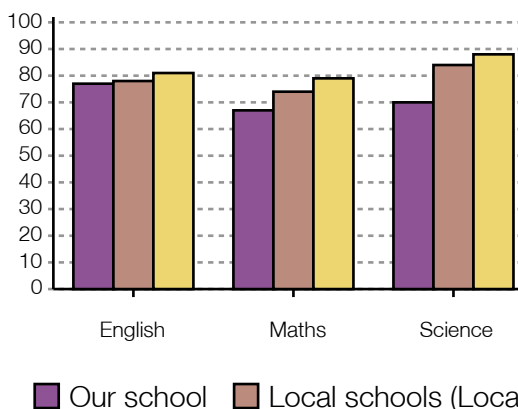


- Our school
- I Confidence interval

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 aims for 2 levels progress per child between KS1 (age 7) and KS2 (age 11). When considering the SATs results in 2008 (for those who took the SATs test) this was achieved for 89% of pupils in English and for 75% of pupils in Maths. Readers may be aware that there were national problems with the scoring of the statutory assessment tests (SATs) which takes place in year 6. We therefore also considered the teachers' assessment results on progress made. This shows that results for English were 100% of pupils made the 2 levels progress and 89% of pupils achieved this in Maths.

## 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)

The school set itself a target that 73 per cent of pupils should attain a level 4+ in year 6. Based on the SATs results, we achieved this target for English, but not for Maths. The school will continue to work and further develop its attainment in maths through setting targets around mental calculations, and increasing the profile of space, shape and measures throughout all appropriate areas of the curriculum. The GB will closely monitor progress in maths attainment in 09/10 through results of lesson observations, as well as reviewing pupil progress reports that are collected through an automated computer system

---

## How have our results changed over time?

When reviewing the SATS results over the past four years, reading remains a strength in the school. In English over the past 4 years we have consistently exceeded our target of 73% of pupils achieving level 4 or higher. In Maths, however there has been a decrease in level 4 + scores and this was attributed to individual cohorts. The school remains just above their floor level in Maths. This is also the case when the teacher assessments are considered. Initiatives have been put in place with the aim to improve the Math results, and the GB continues to monitor progress.

---

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

All class teachers are responsible for carrying out on-going assessment of their pupils. The school has set proformas to support staff in this, which ensures that the pupil's progress is monitored at regular intervals. This information is entered into the Ppit programme three times over the course of the academic year. It is used to support setting individual targets for the pupils and assists with identifying those children who are working behind and ahead of age-related expectations. Differentiated curricular targets are set for literacy and numeracy each term and the pupils are supported with working towards these.

This achievement tracking software also forms the basis for pupil progress discussions between the Headteacher and each class teacher and assists with identifying and refining target groups for writing, reading, maths and science.

Throughout the year, staff receive regular training to support their professional development, both inside and outside the school. A current focus for the school is continuing to develop the use of the APP materials to help monitor each child's progress in reading, writing and mathematics.

---

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

The open door policy continues, alongside the daily use of the contact book, enables parents & carers to quickly access response to issues of immediate relevance. Regular open classrooms and open mornings provide opportunity for parents to see the work and ask questions. This contact is enhanced by the copy of learning objectives: appropriate subject leaflets sent home each term and the latest innovation of curiosity kits for KS1 pupils. Parent consultations three times a year, are followed by an annual report of achievement issued at the end of each academic year. The partnership with parents promoting a healthy eating and life style, guidance on relationships, parents forum, prospectus, website, questionnaires for specific issues and a newsletter are all part of keeping parents informed. The school welcomes visitors to assembly, visits to local places of interest take place and involvement with the local church and contact with the local police continue. Contact with the Hundred of Hoo School through transition of year 6 pupils and the 'Children's University' and with Pre-School prior to entry of those going into Reception are part of what the school offers to put the 'Every Child Matters' policy into action.

---

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

Pupils are encouraged to be involved in giving their opinions through their class representatives on the school council. Regular meetings are held where the school councillors bring along suggestions made by their classes. The council is responsible for its own budget and has control over how the money is spent.

As a result of a council poll some more playground PE equipment has been purchased for the pupils to use during lunchtimes. Through this poll the pupils have expressed their ideas for extra-curricular clubs and as a result a bikeability club and netball club were set up. Each class also has a designated box, where the pupils can post their suggestions between meetings, which are then collected by the class councillors before their next meeting.

At the beginning of each academic year each class works with their teacher to discuss and plan out how they want to organise their classroom and collectively they make the final decision.

Each week pupils discuss how they want to spend their Golden Time as a class and a decision is made. On a daily basis the pupils are encouraged to give feedback as to their performance and confidence with a task or activity and this is then used by class teachers to inform their future planning.

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

At the beginning of the academic year all classes are involved with establishing their class own rules, which are then displayed within each classroom. These rules support the school's "Golden Rules" which promote the values of a happy, safe and friendly working environment for all. A number of the teaching assistants are also lunch time play leaders whose role is to help supervise the pupils during lunchtimes and help initiate games for them to play. Linked to this, the school has established a "buddy" system where a number of the year six pupils help lead games on the playground for other children to join in with.

The pupils are encouraged to discuss any concerns or worries they have through Circle Time. The school has recently signed up to the Targeted Mental Health in School scheme which is aimed at supporting vulnerable pupils with their transition through the school and when they move to their secondary school.

