

St Mark's C.E. Junior School, Salisbury Profile



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Somerset Road
Salisbury, Wiltshire, SP1 3BL
Telephone: 01722 333497
<http://www.st-marks.wilts.sch.uk>

Children's Service Authority:	Wiltshire
Age range:	7-11
Number of pupils:	352
Head teacher:	Mr Gareth Flemington
Chair of governors:	Mr Patrick Paisey

What have been our successes this year?

The school had a very successful OFSTED inspection in June 2009. The school was judged as good with some outstanding features (behaviour, curriculum and personal development). Achievements and standards continue to be a strength of the school. A review in July 2009 by the Local Authority also judged St Mark's to be good with many outstanding features, and the school enjoyed a very favourable evaluation by the Diocese as part of the Statutory Inspection of Anglican Schools (SIAS) in July.

Other examples:

- Weekly instrumental music tuition is provided for half of pupils. The school has reinstated its school band and is planning an outdoor 'Proms in the park' concert for the summer.
- The school has continued to be successful throughout the year in local and regional sports competitions.
- Collaboration between Wyndham Park and St Mark's continues to go from strength to strength which has improved transition from Y2 to Y3, seen joint staff training ventures and shared PTA events i.e summer fayre.

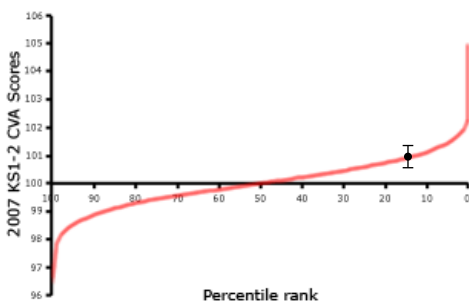
- The school opened its new ICT suite in September and refurbished half of our school toilets. The building received a new roof and is in very good condition.

What are we trying to improve?

We are continuing to:

- develop more strategies that support individual pupil under-performance, focusing particularly on reading and pupils' speaking and listening skills
- engage with parents, especially our intervention strategies for pupils who have specific weaknesses or general learning difficulties
- focus on outcomes for children in all we do
- extend the enrichment programme and activities for more able pupils
- embed creativity and thinking skills in our new curriculum (International Primary Curriculum)
- develop pupils' cultural understanding by focusing on citizenship, RE and community cohesion
- develop the use of the outdoor environment to enhance learning
- develop capital projects e.g. finish children's toilets refurbishment

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

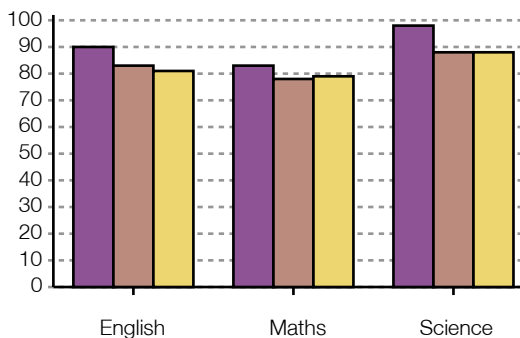


- Our school
- I Confidence interval

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.

Attainment (raw scores) continues to be high in all core subjects compared to national average (NA). In English 94% of children make the expected two levels progress across KS2. In maths 82% of children make two levels progress in KS2. Indeed, 82% children achieved a L4+ (Level 4 or better) in English and Maths, which is 10% above NA. 30% achieved L5 in both subjects, again 10% higher than NA.

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)

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

The headline figures were again well above NA. Approximately half the large Y6 cohort (94 children) achieved L5 in maths and two thirds a L5 in Science. L4+ in maths was up pleasingly to 87%. English results dipped slightly but are still above NA at 85%.

How have our results changed over time?

Over a four year period, contextual value added (CVA) figures have risen annually. Our CVA in 2008 maintained our consistent improvement and is now significantly above expectations. The CVA measure takes into consideration many factors e.g. socio-economic background, deprivation, ethnicity, first language etc. Attainment on entry (KS1) is well above NA which makes adding value a real challenge. Our results put us consistently in the top 25% of all schools in the country.

