

# Duke Street Primary School Profile

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## Duke Street Primary School

Duke Street

Chorley, Lancashire, PR7 3DU

Telephone: 01257 419191

<http://www.dukestreet-pri.lancs.sch.uk/>

Children's Service Authority:	Lancashire
Age range:	4-11
Number of pupils:	245
Head teacher:	Mr Andrew Kidd
Chair of governors:	Mr Nigel West

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## What have been our successes this year?

Science results at the end of key stage 2 showed a significant improvement. There was a pleasing improvement in the progress children had made from KS1 to KS2 in maths.

The educational environment has been a focus of school development, with premises undergoing significant changes, as part of a major capital programme. Additionally, teachers have worked hard to provide a vibrant internal learning environment. Ofsted in July 2007 acknowledged this to be a strength of the school, as was ICT provision. Both these areas have become even greater strengths of the school since that inspection, with the new Foundation Stage /Key Stage 1 wing and fabulous ICT suite now open.

Children continue to have the opportunity to take part in a wide range of sports. The school's provision for PE and Sport has been acknowledged with the award of an Active Mark. In addition, children have the opportunity to take part in music lessons, learning woodwind instruments. The school choir has grown and is run by a music teacher from the Lancashire Music Service. The choir has had the opportunity to sing in the local community.

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## What are we trying to improve?

Through thorough and regular analysis of children's progress, we have been able to ensure that teaching addresses what children need to do next to improve in Maths, English and Science. We are pleased with improvements in Maths Level 5, which has shown a 3 year rising trend. Local Authority targets for Science were well exceeded. We want to consolidate this and are aiming to improve the progress of girls in maths and in writing across the school.

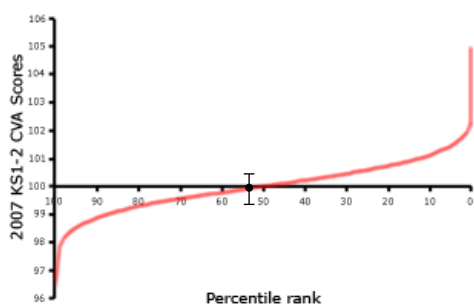
Good and outstanding practice seen in many areas will be used and shared to enable such practice to develop across all classes.

Attendance has improved but we are working with parents, and attendance consultants to ensure that children are not off school unnecessarily, including avoiding taking term time holidays, and that they arrive on time. Further development of the Social Emotional Aspects to Learning programme will be a focus over the next few years.

Behaviour in school is good but we want to make it even better. We are developing the school as a nurturing environment, to improve attendance, behaviour, and academic achievement. With whole school training we aim to achieve a more consistent and restorative approach to behaviour management

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## 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.

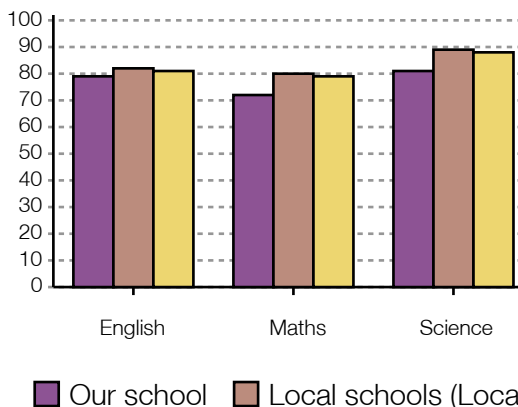
The above chart relates to 2008 and shows an improvement in the CVA ranking for the school from 72 in 2007 to 56 in 2008. The unvalidated data for 2009 places the school even higher at 28

At individual subject level we are particularly pleased with the success we have seen in improvements in Maths and Science. We have seen percentile ranking improvements in Maths from 85 in 2007, 67 in 2008 to 25 in 2009. In Science the improvement has been even more spectacular with a ranking of 84 in 2007, 67 in 2008 and 10 in 2009.

Children enter our school well below average and make good progress. 90% of children made expected progress from KS1 to KS2 and 29% exceeded the expected rate, making 3 levels progress.

Through rigorous self-evaluation, subject leaders are becoming increasingly aware of progress being made in other subjects, not just the core subjects. Regular work sampling takes place.

