

# INSPECTION REPORT

## **ST. HELENS CATHOLIC JUNIOR SCHOOL**

Brentwood Essex

LEA area: Essex

Unique reference number: 115293

Headteacher: Sr. Rosario Staunton

Reporting inspector: Paul Burton  
2735

Dates of inspection: 26/06/2000 - 30/06/2000

Inspection number: 190851

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
School category:	Voluntary Aided
Age range of pupils:	7 -11
Gender of pupils:	Mixed
School address:	Sawyers Hall Lane Brentwood Essex
Postcode:	CM15 9BY
Telephone number:	01277 213962
Fax number:	01277 214589
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. Trevor Horton
Date of previous inspection:	23.09.1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
Attainment in English, mathematics and science	
Teaching is often good, numeracy is taught very well	
Pupils' attitudes and behaviour in lessons are very good	
There are good systems for self review and school improvement	
<b>WHAT COULD BE IMPROVED</b>	<b>12</b>
The monitoring of classroom practice by core subject co-ordinators	
Planning for the more able pupils	
Some specific school policies need updating	
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>13</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>14</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St. Helen's Catholic Junior School is situated on the edge of the town of Brentwood in pleasant open surroundings. The school is a large, very successful junior school that attracts pupils from within and beyond the several Catholic Parishes it serves. There are 327 pupils on the school register. Twenty-seven pupils are identified on the register for special educational need (SEN). This is well below average for a school of this size. The socio-economic factors in the area are very favourable and the proportion of pupils having a free school meal is below the national average. There are no pupils with English as an additional language. Attendance rates are very high in comparison with other schools of a similar kind and unauthorised absence is well below the national average.

### **HOW GOOD THE SCHOOL IS**

St. Helen's is a very effective school. Pupils make very good progress and achieve high standards in English, mathematics and science. The strong ethos for learning and achievement encourages pupils to succeed. By the age of 11, pupils are very well equipped for the next stage of their education. The majority of teaching is good and pupils acquire new knowledge, understanding and skills. Their rate of progress is often in advance of their age. However, more could be done to identify and extend more able pupils. The school is well led and managed. The work of the senior management team is effective in ensuring that the work of the school is regularly monitored. They identify areas for further improvement and take appropriate action.

#### **What the school does well**

- Attainment and standards achieved in English, mathematics and science are very high.
- Overall teaching is satisfactory to very good with well over half the lessons observed being good to very good.
- The attitude of pupils to learning and behaviour is exemplary.
- The headteacher, with the support of governors, staff and the wider community creates an ethos that strongly supports learning.

#### **What could be improved**

- The monitoring of classroom practice by core subject co-ordinators to ensure a more consistent and effective approach to teaching and learning.
- The learning opportunities of the more able pupils need enhancing and extending.
- Some specific school policies need updating.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was inspected in 1996. The developments since then have been sufficient to sustain the high standards achieved by pupils. The school has invested substantial funds into developing further the provision for Information and Communication Technology (ICT). The use of computers greatly enhances the learning opportunities of all pupils through access to a high quality suite of equipment combined with good teaching materials. Planning for the use of ICT across the curriculum and teachers' confidence in using the new technology has developed. The use of ICT skills in the classrooms needs to be further extended so that pupils make more use of ICT during lessons.

The quality of teachers' planning has improved considerably. Learning objectives are now clearly identified along with the range of learning activities for pupils. The school is making good use of the National Literacy and Numeracy Strategies to inform planning.

The school has set up very effective systems and procedures for monitoring the learning achievements of pupils through the regular analysis, interpretation and use of pupil performance data. Subject co-ordinators frequently and systematically evaluate samples of pupils' work. Less well

developed is the monitoring of classroom practice by co-ordinators to ensure consistent approaches to teaching and learning. At present, the headteacher undertakes the majority of classroom observations and gives informed feedback to teachers about their effectiveness.

## 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	A	A	A*	A*
science	A	A	A	A

Key	
Very high in comparison with national average	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The standards reached by pupils' at the age of 11 are well above national averages in English and science. In mathematics the standards are very high. The standard of pupils' work seen during the inspection reflects this performance. Pupils make very good progress as they move through Key Stage 2. Analysis of the test data of pupils aged 7 in 1995 and 11 in 1999, confirms that they made very good progress over time, with the majority of pupils making well above average progress, often in advance of their age. Standards in mathematics and science are especially high.