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

In a concerted effort to personalise learning all pupils have individual learning targets in mathematics and English. SEN pupils have individual education plans. Pupils are tracked using ongoing assessment activities during the year at regular intervals to ensure they are making progress. Pupils who under-perform are identified and intervention strategies are used to support them. More able pupils have work that is differentiated so that they are engaged in more challenging activities. In planning for the needs of pupils the school is aware of the different learning styles of children and accommodates these factors.

The new curriculum (IPC – introduced in September 2009) is varied and flexible and provides a range of activities and experiences designed to stimulate all types of learner. This skills based curriculum challenges all groups of learners in its structure and design. Regular review meetings between teaching and support staff help to identify potential difficulties in learning or emotional and behavioural issues, so that each child can be supported and encouraged to achieve his or her potential. Parents are encouraged to communicate closely with the staff of the school to also support this.

How are we working with parents and the community?

The school encourages close home-school partnerships and good communication. During the year there are meetings and workshops to keep parents well informed about learning e.g. there have been workshops for parents to explain the new ways of teaching mathematics in school. There is an open-door policy so that parents have regular access to the Headteacher on a daily basis. Fortnightly newsletters inform parents of forthcoming events, term dates and items of special interest. We survey parents annually and publish the results. The format of question will stay the same to allow comparison every year.

There is a strong Friends of St Mark's parents and staff association, which organises family events and raises funds. School council are heavily involved in picking charities, organising fund raising and working with school leadership to improve our school for everyone. The school has a vibrant Community Action Team (CAT) who work on tasks in our school, Exeter House Special School and the local community e.g. allotments. The children support local charities within school, and enjoy creating their own ways of fund-raising. They also participate in civic events and competitions.

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

The School Council meets regularly with the Deputy Headteacher and provides feedback to the Headteacher and staff about the views of pupils from each year group. As a result of their initiative the school has improved the facilities for play equipment and provided extra seating. The School Council also initiated the idea of promoting regular stalls, run by pupils, at break and lunch-times, to promote special causes. The School Council initiated the St. Marks Community Award (Bronze, Silver and Gold) which recognises pupils who actively support and participate in school and wider community activities. So far over 170 pupils have participated in the award and become part of the CATs. The pupils have indicated that they would like to improve the school toilets, so the Governors have begun a refurbishment programme. A Friendship bench has been requested as the children have recognised that some pupils miss out at playtimes and need support. Teachers encourage feedback and evaluations of learning within the classroom and respond appropriately so that pupils feel valued because their views are taken into account. Through recent questionnaire 95% of parents report their children enjoy school.

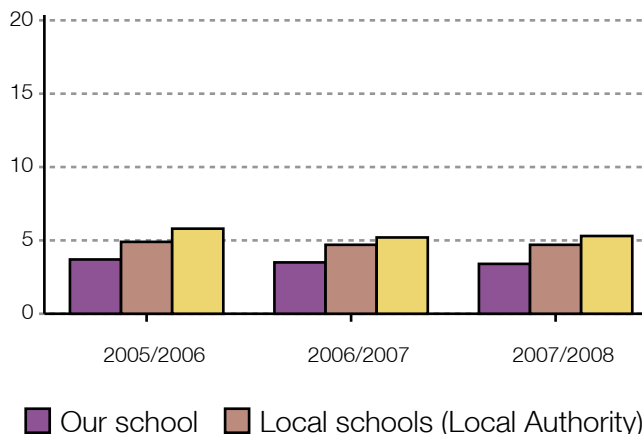
How do we make sure our pupils are healthy, safe and well-supported?

We promote healthy eating through Personal Health and Social Education and throughout the curriculum, and have the Healthy School Award. The School is actively pursuing the Healthy Schools Plus award as part of a cluster initiative. Each year we have a special week focused on healthy eating. We have had cookery sessions led by master chefs from the Academy of Culinary Arts, who have adopted the school and visit each year. Sweets and birthday treats e.g. cakes brought in are not permitted in school and the regular drinking of water is promoted. The school lunch menu has been improved in line with recent government food standards to improve the nutritional value of the food provided in school.

