

INSPECTION REPORT

ST GEORGE'S JUNIOR SCHOOL

Shrewsbury

LEA area: Shropshire

Unique reference number: 123394

Headteacher: Mrs A A Oliver

Reporting inspector: Mrs P K Parrish
22380

Dates of inspection: 18 – 19 January 2000

Inspection number: 188027

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Woodfield Road SHREWSBURY Shropshire
Postcode:	SY3 8LU
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr J Meardon
Date of previous inspection:	29 April 1996

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Standards achieved in the National Curriculum tests, confirmed by the inspection, are high compared to other schools, largely as a result of the school's commitment to all pupils achieving at least the national expectation for their age group (Level 4) by the end of Year 6. The pupils who find learning more difficult receive good support, resulting in good progress.

Behaviour is exceptionally good and this is a significant factor in the high standards achieved. The school cares for its pupils very well, and their happiness and well being are given high priority.

A very good range of extra-curricular activities is provided to enhance the pupils' development. These are popular and well attended.

The school is led and managed effectively by the headteacher, with good support from the governing body, senior management team and all staff.

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Although the system for assessing the pupils' progress is satisfactory overall, insufficient use is made of the information gained to provide a basis for specific, focused teaching plans. This is evident with regard to the teaching of writing and mathematics in particular.

The school does not consistently provide sufficient challenge for the higher attaining pupils.

The staff are appreciative of the support that parents give their children in developing their reading and spelling skills, but the information provided for parents on the school's arrangements for homework and

topics for year-group study is insufficient to enable families to further support their children's learning.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St George's is a successful and popular large junior school. There are 351 pupils on roll, with almost equal numbers of boys and girls. Pupils transfer mainly from the neighbouring Woodfield Infant School. Attainment on entry is well above the averages for seven year olds nationally and for similar schools. A small number of pupils change through the year. For example, during 1998/99, 20 pupils of the school left and 20 new pupils were admitted (5.4 per cent). The school is usually full, although there are currently a small number of available places.

The school is situated within an area of higher than average socio-economic advantage. A below average number of pupils are eligible for free school meals (9.4 per cent). The number of pupils identified as having special educational needs (14.8 per cent) is broadly in line with the national average. Five of these pupils have Statements of Special Educational Need. There are eight pupils for whom English is an additional language but none are in the early stages of learning English. The school has been selected for inclusion in the national study 'Evaluation of the Numeracy Strategy'.

HOW GOOD THE SCHOOL IS

This is a good school where standards of work and behaviour are high. Overall, the quality of teaching is good and by the age of 11, the great majority of pupils attain standards that are at least in line with those expected nationally of this age group. About a third of pupils exceed this level in English and science, and about a fifth exceed it in mathematics. The school is well led and managed, and provides good value for money.

What the school does well

- Standards achieved in the National Curriculum tests, confirmed by the inspection, are high compared to other schools, largely as a result of the school's commitment to all pupils achieving at least the national expectation for their age group (Level 4) by the end of Year 6. The pupils who find learning more difficult receive good support, resulting in good progress.
- Behaviour is exceptionally good and this is a significant factor in the high standards of attainment achieved. The school cares for its pupils very well, and their happiness and well being are given high priority.
- A very good range of extra-curricular activities is provided to enhance the pupils' development. These are popular and well attended.
- The school is led and managed effectively by the headteacher, with good support from the governing body, senior management team and all staff.

What could be improved

- Although the system for assessing the pupils' progress is satisfactory overall, insufficient use is made of the information gained to provide a basis for specific, focused teaching plans. This is evident with regard to the teaching of writing and mathematics in particular.
- The school does not consistently provide sufficient challenge for the higher attaining pupils.
- The staff are appreciative of the support that parents give their children in developing their reading and spelling skills, but the information provided for parents on the school's arrangements for homework and topics for year-group study is insufficient to enable families to support their children's learning further.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in April 1996 found St George's to be a good school. Since then, the high standards have been successfully maintained and the curriculum has developed further. The opportunities provided by the national strategies for literacy and numeracy have led to improvements in the curriculum in both English and mathematics. A successful bid to the National Grid for Learning has enabled the purchase of an improved range of information technology equipment, and thus improved opportunities to develop skills in the subject.

In response to weaknesses highlighted in the last report, the school has established schemes of work for almost all subjects and, with the introduction of year-group planning, this has improved the consistency and continuity of the curriculum through the school. Requirements for collective worship are now fully met, with suitable records maintained.