High achievement is sustained over time. Taking the last four years together (1996 to 1999) the achievement of boys is very high in comparison with the national average and achievement of girls is well above the national average in the three core subjects. School targets are set that reflect the range of ability in each year and teachers are very successful in ensuring that those pupils who are able, reach the higher Level 5 at the age of 11.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to learning. They enjoy being in the school and fully involve themselves in lessons.
Behaviour, in and out of classrooms	Pupil behaviour is consistently of a high standard. Any anti-social behaviour is dealt with quickly. Pupils are courteous and well mannered.
Personal development and relationships	There are very good relationships between staff and pupils and between the pupils themselves. Staff provide very good role models and have high expectations that the pupils follow.
Attendance	Levels of attendance are very good and unauthorised absence is minimal. Registration is prompt and provides a good start to the day.

Pupils behave extremely well and attendance is very good. They have very positive attitudes to learning and tackle tasks with confidence and enthusiasm. They are thoughtful and supportive of each other and are pleased to accept responsibility, such as being class monitors or prefects. Older pupils are caring about younger pupils.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	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.*

Teaching is satisfactory or better in 96 percent of lessons observed. It is good or better in 62 percent of lessons. Very good teaching was seen in mathematics, science, geography and physical education. Teachers are well prepared and have good knowledge of the subjects they teach. Pupil response to lessons is very positive and is a key feature of most lessons. At best, teaching is purposeful, characterised by good relationships with pupils and shared high expectations; tasks are well chosen and lessons have range and variety. Whole class teaching is often very successful and enthusiastic delivery and interesting subject matter command the pupils' interest and involvement. The work that follows this direct teaching is not always as effective when the planned activities and the choice of resources do not reflect the range of ability in each class, particularly for those more able pupils. The use of time, resources and deployment of learning assistants is good.

Teachers expect and receive a high standard of behaviour. Classrooms are purposeful and orderly with a range of quality displays of pupils' work which reflect the taught curriculum. Basic skills are taught well and teachers are skilful in asking questions to extend pupils' understanding and developing their thinking skills. Numeracy is taught very well and pupils make good progress. Literacy and numeracy are taught very thoroughly and pupils attain very good standards.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum giving appropriate coverage to core and foundation subjects. Effective use is made of discrete ICT lessons for pupils to gain a range of new skills. There is good provision for extra-curricular participation in sports and music. There are fewer opportunities for the arts and other cultural activities.
Provision for pupils with special educational needs	The provision that has been developed for pupils with SEN is good. Effective learning assistant support is provided in class for Year 3 pupils. For other age groups, small withdrawal groups are supported by good planning and weekly targets for literacy and numeracy. The SEN policy requires updating and the SEN section of the Governors Annual Report needs to meet statutory requirements.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school achieves its aims to provide a happy, caring environment based on love, tolerance and acceptance. The Catholicity of the school is reflected in the curriculum and teachers provide good role models. Pupils are rewarded for good behaviour and achievements. There are planned opportunities to learn about different faiths and cultures such as Muhamedanism and a comparison between life in the Caribbean and England.
How well the school cares for its pupils	The school has effective methods and procedures for monitoring the learning accomplishments of pupils through regular formative

	assessment. Child protection procedures are good. Teachers know their pupils very well and support the school's very caring ethos. Health and safety is secure but there is a lack of formal recording methods for risk assessment.
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The school plans a broad range of learning activities and statutory requirements are met. A high priority is given to developing basic numeracy and literacy skills. The strong emphasis on the core subjects at Key Stage 2 is a contributory factor in sustaining high standards. Teachers introduce new learning in interesting and stimulating ways, but the follow-up activities in group work do not always provide the appropriate challenge for all pupils, especially the more able. Homework is not always set consistently across the school, limiting opportunities for independent study and for harnessing parental support. Pupils regularly take home reading books, which improves pupils' self-motivation and personal development.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Strong and direct leadership is provided by the headteacher with support from her senior management team and an efficient governing body.
How well the governors fulfil their responsibilities	Governors are involved and are aware of their statutory responsibilities. They carry out their role both proficiently and effectively. Governors clearly demonstrate strong support for the strategic management of the school.
The school's evaluation of its performance	The central focus of the school is the continued raising of standards. The governors and headteacher have a clear picture of the school's strengths and areas for development. Good procedures have been put in place to ensure that nearly all aspects of the provision are evaluated and appropriate action taken. The school recently achieved the prestigious award for Investors in People.
The strategic use of resources	The school makes good use of its staffing, accommodation and learning resources. There is well thought-out planning to ensure sufficient funding to meet needs, for example, for improvements to accommodation. The school actively applies the principles of best value and the governors evaluate value for money.