There are many opportunities provided for exercise within curriculum time, and through a good range of extra-curricular sporting activities. The school has a large field, games facilities, and an open air swimming pool. The school also participates in many local sporting events to encourage pupils to enjoy physical activity and half of all pupil participate in the Salisbury Mini Marathon.

Overall the school building is fully secure and there is a new front entrance which is welcoming but secure.

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.

Attendance at St Mark's is good. Annual attendance hovers around 96%. Of the 4% absence rate, unauthorised absences make up considerably less than 1%.

What activities and options are available to pupils?

The school runs a varied programme of extra-curricular activities throughout the year. Some of the main activities include football, netball, tag rugby, cross country running, hockey, dance, rounders, country dancing, swimming, ICT, Kwik cricket, athletics, trampolining, gymnastics, gardening, first aid, computer, badminton, chess, choir, board games and a book club.

Instrumental music tuition runs throughout the week and we have approximately half the children undertaking lessons.

We have drama productions at Christmas and in the summer term, as well as Christmas carol concerts.

All Year groups get the opportunity for educational visits linked to the topics being studied in the classroom e.g. learning about life in Tudor times at Wilton House and visiting the Living Rainforest centre. Year 6 pupils take part in a residential visit to Osmington Bay, early in September, where they have the chance to participate in adventurous activities and field study. This trip is essential in developing and strengthening friendships and working relationships.

The House system is thriving at St Mark's. Children are rewarded for their attitudes, efforts and their endeavours - both individually and collectively for their House

What do our pupils do after leaving this school?

Pupils move on to a wide range of secondary schools in both the state and the independent sector, mostly in Wiltshire but also into Hampshire. Approximately 25-30% of pupils move on to the local state Grammar schools at the end of each year.

The schools to which most of our pupils go are

- South Wilts Grammar School, for girls (which has a Mathematics and ICT specialist status)
- Bishop Wordsworth's Grammar School, for boys (which has Modern Foreign Language specialist status)
- Wyvern College, for boys (which has a Technology specialist status)
- St Edmund's Sports College, for girls (which has Sports specialist status)
- Trafalgar School
- Test Valley
- Downton
- Private Schools e.g. Leehurst Swan, Godolphin, Chaffyn Grove

We maintain good links with these schools and visit regularly for sports competitions and master classes.

Ofsted's view of our school

Inspection evidence endorses fully the school's view of its own effectiveness as good. It gives good value for money.

Standards at the end of Year 6 are above average. Achievement is good. There has been a significant improvement since the last inspection. Standards in mathematics are now as good as those in English and science and standards in information and communication technology (ICT) are now good.

Pupils enjoy school and their attendance is very good. Behaviour is excellent at all times.

Relationships between pupils are very good.

Teaching and learning are good. There are particular strengths in the quality of assessment. Where pupils are identified as not making sufficient progress, effective support strategies are put in place so that they catch up. Despite this, in some lessons, more able pupils could make more progress. In a few lessons, pupils do not always show enthusiasm or willingness to answer questions, particularly where the beginnings of lessons are too long.

The curriculum is outstanding, especially in planning for pupils to use their literacy, numeracy and ICT skills in other subjects. The range of extra-curricular activities is excellent. Pupils are cared for exceptionally well.

Leadership and management are good. The quality of the school's self-evaluation is very good. The school is very honest and robust in celebrating its strengths and recognising key areas for development. The focus is always on improving standards. It recognises the need to improve links with its feeder school. The school is very well placed to improve.

The vast majority of parents are very supportive of the school. As one wrote, 'The staff are approachable, the children are well motivated and the whole school environment is a happy and positive one'.

Date of last inspection: 07-Mar-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?

Inspectors at the March 2006 inspection confirmed that there have been significant improvements since the previous inspection in 2000, and that standards in mathematics are now as good as those in English and science. Standards in ICT are now good, and the school has invested in considerable hardware and software resources, as well as extensive training for the staff.

The school has now set up an action plan to address areas for improvement identified in the 2006 Ofsted inspection.

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 01722 333497

Our website <http://www.st-marks.wilts.sch.uk>
