

St Alphege Church of England Infant School and Sunbeams Nursery School Profile

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St Alphege Church of England Infant School and

Oxford Street

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<http://www.st-alphege.kent.sch.uk>

Children's Service Authority:	Kent
Age range:	4-7
Number of pupils:	206
Head teacher:	Mrs S Evans / Mrs L Clayden from 1st
Chair of governors:	Mr Michael Vince

What have been our successes this year?

We have developed our integrated and enquiry based curriculum with emphasis on pupils generating and then answering their own questions. *Philosophy for Children* has been introduced for Yr R & Yr 1 and will be used next year in Yr 2. We have increased the use of drama and fantasy in Yr 2 to help develop creative thinking and improve expressive ability

A new assessment tool showed evidence of improved self-esteem for pupils who needed social skills training, they were also seen to access the curriculum more fruitfully

The new sensory room has helped the STAR team support special and behavioural needs

The new weekly newsletter to parents provided more information about day-to-day activities in the school and gave more notice of planned events and outings

The introduction of *My Learning Journey* for Reception provides a diary record for pupil and parents of the progress made at this time of rapid learning and development

The new community room has been well used: staff from outside agencies have been able to work here with small groups of pupils and we have been able to support a parent run toddler group, classes for parents and meetings with outside agencies

The Nursery introduced a new rhyme each week to enhance home:school working

What are we trying to improve?

We continue to work to:

- raise the attendance level to one that is nearer national targets
- improve creative writing by developing further skills in composition and effect and in the story writing project
- introduce a manageable assessment and recording process to identify progress in speaking and listening skills
- improve the transition process from Reception to Year 1
- raise achievement to 90+% reaching average or above
- further address gifted and talented pupils needs, especially using questions that span the curriculum
- involve pupils even more in their own learning
- address issues related to disadvantage or under performance by boys and summer born children
- include parents wherever possible in school and home based learning activities
- seek to engage parents more actively in the Friends Association, which supports so much of the school's work

We will support our staff as they prepare to co-ordinate their subjects within the learning areas of the new primary curriculum: understandings in Mathematics; Historical, Geographical and Social Knowledge; English, Communication and Languages; Science and Technology; The Arts and in Physical Development, Health and Wellbeing.

How have our results changed over time?

We have continued to show consistent progress since 2006. Having changed our monitoring system this year, we have identified that in 2009 many of the pupils achieved above average progress during Key Stage 1; this is despite a generally lower than average level of performance on starting the reception year. The analysis shows very good progress in Reading, good progress in Writing and outstanding progress in Maths. In 2009 nearly all of the challenging individual targets were met, apart from some for writing.

KS1 National Assessment 2009, compared to national and school figures for 2008

	Level 2B+	average		Level 3+	above average	for age
	School 09	School 08	National 08	School 09	School 08	National 08
Reading	69%	78%	72%	29%	33%	25%

Writing	51%	62%	59%	7%	10%	12%
Maths	78%	77%	74%	18%	18%	21%
Science	100%	97%	<i>Teachers assess</i>	38%	38%	<i>Teachers assess</i>

18 (33%) of these 55 children were identified with learning or special needs, yet all reached level 1 attainment in all subjects, except for 4 pupils who did not achieve this level in writing. In Reading, Maths and Science all of the pupils performed well in meeting their predicted demanding targets.

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

Peer assessment has been extended. Pupils have responded well to this shared clarification of achievements and continuing learning needs. They also use the multiple intelligences from the Golden Achievement assembly to value their abilities eg I am music smart etc.

In discussion with the Inclusion Manager, individual programmes are devised for remedial support or greater challenge.

The St Alphege Response (STAR) Team of TAs was formed this year to work with small groups, individuals or to respond to behaviour management needs where necessary. Children at risk of exclusion for extreme behaviour have been supported by the Team and have been able to remain in school, yet Class Teachers have been free to concentrate on helping the majority of their class.

Weekly Triage Meetings between the Headteacher, Family Liaison Officer and Inclusion Manager have enabled information about vulnerable children or families to be effectively shared and interventions planned when appropriate. Outside agencies are regular visitors to school observing, assessing and advising children and staff.

We have appointed a teacher to help individual pupils with maths, but anticipate this will also raise self esteem.

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

The School Council and class councillors are the major source of direct information from pupils. Councillors are required to obtain views from the class and share their deliberations within the regular circle time. This year the council chose to create a separate Green Planet Club to lead on the submission for the Eco-schools award. This meant that each class had four representatives at any one time attending and reporting back from meetings with the head teacher.

After a brief discussion the council chose to spend it's budget on the purchase of a new child-sized picnic table.

The Green planet club members undertook to recycle single sided used paper by making note pads for shopping lists, they also packed up shredded paper for sale as animal bedding. The resultant sum of £4.50 was donated to Kent Wild-life Trust. This group also undertook a "clean-up" of the path leading to the school's environmental site and audited the use of electricity, especially identifying the unnecessary use of some of the electric lights. In July parents and pupils made pledges to reduce their environmental impact as a part of Green Britain Day.

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

The *Social and Emotional Aspects of Learning* material has been integrated across the curriculum. Within assemblies achievements are celebrated and social, spiritual and personal health and behaviour issues are explored. Drama workshops address drugs education and healthy lifestyle choices. Play therapy and small group work provide targeted training on Safe Schooling, Anger Management and Social Skills development.

We have a secure and safe physical environment with a range of indoor and external play equipment: climbing frame, performance stage, games equipment at play time and a new quiet/sensory bubble room.

Our *Healthy School* focus and *Active Schools Mark* have been maintained and we have been well represented at the local sports and arts events within the cluster and local community. We are working towards the Safe School and Green Flag awards.