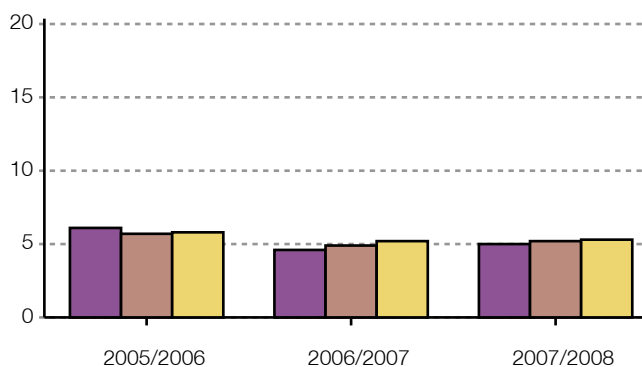
Key Stage one pupils receive fresh fruit everyday and every Friday is "Fruity Friday" where pupils throughout the school are encouraged to have some fruit.

The school works hard to ensure the safety of the pupils, using CCTV and high security doors on all entry points to the 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.

■ Our school   ■ Local schools (Local Authority)   ■ All 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 usually achieves the target set by the DCFS and will know the reasons why if this is not achieved. Systems and procedures are in place to support families who find attending school more difficult than others.

---

---

## **What activities and options are available to pupils?**

During 2008/9 the activities and options available to pupils have been extended and developed. Lunchtime or after school clubs offered have included:

Yoga bugs

Choir

Green team/eco club

Bikeability

Chess

Bloggers computer club

Challenge club for gifted and talented pupils

Dance

Cricket

Netball

Tennis

Multi-skills

6-a-side football

French for families

In addition year 6 pupils also had the opportunity to participate in the Children's University and a staff supervised residential experience.

---

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

At the end of the academic year 6 our pupils have access to a number of secondary schools within the Medway and Kent catchment areas. Most of our year 6 pupils transfer to The Hundred of Hoo Comprehensive School, with some transferring to local grammar schools.

Pupils who do transfer to the Hundred of Hoo School spend time in the school taking a number of workshops which are specifically aimed at familiarisation of the process. Pupils who transfer to other schools are also given this opportunity. In all cases time is spent in the class room to ease this transition period, with extra support available when required.

---

## **Ofsted's view of our school**

This is a satisfactory and improving school with some good features. One parent commented that it is a 'caring school with an extremely positive outlook' and inspectors agree. Relationships are strong, behaviour is good and pupils have very positive attitudes to learning. They enjoy coming to school and particularly appreciate the increasing attempts to make their learning lively and interesting. Pupils are well cared for, and guidance is good.

The leadership team have been determined and successful in their drive to raise standards from a very low level in the past. Their vision has led to a school where pupils and adults are valued, well supported and where success is celebrated. Effective partnerships have been developed with governors, parents, pupils and the wider community to build a shared commitment to further improvement. Parents overwhelmingly approve of the job the school is doing in educating their children.

Pupils' achievement is satisfactory and improving. Pupils enter the school with average standards except in language and mathematical development, which are below average. Good provision in the Reception class means that children make good progress. Throughout the rest of the school all pupils make satisfactory progress. Standards have risen steadily and are now around the national average. In recent years a focus on improving writing has been successful. The school carefully analyses pupils' achievement and uses the information to provide support for those at risk of falling behind and to identify those aspects where further improvement is required.

The quality of teaching and learning is satisfactory with some strengths. Teachers and teaching assistants are enthusiastic and work well together to provide enjoyable experiences for the pupils. In most lessons there are good opportunities for pupils to work together, develop confidence and practise communication skills. There is still some variation in the quality of learning, as sometimes expectations are not high enough and work is pitched at the wrong level. Newly appointed curriculum leaders are in place and, although they have not yet had an impact on raising standards or improving provision, their roles are being developed.

The leadership team use a wide range of information to develop a clear understanding of strengths and areas for improvement. This is true particularly in relation to the quality of teaching, personal

development and the curriculum. Monitoring and development planning have been focused on making sure that provision, such as the quality of teaching, improves. The current improvement plan is not sharply enough focused on improving the quality and quantity of pupils' work. A good track record of improvement since the last inspection and a sound understanding of current strengths and weaknesses indicate that the school has satisfactory capacity to improve.

---

Date of last inspection: 08-Nov-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 High Halstow Primary School](#)

---

## What have we done in response to Ofsted?

The last Ofsted inspection was in November 2006. The conclusion was that our school is "a satisfactory and improving school with some good features."

There were 3 areas to develop

- Sharpen the focus of pupil progress in the School Development Plan

School's response: more measurable targets have been added to the plan and progress reviews take place 3 times per year

- Support Curriculum Team Leaders

School's response: The role of Curriculum Team Leaders has been developed by them being part of SLT, taking part in work scrutinies and classroom observations, analysing test results and refining actions plan. A Governor meets each CTL 3 times per year to monitor progress and implementation of the action plans and their impact on standards.

- Challenge all those involved in the school to achieve even more.

School's response: expectations for pupils has been raised by the school setting clearer curricular targets, agreeing outcomes for quality and depth of work and revising the curriculum to support these developments. School will be working to respond to The Rose Review of the primary 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:

By telephone 01634 251098

Our website <http://www.highhalstowprimaryschool.org.uk>

---