However, some areas of weakness identified within the last report are not yet fully resolved. Although the assessment of pupils' achievements has been supplemented by the introduction of optional annual national tests, the systematic use of interim assessment as a basis for teaching plans remains underdeveloped and insufficiently linked to specific learning objectives. This is restricting attainment, and is a possible factor in the noted lower achievements of girls in mathematics and boys in writing. The higher attaining pupils are still not consistently provided with tasks that present an appropriate challenge.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	A	A
mathematics	B	A	B	B
science	B	B	A	A

Key

well above average A
 above average B
 average C
 below average D
 well below average E

In English, results in the national tests for 11 year olds are consistently well above average both nationally and for similar schools, with particularly high standards demonstrated in reading. However, as nationally, girls are generally achieving more than boys, particularly in writing. In mathematics, results are above average but a lower proportion of pupils than in English and science achieve the higher level (Level 5). In similar proportion to the national trend, more boys are reaching higher levels in mathematics than girls. In science, results have improved to well above average over the past year and, as nationally, boys and girls achieve at a similar level. The school is now working towards including more experimental and investigational work in the subject. The targets set by the school for attainment in future years in these subjects are realistic but not ambitious. With the improvements introduced through the new arrangements for teaching English and mathematics in Year 6 for part of each week, through the provision of 'booster' groups, indications are that the set targets for 2000 will be exceeded.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn and join in well with all activities.
Behaviour, in and out of classrooms	Without exception, behaviour is very good in lessons and about the school. Lunchtime provides an impressive example of the school's high standards.
Personal development and relationships	The school is a highly successful social community, relationships are generally very good and the pupils' self-confidence is evident.
Attendance	Very good attendance and punctuality.

The pupils' attitudes, values, behaviour and personal development make a strong contribution to their attainment. However, the pupils' maturity is not systematically fostered or utilised to extend learning further through the provision of sufficient opportunities to develop the skills of independent study. In this respect, the school's continuous use of the library as a music room significantly limits its availability for research purposes.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Good

[Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.]

In the lessons observed, the quality of teaching was never less than satisfactory. This is an improvement since the last inspection. In 65 per cent of the lessons observed, the teaching was at least good. [This included 54 per cent good teaching, and 11 per cent very good teaching.] Teaching is good overall in the core subjects of English, mathematics and science. The skills of literacy and numeracy are taught well and utilised appropriately within other subjects in the curriculum. Discipline and class management is of a high standard, supported by very well-behaved pupils. A strength of the teaching is that pupils of all abilities cover a lot of work and get ample support and practice in developing their knowledge and skills to the required levels for the age group. This benefits average and lower attaining pupils in particular. However, work of sufficient challenge for the higher attaining pupils is not always provided. Too often these pupils are completing more of the same work. In lessons where good provision is made for all pupils, progress is impressive.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A wide range of learning opportunities is offered in school, and a very good range of extra-curricular activities is provided after school.

Provision for pupils with special educational needs	The very good provision for these pupils results in at least good progress towards the targets set within individual education plans. The headteacher and staff demonstrate a valuable optimism in their approach, which results in attainment that is often better than might be expected.
Provision for pupils with English as an additional language	Appropriate support is provided and staff are aware of potential areas of difficulty for these pupils. Suitability of provision is evident in the successful results achieved.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall, with especially successful arrangements for the pupils' moral and social development, through the school's extensive programme for personal and social education.
How well the school cares for its pupils	The school provides very well for the pupils' welfare. However, assessment procedures are insufficiently developed and utilised to promote the highest possible levels of achievement.

The school enjoys the support of the overwhelming majority of the parents, but details provided for parents about the school's homework policy and the curriculum for the term are limited. Written annual reports on pupils' progress are satisfactory and meet statutory requirements, although sometimes the detail provided on attainment, rather than work covered, is brief.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides enthusiastic, positive and energetic leadership, dedicated to providing education of a high standard for the school's pupils. The members of the senior management team supporting this work are skilled and effective in taking the school forward.
How well the governors fulfil their responsibilities	The governors are committed to the school's success and all statutory requirements are met. Individual governors support the school well through involvement in its daily activities.
The school's evaluation of its performance	The governors, headteacher and staff evaluate the school's performance but procedures are in the early stages of development. For example, the information gained through the analysis of pupils' performance does not always provide the basis for further action.
The strategic use of resources	The budget and specific grants made available to the school are put to good use in maintaining the school's high standards. Staffing, accommodation and learning equipment are generally utilised effectively, although access to the school's library is limited due to its frequent occupation as a base for music lessons.