The leadership is very effective in identifying priorities for development and taking action to meet the targets it sets itself. Thought needs to be given to more efficient and effective ways of evaluating teaching other than by the headteacher undertaking all the classroom observations. The role of co-ordinators needs to be extended into this area to support further improvements in standards.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Pupils enjoy school and are happy</li> <li>• Pupil behaviour is very good</li> <li>• The school has high expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistencies in setting homework</li> <li>• More extra-curricular opportunities such as chess and art clubs</li> </ul>

The inspection supports the very positive views that parents have of the school. The range of extra-curricular activities, including competitive and other sporting opportunities is very good but requires some expansion to offer more cultural activities. The homework set during the inspection was

appropriate and extended learning opportunities. Although there were some inconsistencies amongst the classes about the amount and regularity of homework assignments, these were very minor.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Attainment in English, mathematics and science**

1. The pupils achieve very high standards in English, mathematics and science in the National Curriculum tests. In all these subjects the school achieves well above the national average in comparison to all schools. When compared to similar schools, pupils' performance is well above average in English and science. In mathematics the results are very high.

2. The teachers have a good knowledge of the skills and understanding pupils need to learn to achieve the higher levels in National Curriculum tests and ensure pupils learn these skills systematically as they progress through the school.

3. In science, pupils have a good understanding of how to present information in graphical ways, such as the results of thermal insulation properties of materials, as in the investigation of a potato in Year 5. They can also apply Information and Communication Technology skills in presenting data about their findings as was seen in a pond dipping activity in Year 4.

4. Pupils listen well both to their teachers and to each other. They are able to speak with enthusiasm, clarity and authority about their work.

5. Writing skills are taught well across the school, particularly writing for a purpose. Pupils are, for example, able to write letters, instructions, advertising copy and analysis of fiction. There are fewer planned opportunities for creative or extended writing at the early part of Key Stage 2. However, by the age of 11, pupils express their ideas imaginatively, for example, they can identify key characteristics of a poetic form. Throughout the school pupils present their work well and the high quality of displays reflects this.

6. Pupils attain high standards in reading. They can choose reference sources for their appropriate difficulty level and relevance of content. Pupils make good use of the library facilities. Pupils with special educational needs make good progress in reading over time and are well supported by the structured approach.

7. Mathematics is taught well across the school. At the end of Key Stage 2 very good teaching challenges pupils to develop their understanding and knowledge of mathematical concepts. Pupils confidently apply their mathematical vocabulary in practical situations such as in designing parabolic pictures using various stitching techniques. They are able to respond to teachers' questioning with their own hypothesis and suggest alternative approaches to solving a mathematical problem. They rapidly perform calculations with large numbers and choose appropriate mental strategies for doing so. Pupils can explain methods, justify answers or resolve errors.

#### **Teaching is often good, numeracy is taught very well**

8. Throughout the school teachers are knowledgeable, well prepared and planning is effective with clear learning objectives. Lessons are well structured and the direct teaching at the beginning of each lesson is usually very effective. Good lessons begin with a brisk pace and teachers' enthusiasm and positive relationships with pupils promote a positive climate for learning. Pupils are attentive and listen carefully to instructions. Teachers question pupils well, to extend their thinking or clarify their understanding of new learning. However, there is a tendency for boys to dominate when responding with answers, particularly at the plenary part of lessons.

9. Numeracy is taught very well. The school has successfully implemented the National Numeracy Strategy, the pace of lessons and interaction between pupils and teachers contribute to extending pupils' oral and mental skills and developing their mental strategies. The arrangements for setting pupils for mathematics in Years 5 and 6 allow teachers to plan work at an appropriate level of difficulty. Reinforcement work is given to help those pupils who may be struggling with some number operations. Extension work was not always evident in teachers' planning or in practice. Teachers

generally explain clearly at the beginning of each lesson what it is the pupils are to learn. In the best lessons, teachers write on the white board the learning objectives supported by the technical vocabulary which will be used. The plenary session is usually well managed to encourage children to reflect on and consolidate what they have learnt. Some very good mathematics teaching occurs at the end of Key Stage 2. The oral, mental starter is highly effective, well timed and purposeful. The teachers are skilful at intervening at the right moment to correct a misunderstanding or to challenge a pupil to take a mathematical idea further. Questions are modified to reflect the level of understanding demonstrated by different pupils. In a Year 5 class, humour and very good relationships created a learning environment where pupils felt safe to take risks and speculate when problem solving, particularly when working on a challenging topic of negative numbers.

