

St John's Cathedral Catholic Primary School Profile



St John's Cathedral Catholic Primary School

Cottage View

Portsmouth, Hampshire, PO1 1PX

Telephone: 023 92821055

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

Children's Service Authority:	Portsmouth
Age range:	3-11
Number of pupils:	250
Head teacher:	Miss C M Hobbs
Chair of governors:	Mrs. S. Furtado

What have been our successes this year?

Academic standards and pupil attainment remain exceptionally high and the school continually strives to develop through new and exciting projects.

The interior of the school was completely revamped, providing regular sized teaching spaces and additional spaces for small group work. The completion of the work and blessing of new crosses for the rooms coincided with the 30th Anniversary of our school moving to its current site.

The awarding of grant enabled Year 6 to spend a brilliant day in London exploring the sights, watching the Lion King, visiting Westminster Cathedral and viewing the Capital from the London Eye.

Music and in particular singing is greatly valued at the school. A fundraising concert was held to enable the school to contribute to the wonderful statue of St. John which we were privileged to watch being unveiled.

On a sporting front, the variety of clubs offered to children continues to grow. One of our squad was the top basketball scorer in the City. Our dancers came 3rd in the Rock Challenge competition at the Guildhall. The boys Football Team were victors in the City Catholic Schools Tournament, beating the school that had held the title for the past 5 years.

What are we trying to improve?

The school is constantly striving to be the best that it can be. Although results have been consistently high at Key Stage 2, through a programme of professional development, teachers have been striving to develop and improve the use of the APP process to improve their teacher assessments.

Our Nursery provision has been extended to 30 hours per week. Building work has revamped and brightened the Early Years learning environment. The staff are working on plans to develop the outdoor learning environment.

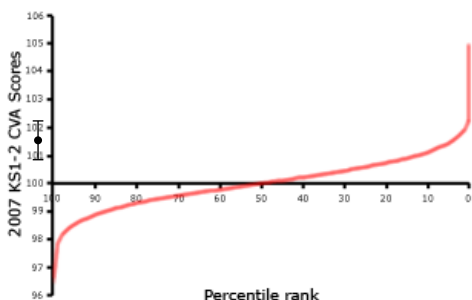
The Deputy Headteacher is working with teachers to enable them to provide consistently outstanding teaching and to embed our new curriculum 'Learning Today for Life Tomorrow' into their teaching. The curriculum provides opportunities for pupils to explore issues of sustainability, enterprise, global awareness and citizenship, as well as the more traditional subject areas.

We have introduced French to our Key Stage 2 Curriculum.

We are in the process of establishing a Parents Forum to enable more effective communication between the school and parents.

Parking is difficult around the school. The new access routes into school will hopefully address the issue of ensuring that children can go to and from school safely

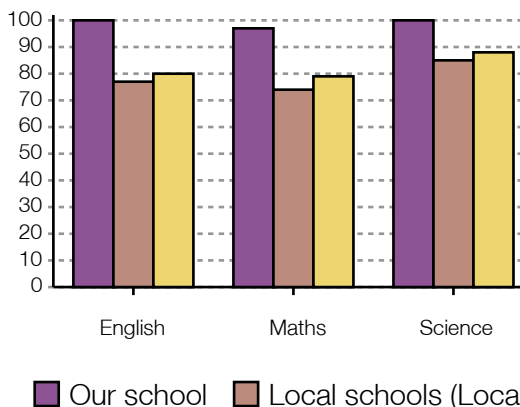
How much progress do pupils make between age 7 and 11?



- 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.

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2009. 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?

Standards are consistently high. We are consistently ranked in the top 25% of schools of schools for value added, and often in the top 5% of schools nationally.

2010 results are reported in a new format.

Pupils achieving Level 4+ in English and Maths 90%

Pupils making 2 levels of progress in English 100%

Pupils making 2 levels of progress in Maths 96%

Historically are results are as follows:

Pupils achieving Level 4 and above at the end of Key Stage 2 in

2007, 2008 and 2009

English 90% 97%

Maths 89% 90%

Science 90% 100%

Pupils achieving Level 5 at the end of Key Stage 2 in

2007, 2008 and 2009

English 59% 67%

Maths 41% 37%

Science 9% 73%

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

Our curriculum is broad and balanced, meeting National curriculum requirements and the needs of all learners. The curriculum is entitled 'Learning Today for Life Tomorrow' and incorporates an enquiry based approach to the learning. Teachers plan lessons to stretch the more able, whilst also taking into account the needs of the less able. Teachers regularly assess children and use the information to plan subsequent lessons. Children are involved in understanding their own learning. Learning objectives are shared with the children at the start of lessons and reviewed at the end. Children are clear about what steps they will need to take next to improve their work.

Each class has a high level of adult support. The support staff work with pupils of all abilities, either individually or as a group.

Specific learning needs are catered for with precision teaching for Maths and English, a reading support programme, Early Literacy Support for the youngest pupils, Springboard Maths and the Sound Linkage Programme.

The school has a specific Needs Manager, to ensure that all learning needs are addressed.

How are we working with parents and the community?

The school plays an active part in its Cathedral parish. The pupils and staff support the clergy in various ways as readers, singers, altar servers, stewards, and catechists. Children from the school sing in a choir at the children's mass each month.

Governors and parents have established a Communication and Publicity group to improve links, provide avenues for consultation between school and parents as well as to provide and run social events. They produce a termly newspaper to celebrate children's achievement. They are currently setting up a Parents Forum with class representatives.

Parents help out in school and are informed of their children's education through Parents Evenings, Curriculum Newsletters, the termly newspaper and 'working with parents' sessions to share what and how their children learn. Every year the school runs Family Learning Courses. These last for 10 weeks and provide an opportunity for parents to develop their skills while they learn how to help their child more.