The school is well led and managed overall, with appropriate monitoring procedures in place and a sound awareness of best value principles. However, some of the weaknesses identified in the last inspection have not been fully resolved. Day-to-day assessment systems and consistently successful provision for the higher attaining pupils remain areas for development. Recent national initiatives for literacy, numeracy and information technology have been appropriately included within the school's curriculum and teaching plans.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The commitment and enthusiasm of teachers in providing an interesting range of activities outside lessons. • The school's high standard of behaviour. • The children like school, and the school expects the children to work hard and achieve their best. • The school is well led and managed. 	<ul style="list-style-type: none"> • The school's information for parents, including the format of the annual report on their children. • The consistency of the school's homework policy. • The consistency of good teaching throughout the school, including sufficient challenge for the more able children.

The inspection team agrees with the positive views of the overwhelming majority of parents. In consideration of the suggestions of a minority of parents for improvement, the inspection team regards the information that the school provides for parents to be satisfactory overall, though limited in the detail provided on the school's curriculum and homework policy. Annual reports on pupils' progress meet statutory requirements but sometimes include insufficient specific information on what the child is achieving and what his or her next steps should be. The inspectors find that the staff show great commitment to the school and its pupils, and that teaching is good overall. The school is working conscientiously towards a consistent teaching approach within each class through initiatives such as year-group rather than individual class planning. The inspection team found differences in personal style and approach, but is confident that the school is providing appropriate care for its pupils. However, the inspectors agree that the work planned for the higher attaining pupils sometimes lacks sufficient challenge.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards achieved in the National Curriculum tests, confirmed by the inspection, are high compared to other schools, largely as a result of the school's commitment to all pupils achieving at least the national expectation for their age group (Level 4) by the end of Year 6. The pupils who find learning more difficult receive good support, resulting in good progress.

1. On entry to Year 3, the attainment of the pupils is well above average in the core subjects of English, mathematics and science, and these very high standards are successfully maintained through Key Stage 2. By the end of Year 6, a very high percentage of pupils are achieving the nationally expected level for the age group (Level 4) in all three subjects. The needs of the majority of pupils are well provided for through a systematic coverage of the required curriculum, with plenty of opportunities to practise skills.
2. Pupils identified as having special educational needs are provided with suitable tasks and appropriate extra guidance and encouragement, enabling good progress towards the targets set within individual education plans. Classroom support assistants and parents helping in school are usually focused upon these pupils, and tasks are adapted in most lessons to provide smaller steps towards the learning objectives set for the class. Pupils with English as an additional language make good progress, supported as necessary by school staff, with extra input as required from specialist staff provided by the local education authority.
3. The schemes of work for each subject that have been produced since the last inspection, and supplemented by the national strategies for literacy and numeracy, have strengthened the school's provision for its pupils. The decision taken at the beginning of this school year to make lesson planning within year-groups mandatory successfully provides equality of opportunity between classes. The good quantity of work covered in class provides pupils with considerable practice in developing their skills. In addition, the very good support that the majority of pupils receive from parents in practising the essential skills of reading and spelling establishes a firm foundation to be built upon in school.

Behaviour is exceptionally good and this is a significant factor in the high standards achieved. The school cares for its pupils very well, and their happiness and well being are given high priority.

4. The behaviour of the pupils is very good in the classrooms, around the school and in the grounds outdoors. At lunchtime, the social skills of the pupils are demonstrated particularly well, and a meal in the school hall is a pleasurable experience. The pupils are friendly, co-operative and mature in their consideration for others and their needs. Parents, staff and pupils are confident that there are no problems of bullying and that should instances arise, they will be promptly and successfully resolved. There are many examples given by parents of times when staff have responded quickly and helpfully to any problems experienced which present a threat to their children's welfare, comfort or happiness.
5. The school has a comprehensive personal and social education curriculum and a

clearly stated scheme of work provides guidelines to staff on the methods to be used in extending the pupils' personal skills. This builds successfully on the school's stated aim 'to develop a confident approach to learning, which enhances the pupil's self-image and allows him/her to adapt to new challenges.' The school succeeds in its aim included in the prospectus 'to provide a quiet, calm, secure working environment, encouraging, learning, mutual respect and support'.

6. Adults working with the pupils as employed staff or volunteers provide them with very good role models, both for behaviour and an interested and conscientious approach to learning. In addition, they demonstrate the courtesy and concern that the pupils are expected to show to others. Provision for the health and safety of pupils is rigorous.
7. The very good behaviour and social skills of the pupils enables a most successful learning environment, where all pupils apply themselves without distraction to the school's programme of work.