## 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 above chart relates to achievement for 2008.

The dedicated work done by staff, in conjunction with the Local Authority from 2005 to 2007, has been consolidated by the school since.

In English in 2008 the gap between our school and schools in Lancashire and nationally is very small.

Maths and Science performance compared to the local and national results shows a gap, but the progress made by children in these subjects from when they enter our school to leaving shows they make good progress. Children perform well in ICT, showing good progress throughout their time in school. Children are competent not only when working on PCs but also in their use of the interactive whiteboards.

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## How have our results changed over time?

As illustrated in the previous section, the school's relative performance in terms of contextual value added (CVA) shows a significant improvement in our percentile ranking, particularly in Maths and Science.

KS2 Science results show an improvement by the higher attaining pupils. Apart from a slight dip in 2008 there has been a rising trend from 2005 to 2009. Level 4+ scores have increased each year from 2006 to 2009. In 2009 we exceeded our Local Authority Level 4+ target by 19%.

In KS1 the Level 2B+ results in Reading have improved in each of the last 3 years. The Level 3 Reading results have improved each year over the last 5 years with an impressive 47% of boys achieving level 3 in 2009. The school's results exceeded the county and national results for the first time in 2009 for Reading level 3 and for Writing at level 2B+ and level 2+. The improvement in writing at these levels shows a three year rising trend, as does Science at level 2+.

Analysis of the progress of groups shows a CVA of 100+ in nearly all cases. There was a significant improvement in the progress of non-Free School Meal (FSM) children in the figures for 2009.

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

We have developed a sophisticated target setting and tracking system to monitor individual children's progress on a termly basis in English and Maths. This helps us to enable us to make sure **all** children make the progress of which we think they are capable. In addition to the regular monitoring of work by class teachers, key senior staff also monitor progress through carrying out pupil progress meetings and pupil conferencing when pupils are interviewed about their work and progress in meeting their targets. Where any child appears not to be making what would be considered to be acceptable progress for that child, steps are taken to address the problem, using a range of supportive measures, including intervention programmes, and personalised learning, including nurture programmes.

The children are fully involved in the target setting and tracking system. Their targets are highly visible in each classroom and children take a huge interest in their own progress and are taking an increasingly significant role in planning their own learning as they move through school. A similar target setting process was established for Science in 2008.

Targets are also shared with parents regularly.

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

We involve parents in their own children's work. Termly topic overviews are sent out to inform parents about the work their children will be covering. Target sheets are shared with parents at parents evenings and progress from the previous term are discussed.

Workshops are organised for parents who wish to learn more about how their children are being taught. We have covered literacy in the foundation stage and mathematics across the whole age range. In 2008 we had workshops on Sex and Relationships Education.

Newsletters sent out every week are part of our commitment to keeping communication good.

Our website and digital signage are established and we have had positive feedback about both.

We acknowledge the importance of the children seeing our school as part of a wider community. The children and parents actively support local, national and international charities. These include, Chorley Help the Homeless, Jeans for Genes, Comic Relief, Children in Need, Bijolo School in The Gambia.

As part of the school's building programme the Duke Street Children's Centre is now open on site, providing a centre for a number of services related to health, education, parenting and employment. It signposts other services too.

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

We consult the pupils in a number of ways including taking part in Pupils Attitude to Self and School (PASS) questionnaires. These are compiled online anonymously and analysed by an outside agency. The results of these surveys helps us to design nurture programmes in school.

We have an active School Council who meet regularly. It has a budget and is able to purchase items and use funds to generate further income. The School Council was heavily involved in discussions regarding the building and outdoor play development programme. Pupils tell us they want even more things to do to make playtimes even better. This is being addressed as part of the next phase of the modernisation programme. The School Council has been instrumentally involved in designing the outdoor play areas. Pupils also tell us they want even more extra-curricular activities. We now employ a teaching assistant to enable us to be involved in more sporting activities during the year. Additionally, the Parents Association have partially funded extra-curricular provision for the growing school choir.