The school is part of a community improvement partnership which provides additional support for families. The school hosts Children's University for the locality and takes part in Civic and City events.

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

Pupils views are gathered through end of year questionnaires, termly consultation via our own school newspaper and through the School Council representatives. The children are all very proud of the school and are glad to belong to it. They feel they are taught well and are well cared for, there is little they would want to change.

The School Council did decide that they would like to initiate some playground improvements. Working alongside the Deputy Headteacher and teacher responsible for student voice, they planned the zoned playground that is now in place. They have enjoyed helping with all the digging and planting and thoroughly enjoyed eating the vegetables and salad produce that they grew. Trained young leaders, along with a system of 'playground buddies,' ensures that everyone has someone to play with.

The children expressed how much they enjoy the wide range of clubs and activities that are on offer to them. The school continues to take advantage of the opportunities provided by the sports co-ordinator programme and has extended for a third year its participation in wider opportunities which ensures that all children are given the chance to play a musical instrument.

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

In order to stay healthy and safe, pupils:

- participate in the National Fresh Fruit Scheme
- have water constantly available to drink
- have the opportunity to take their cycling proficiency test and then ride to school
- have milk at breaktime
- pupils exceed the national requirement for physical activity, as well as having extensive out of hours sporting opportunities, including football, hockey, netball, cricket, athletics, tag rugby, tennis and dance
- participate in healthy eating, road safety, walk to school, fire safety, in health and dental surveys. - participate

The school offers excellent pastoral care which is supported by the work of the Family Link, Behaviour Support, Mental Health Workers and the Parish Priests.

What activities and options are available to pupils?

The school runs after school activities for hockey, netball, football, basketball, athletics, dance, games, art and drama as well as taster courses for different sports.

In school opportunities include football coaching, global awareness, music, and Art.

Close relations with the Catholic Cluster have resulted in joint ventures such as 'Rock Challenge' and music evenings as well as a variety of transition events.

All pupils regularly go on school trips, these include a weeks residential on a farm in Devon and three days of activities on the Isle of Wight.

The school hosts Children's University on a Saturday for our children and those from the local area.

The children are also offered many 'one off' opportunities throughout the year, including history workshops, class trips and theatre productions.

What do our pupils do after leaving this school?

Our school is situated in very close proximity to the Catholic Secondary School. As a result many of the pupils transfer to St. Edmund's. Out of our last cohort of 30, 14 now attend St. Edmund's, 15 pupils transferred to Oaklands Catholic Secondary School, and 1 to City Boy's School. The school staff meet with staff from whichever secondary the children transfer to. This ensures that the school are fully briefed on strengths, needs and friendship groupings prior to transfer. Owing to the close proximity past pupils are frequent visitors to the school keeping us up to date with how they are getting on, as well as looking to us to continue the guidance and support that they received while with us.

Ofsted's view of our school

This is an outstanding school. Pupils' achievement is outstanding; they enter the school with attainment below the expectation for their age yet, for the last four years, those leaving at the end of Key Stage 2 have achieved standards above national averages. Their progress has been significantly better than national levels, given their starting points and the context in which the school is working. The pupils' personal development is also outstanding. Their behaviour and attitudes are excellent and they spoke eagerly about their enjoyment of learning and of the broad range of opportunities available to them. Pupils feel very confident that the school cares for their safety and well-being. They are extremely supportive of each other, listening carefully to different views, as well as growing in confidence to put forward their own. Their moral development is particularly strong and is evident from the early stages of their time in the school.

Teaching and learning are good overall and some is outstanding. The curriculum and the care, guidance and support provided for pupils are also outstanding and contribute to an ethos of care for individuals and to an atmosphere in which learning is encouraged. The headteacher and other leaders adopt a clear focus upon raising achievement, and the outcomes for pupils over recent years show how successful this approach has been. There is a strong and appropriate focus in each key stage upon raising standards in the basic skills of literacy and numeracy. The staff have high aspirations for the pupils and adopt a strong focus on building their learning skills and confidence. Small group teaching is usually very effective in raising the attainment of pupils of all abilities. However, the quality of independent group work is not wholly consistent across the school and occasionally activities are not matched closely enough to pupils' needs. The school has beneficial partnerships with other schools and organisations, including the city's university. Staff are proactive in seeking to involve parents in their children's learning. Among the many parents and carers who responded to Ofsted's pre-inspection questionnaire, the great majority were very positive in their views of the school.

The leadership and management of the school are outstanding. Managers evaluate carefully and accurately the work of the school, which has made good progress since it was last inspected. Governors are active in the school and discharge their responsibilities well. Most statutory requirements are fully met although further work is needed to ensure that the results of the school's monitoring of its policy on disability are communicated to parents. Much has been achieved in promoting high achievement and in engaging pupils in their learning. Together with the strengths in the leadership and management of the school, this is clear evidence of its excellent capacity to continue to improve.

Date of last inspection: 12-Mar-2008

Ofsted graded our school as outstanding

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?

Our last OFSTED Inspection was carried out in March 2008 when we were judged to be 'Outstanding'. The main issues arising from Inspection as far as the school was concerned was, to ensure that Early Years would be judged to be 'Outstanding' next time and ensure consistency in the quality of teaching.

Under the leadership of the Deputy Headteacher, a programme of subject management and development has been put in place including regular monitoring in all subjects.

This has resulted in increased confidence among the managers who now have greater accountability for their subject. Monitoring in all subjects has highlighted the strengths and weaknesses among teachers in different subjects, which have then been utilised or addressed through additional support, inservice training or coaching. This has resulted in greater consistency in standards of teaching.

A new Early Years Manager has been appointed who has established a new staff team. The environment, and curriculum have all been modified and are being adapted further in the light of recent developments arising from the Rose review.

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:

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