10. Basic skills are taught well. There is a very structured approach for the teaching of basic literacy skills. Teachers assess progress in reading and spelling and a variety of support is arranged when needed.

11. In one geography lesson on map reading the teacher's enthusiasm and humour fully captivated the pupils' attention, creating a climate where pupils were encouraged to respond to questions. They were encouraged to think about gradients, co-ordinates, scales and the use of symbols. Pupils' ideas were valued and used, extending both their understanding of techniques and knowledge of how to find places.

12. There are very positive relationships. Teachers instinctively take opportunities to reinforce social and moral development and increase pupils' awareness of their own actions and the world around them. They encourage pupils to be supportive of each other, for example, older pupils being prefects and monitors.

#### **Pupils' attitudes and behaviour in lessons are very good**

13. Pupils have very positive attitudes to school. There is a strong sense that they come to school to learn. Attendance levels are very high. Behaviour in school is very good and pupils are thoughtful and considerate of each other's needs and feelings.

14. Behaviour in assembly and across the school is exemplary and pupils participate in singing with enthusiasm and energy. In lessons behaviour is very good. Pupils listen carefully to instructions and consider the views and opinions of others. When work set is completed or unchallenging pupils may become chatty, but they always behave well.

15. Pupils are eager to participate and work together well when given the opportunity, for example, programming a robot device in maths. Pupils took turns to feed in the instructions and watch the device travel along a defined route. Another example was in interrogating a database in an ICT lesson where one pupil was responsible for asking the questions, designed to check if the information made sense. They sensitively helped each other if some questions were too challenging.

16. Pupils willingly take responsibility. They spontaneously offer to help visitors find their way around the school and politely open doors. Pupils are mature in their attitude to work. They are able to discuss the strengths of their school with considerable confidence and insight.

#### **There are good systems for self review and school improvement**

17. There are good procedures for monitoring the provision and setting targets for improvement. Since the last inspection considerable thought and effort have gone in to setting up very effective systems and procedures for monitoring the learning achievements of pupils through regular analysis, interpretation and use of pupil performance data. Subject co-ordinators frequently and systematically evaluate samples of pupils' work. The headteacher has a regular programme of observing teaching and learning and is developing systems for analysing trends in achievement over time. Less well developed is the monitoring of classroom practice by co-ordinators to ensure consistent approaches to teaching and learning or actions for further developments.

18. Developments should include staff training, identifying and updating resources needed for particular topics along with a more detailed subject action plan.

19. An example of the effectiveness of the monitoring system is the improvements in attainment in reading at the beginning of Key Stage 2. Through an analysis of pupils' responses, the school identified a weakness in attainment in reading. The school took appropriate steps to enable the special educational needs co-ordinator and teachers to work with a targeted group of pupils to increase their knowledge, understanding and skill when reading both non-fiction and fiction books. The success of the strategy is reflected in the very good levels achieved in the optional National Curriculum tests for English.

20. The school's monitoring file demonstrates many examples of the school's ability to identify specific and appropriate areas for improvement, set appropriate targets for action and ensure they are implemented.

21. The school has identified as an area for further improvement, the development of systems for monitoring and tracking an individual pupil's progress. Currently, the school undertakes a comprehensive range of assessments monitoring the progress of individual pupils. This information is used systematically to track pupils' progress over time. The setting of individual pupil targets is, at present, not consistently used throughout the school. Where it was used effectively, pupils felt it helped them focus on the task, made them more involved and helped them to understand the purpose of the activity.

## **WHAT COULD BE IMPROVED**

### **The monitoring of classroom practice by core subject co-ordinators**

22. The co-ordinators for the three core subjects of English, mathematics and science regularly evaluate samples of pupils' work to determine how good are standards across the school. This approach has many good features since it helps those teachers to track progress diagnostically, informs the school of successes and provides an overview of the coverage of the subject content. Less well developed is the identification of the targets for improvement and the range of support needed for the teaching of particular elements such as investigative skills in science and maths or creative writing in English.