A very good range of extra-curricular activities is provided to enhance the pupils' development. These are popular and well attended.

8. The very good range of extra-curricular activities includes chess, sporting and musical pursuits and, for pupils in Year 6, a residential visit to a coastal area of Wales. Most activities attract a high number of participants and take place at lunchtimes, after school and at weekends, when staff and parent volunteers give generously of their time to promote the pupils' skills, interests and personal development.
9. This extended curriculum is very popular with both pupils and their parents, who value highly these enjoyable and beneficial activities. The school is fully involved in sporting fixtures with other schools locally, and joins in local musical performances. This successfully extends the pupils' contact with their local community and provides additional opportunities to increase their social and cultural awareness.

The school is led and managed effectively by the headteacher, with good support from the governing body, senior management team and all staff.

10. The headteacher has high expectations of the pupils, staff and governors, and this sustains the effective and productive ethos established in the school. The contributions of governors, staff and pupils are treated with respect and appreciation, which encourages further effort and commitment. All are justly proud of the success of the school, and conscientious in their efforts to maintain and develop these high standards.
11. The governing body is well organised, brings a range of expertise to the management of the school's affairs, and makes a significant contribution to the effectiveness of the school. Governors are confident of the good leadership of the headteacher, provide encouraging support to the school's endeavours and maintain a good awareness of national initiatives that affect their responsibilities. They are suitably aware of the performance of other schools and the senior management team is aware of the school's accountability to the governing body. Individual governors spend time in the classrooms, within extra-curricular activities and on educational visits helping pupils and staff to extend the opportunities provided by the school. For example, the chair of governors assists pupils in their

understanding of the use of computer programs, such as a database as a means of analysing data collected on weather conditions.

12. The senior management team is developing a useful monitoring system, extending well-established work on reviewing standards through a regular analysis of pupils' books. The approach is now more structured and linked to monitoring specific features of teaching in order to extend the best practice through the school. Useful work is in progress, through effective liaison with the local education authority, in developing further the good teaching within the core subjects of English, mathematics, science and information technology. This includes increased support for year-group planning, which is helping to ensure that the quality of teaching continues to develop throughout the school.
13. The teaching and support staff work as a committed, effective and conscientious team in carrying out their duties in order to maintain and continuously improve the high standards existing in the school.

WHAT COULD BE IMPROVED

Although the system for assessing the pupils' progress is satisfactory overall, insufficient use is made of the information gained to provide a basis for specific, focused teaching plans. This is evident with regard to the teaching of writing and mathematics in particular.

14. The system for assessing the pupils' progress includes annual national tests, providing useful summative reviews in English and mathematics. These are supplemented by commercially purchased reading tests. School-based assessments provide additional information on a more frequent basis: for example, through half-termly assessment activities in writing and science. These less formal assessments provide good opportunities to analyse the pupils' skills and respond to their needs through planning a specifically helpful teaching programme.
15. However, these carefully planned assessments are not fully utilised as a guide to the specific needs of pupils. General, rather than specific, conclusions are recorded within the class 'rolling records', and specific teaching objectives are not set for groups of pupils identified with a similar need. Lessons are usually based on general rather than particular skills. This is limiting the potential for accelerating progress in writing and at the higher levels in mathematics. Specific response to identified needs in these subjects has the potential to develop the relatively lower performance of boys in English and girls in mathematics.

The school does not consistently provide sufficient challenge for the higher attaining pupils.

16. The percentage of 11 year old pupils reaching the higher level for the age group (Level 5) in the national tests in 1999 was well above average in English, above average in science and in line with the average in mathematics. However, a review of pupils' work indicates that attainment at higher levels is limited within writing, mathematics and the investigational element of science. When analysed further, the school's results follow the national trend and indicate that more girls achieve higher results in English than boys, and more boys than girls achieve higher results in mathematics.
17. Through observing lessons and analysing teachers' planning and a selection of

pupils' work, the evidence indicates that attainment at the higher levels is limited by the lack of specific response to pupils' assessment detailed above, and the tendency not to provide quite so successfully for the higher attaining pupils. Where provision is made to meet the needs of the higher attaining pupils, this is most often through the requirement to complete more work at a similar level, rather than through less work at an average level and different work presenting a suitable challenge at a higher level. For example, within a comprehension exercise based on 'The Iron Man', although the questions set for lower and average attaining pupils were suitable, those set for higher attaining pupils were similar to the average, but more in number. The more able were not, for example, given the task of providing an explanatory paragraph for the disappearance of the 'Iron Man'.