The *Wake up & Shake up* start to the day has been enhanced in Yr 2 by using a French language instruction programme.

Yr 2 pupils take it in turns to provide a buddy system to help in the dining room and at play times. Mentor training has also been successfully introduced with selected Yr 1 and Yr 2 pupils, who help their peers negotiate over disagreements.

What activities and options are available to pupils?

Lunchtime and after school clubs extend the curriculum and provide opportunities to choose to work on topics of particular interest in smaller social groups. The clubs this year have included sport, knitting, reading, spoken French, ocarina, origami, and cooking.

The school choir formed this year and attended and hosted cluster based concerts. Singing, in class and in the choir, have helped improve confidence and enhance school performances.

Football, tennis coaching, swimming and inter-school sports events are highlights of the many physical activities enjoyed by those Yr2 pupils choosing to take part. We plan to enhance the active play-time scheme through further training of our mid-day supervisors and working with the junior school pupils.

The extra space for small group work and enhanced use of resources in the classrooms, e.g. digi-blue video cameras, role play equipment and the mobile computer suite, have all helped increase the range of activities used to support this year's emphasis on broadening the questioning, thinking and expressive ability of the pupils.

The extra work undertaken by teachers, teaching assistants, parents and volunteers is highly valued by pupils, parents and Governors.

How are we working with parents and the community?

The Friends Association gives practical and financial support. There is a book stall in book week, year group shopping mornings and an Easter egg hunt and quiz. They sponsor Father Christmas' visit, the leavers disco and run a monthly second hand uniform stall. The Summer Fair is the major fund-raising event.

The Community Room, with a child care area and kitchen, has enabled more parent support. We offer an in-house parenting course which has led to a drop-in parent support group and a parent managed toddler group. There is curriculum support with parent:child reading club and a parent's maths course.

An external parenting course, supported by the FLO, a TA, and a staffed creche, attracted a wider range of parents.

Our pupils collect for Demelza Hospice, the Children's Society, RNLI and a Schoolgirl in Malawi. Yr 2 pupils visit the Age Concern Day Centre twice during the year. We had a visit from a South African Christian Group Ithemba, Barton Court pupils visited in One World Week and parent assemblies have been re-introduced this year.

Pupils entered poster competitions, ran a 20mph campaign and got Eco-pledges.

Breakfast Club and two Walking Buses provide support for parents and include children from both junior schools.

What do our pupils do after leaving this school?

Our pupils generally transfer to either the local Community or the Church of England Endowed Junior Schools. The transition process is carefully managed.

Parent governors have previously commented on the apparent heightened self-confidence of our children on arrival at their new schools. It is felt that being on two floors the school helps in preparing for transition. The children "move upstairs" for Year 2 - they leave their parents at the foot of the stairs instead of their previous experience of being delivered directly to the classroom. Our buddy system and role modelling as senior members of the school also impact generally on behaviour and confidence.

The nursery is funded to provide places for the whole of Whitstable and the nursery pupils leave to go to all of the local schools, with some 50% continuing with St. Alphege School.

Ofsted's view of our school

This is a good school where pupils are exceptionally well looked after and where they make good progress. As a parent commented, 'The school is a happy place that genuinely cares for its pupils, both academically and with their emotional development.' The recent gaps in the leadership team have been seized on by the headteacher as an opportunity to spread leadership responsibilities more widely across the whole teaching staff. This has led to a shared commitment to school improvement through exceptionally rigorous target setting in every subject. The result has been raised standards. Though children's skills and abilities are significantly below average when they start school, they make good progress in the Reception Year and in Years 1 and 2, so that standards by the end of Year 2 are in line with those expected nationally. This represents good achievement. Achievement is even better in pupils' personal development. In response to the high quality of welfare support provided, pupils' social and moral development is outstanding. The school has been very successful in creating an environment where children feel safe and where they are happy, well behaved and keen to learn. A notable feature of lessons is how interested and involved the pupils are, with all joining in and volunteering answers to the teachers' questions. Too often, however, teachers try pupils' concentration unnecessarily, because they expect them to sit on the carpet for long periods until they become restless and fidgety. From the start of the Reception Year, the curriculum is very closely tailored to pupils' individual learning needs. This is continued in Years 1 and 2, and the many pupils with learning difficulties and those learning English as an additional language do well because they are well supported. Sometimes, however, the work set for the most able pupils is not as challenging as it could be. The sheer range of opportunities provided to pupils is outstanding for children of this age. They cover topics in much depth. The school keeps careful track of every pupil's progress in every subject and the curriculum is enriched through an unusually wide range of clubs.

Date of last inspection: 06-Oct-2006

Ofsted graded our school as good

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



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What have we done in response to Ofsted?

We have increased the range of activities to meet the various needs of learners by:

- giving more opportunities for all children to engage in public speaking and singing
- creating more cross-curricular opportunities for drama and other interactive approaches for enhancing creative writing and by the use of reading to writing units of work
- extending many aspects of the EYFS practice into Year 1
- focussing guided reading more effectively and targeted reading through 1:1 reading support and by inviting particular children and parents to Reading Club
- reviewing and developing the library stock to ensure balance, interest for boys and extension material for G & T pupils
- focussed monitoring of standards by all leaders with increased tracking in key subject areas.
- targeted intervention for both able and less able children to include provision mapping and detailed assessment and recording
- there is shorter, more focussed teacher input prior to undertaking practical tasks
- learning tasks are more clearly identified, explained simply and recorded at the outset of classes with a review on conclusion of sessions
- all staff are clearer about their role in helping to raise standards

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 01227 272977

Our website <http://www.st-alphege.kent.sch.uk>