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

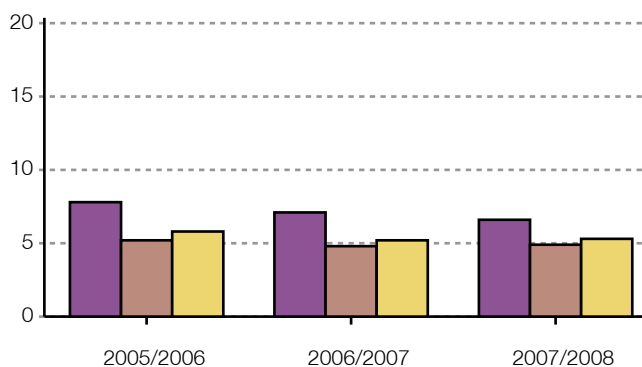
This is top priority. We have carried out rigorous risk assessments in terms of what happens in the school on a daily basis. The headteacher has accredited training with regard to Fire Risk Assessment, . The school's Educational Visits Co-ordinator has received the necessary training and all local requirements for this are meticulously followed.

The headteacher and the Chair of the Governors' Staffing Committee have both successfully completed the Safer Recruitment training and recommendations made with regard to practice in this area are in place. All staff have Child Protection training. Safeguarding training is part of the staff induction process. We have a SENCO who is also the designated Child Protection teacher. She has 2 full days a week to carry out her duties, including liaising with external agencies.

We have a School Council and we listen to pupils (who complete an annual Pupil Attitude to Self and School Questionnaire). We are a designated Healthy School. We are developing the school as a nurturing environment and have a dedicated space (the Rainbow Room) for a daily nurture group. In the playground we have Buddies who help to keep children safe and well looked after.

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## 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

Our absence figures have decreased in recent years but are still higher than we would like. This is something which concerns us. Too many parents take their children out of school for term time holidays. Children are also kept off school without good reason. We have used a number of strategies in attempt to address this issue. We have incentives in school to reward good attendance, including certificates, trophies, extra playtime and charts displayed in school.

Ofsted in July 2007 agreed with us that this was an area for improvement. We are working with parents to work with us to address this issue.

In 2008/9 the school exceeded its attendance target for the first time in recent years. The number of persistent absentees is falling. These are encouraging signs.

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

In addition to full access for all pupils in the National Curriculum and for the Foundation Stage curriculum, the school offers a range of additional activities. We have developed French as a Modern Foreign Language in Key Stage 2.

The school has a long tradition for sporting achievement. We place a strong emphasis on providing extra-curricular sporting activities which this year has included football, cricket, rugby, netball, basketball, gymnastics, swimming, rounders and others.

Other extracurricular activities we have offered recently are art club, choir, dance, inter-school quizzes and gymnastics. Instrumental tuition is available in woodwind and brass (flute, clarinet, saxophone, trombone, cornet) as well as a recorder club.

Drama is an important part of the curriculum and, with our new hall and enhanced stage and lighting provision, we are able to be more ambitious with our Christmas and end of year productions, which this summer was a spectacular musical version of "Romeo and Juliet" performed by Years 5 and 6.

Themed weeks such as Wonderful Opportunities Week and Cultural Diversity Week have been organised to enrich the curriculum and confirm the school's commitment to community cohesion.

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

Children leave our school to go to one of several high school in the area. Children this year left Duke street at Year 6 to go to: Southlands, Parklands, St Michael's, Albany and Holy Cross High Schools in Chorley. Also to Balshaws High School Leyland and the Muslim Girl's School in Preston.

We get regular feedback from some high schools, in particular Southlands, with regard to the progress our former pupils are making. Our Year 6 teachers are invited to Southlands to discuss progress.

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## **What have we done in response to Ofsted?**

We had our last Ofsted inspection in July 2007. The report concluded that we had addressed all the key issues from the previous inspection of 2003.

We have radically altered the assessment system since 2003. Assessment is now a strength of the school.

Good practice has been shared and this will continue to happen.

Issues highlighted in the 2007 inspection have been addressed as part of our school development plan to make better provision for more able pupils (which we have done in maths and, additionally, have done in Art providing challenging and producing a spectacular Art Gallery) We have improved Science provision, to ensure children in all classes make good progress. We have worked with parents to improve attendance and will continue to do so.

We believe that the establishment of the Children's Centre will now enable us to work with previously hard to reach families and that attendance and punctuality will be something we can work on together to improve.

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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 01257 419191

Our website <http://www.dukestreet-pri.lancs.sch.uk/>