18. In the smaller number of lessons where plans for teaching more successfully meet the needs of all pupils, the learning of pupils is impressive. Examples observed were the English lesson in Year 6 used to analyse a fiction text, when tasks ranged from simple comprehension to a more complex analysis of the text through to a specific analysis of dialogue demonstrating differing British dialects. This work was enjoyable, interesting for both adults and pupils and provided pupils with the skills to identify the fascinating insights into life styles to be found within literature. A similarly appropriate mathematics lesson was observed in Year 3, based on 'finding the difference', where tasks were directly related to the different levels of attainment observed within the previous lesson. The higher attaining pupils were given work involving much higher numbers from the start of the lesson. The mathematics lessons planned each week in Year 6 through use of the grant made available nationally for 'booster groups' is another example of the school successfully responding to the needs of all pupils, including those of higher attainment levels. In these, the class is divided into groups based on previous attainment and then, with the support of the headteacher and a part-time teacher, taught according to the needs of the group. Such lessons are popular with pupils, who speak with excitement about their work and demonstrate a high level of interest in further learning.

The staff are appreciative of the support that parents give their children in developing their reading and spelling skills, but the information provided for parents on the school's arrangements for homework and topics for year-group study is insufficient to enable families to further support their children's learning.

19. At the meeting for parents and on the questionnaires they returned, parents raised concerns about the consistency and suitability of the homework provided through the school. Some parents have a different understanding of the school's system than others. Partly this is based on changes in practice, which have not been communicated fully to parents, such as the increase in the homework arranged for Year 6 over the past 18 months. There have also been inconsistencies identified within Year 5 due to staffing changes and differences in the practice of individual teachers. The school acknowledges that the provision of a clear homework policy, such as is summarised within the staff guidelines, would be helpful to parents, as well as pupils, in maximising the benefits of the homework system.
20. The topics planned for study within each year-group are not routinely made available to parents, to enable them to support their children's work if they wish to do so. An example given by one parent was the lack of awareness that Year 3 had been engaged in study of the Second World War, which meant that an opportunity had been missed to discuss and extend the pupils' understanding. The school staff

already responds to queries on an informal basis and is very willing to extend this information to written form in order to meet the needs of all parents.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- i) Raise attainment further in writing and mathematics through improving the efficiency of the assessment system by:
 - devising a checklist of specific skills to be used regularly for assessment purposes;
 - ensuring that teaching plans include specific learning objectives that focus on the identified needs of differing groups of pupils.

- ii) Consistently provide sufficient challenge for the higher attaining pupils, through work that includes more advanced skills.

- iii) Present clear information for parents on:
 - the school's arrangements for homework;
 - the topics selected for year-group study;to enable the families who wish to do so to extend the support given to their children's learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	54	35	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	351
Number of full-time pupils eligible for free school meals	0	33

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	52

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence	%
School data	3.7
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	43	51	94

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	40	41
	Girls	46	39	47
	Total	78	79	88
Percentage of pupils at NC level 4 or above	School	83 (86)	84(83)	94 (84)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	41	41
	Girls	46	41	44
	Total	80	82	85
Percentage of pupils at NC level 4 or above	School	85 (83)	87 (83)	90 (78)
	National	68 (65)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	3
Chinese	1
White	344
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	27
Average class size	29.25

Education support staff: Y3 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	70

Financial information

Financial year	1998/99
	£
Total income	486,578
Total expenditure	491,625
Expenditure per pupil	1,369
Balance brought forward from previous year	41,700
Balance carried forward to next year	36,653

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	351
Number of questionnaires returned	111

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	52	3	1	0
My child is making good progress in school.	41	50	5	2	2
Behaviour in the school is good.	38	59	2	0	2
My child gets the right amount of work to do at home.	28	50	17	3	2
The teaching is good.	36	54	5	0	5
I am kept well informed about how my child is getting on.	23	56	19	1	1
I would feel comfortable about approaching the school with questions or a problem.	47	43	9	1	0
The school expects my child to work hard and achieve his or her best.	48	48	4	1	0
The school works closely with parents.	24	51	18	3	4
The school is well led and managed.	49	43	2	0	6
The school is helping my child become mature and responsible.	32	60	5	0	4
The school provides an interesting range of activities outside lessons.	56	42	2	0	0

Other issues raised by parents

The lack of information provided for parents on topics within the curriculum for the term, the school's homework policy and sufficient detail within annual reports to parents. A small number of parents expressed concern about inconsistencies in the quality of teaching between classes in the school.