23. Through observing teaching directly, co-ordinators would be able to identify methods to help teachers improve the teaching of investigative activities, and also to re-direct questioning techniques in order to involve all pupils, especially the girls, to improve the use of pupil target setting, and include further the application of ICT in lessons.

### **Planning for the more able pupils**

24. Whole class teaching has many good features. However, many of the lessons observed could only be judged as satisfactory, rather than good or very good, because the activities that followed the lively explanation and well-structured introduction were uninspiring and lacked appropriate challenge, particularly to extend the more able pupils. In these lessons the pace of learning drops considerably for some pupils when they move into group work or individual work.

25. Whilst grouping by ability in literacy and numeracy is effective, in other subjects there are too few lessons where the tasks set are pitched to reflect the different abilities of pupils in the class. Pupils are set the same task which is often worksheet based. Higher attaining pupils consolidate and reinforce prior learning but are not extending their skills or applying them in new contexts. They finish work before the end of the lesson and time can be wasted as they wait for their teacher to finish working with other pupils.

26. Teachers are effective when working with individuals or groups. However, the activities set for independent or collaborative work are insufficiently challenging for more able pupils and learning loses focus. Insufficient emphasis is given to the intended learning for these groups of pupils. Resources and challenges presented need to reflect more closely the specific knowledge, understanding or skill being developed to enhance or extend those more able pupils.

### **Some specific school policies need updating**

27. The school has clear, well documented procedures for assuring pupils' well being and health and safety when in the school's care. Governors, staff, parents and pupils are aware of these and observe them. However, a number of policies such as Health and Safety risk assessment, SEN, and Behaviour need updating and modifying to meet current legislation. The school recognises this and is beginning to put in place measures to review and revise these policies. The Senior Management (SMT) and governors need to ensure that this process is implemented so as to meet the needs of revised statutory arrangements. Also to be included is the updating of policies for core subjects and the governors' annual report to parents which should meet the required statutory format.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

#### **28. Monitoring role of co-ordinators (particularly for English, mathematics and science)**

- Provide specific time-tabled opportunities for staff to be released from teaching commitments to observe their subject being taught throughout the age ranges.
- Develop and implement an observational schedule which will allow co-ordinators to record their findings and suggest areas for improvement.
- Ensure that all classroom observations are evaluated and a written report is given to the SMT.
- Ensure that all staff who are observed are given opportunity for feedback and have any necessary support or resources provided to put improvements into action.
- Plan subject reviews to include observations of teachers' questioning techniques, application of ICT in lessons and the use of pupil target setting.

#### **29. Planning for the more able pupils**

- Further refine the identification of the learning intentions for different groups of pupils in teaching plans with specific reference to those pupils who are recognised as being more able.
- Use information from monitoring to make learning targets sharper for all pupils.
- Ensure the pace of lessons is maintained when pupils are working in groups, by having different tasks for pupils of different abilities which include extension activities for the more able.
- Extend the range of available resources, including the use of ICT, to motivate and engage the more able pupils.
- Plan for the involvement and deployment of learning assistants to enable them to consistently support learning not only for SEN pupils but also those identified as more able.
- Identify problem-solving activities that challenge higher attaining pupils to apply their learning in new contexts.

#### **30. Some specific school policies need updating**

- Produce a detailed schedule for policy reviews by the SMT and governors.
- Undertake the necessary amendments to ensure that all policies meet current statutory requirements.
- Ensure that all policies are ratified by the governing body, signed and dated.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	21

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	8	15	13	1		

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	327
Number of full-time pupils eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	8

### Attendance

Authorised absence	%
School data	1.2
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	42	47	89

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	40	42	40
	Girls	42	40	44
	Total	82	82	84
Percentage of pupils at NC level 4 or above	School	93	92	94
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	41	41	40
	Girls	42	40	43
	Total	83	81	83
Percentage of pupils at NC level 4 or above	School	93	92	93
	National	68	69	75

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	4
Black – other	11
Indian	2
Pakistani	
Bangladeshi	
Chinese	
White	309
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

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

*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)	13.7
Number of pupils per qualified teacher	27:1
Average class size	27

#### **Education support staff: Y3 – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	118

*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999/2000
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	£
Total income	635295
Total expenditure	620645
Expenditure per pupil	1853
Balance brought forward from previous year	46768
Balance carried forward to next year	61418

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	327
Number of questionnaires returned	96

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	32	5	0	0
My child is making good progress in school.	57	40	2	1	0
Behaviour in the school is good.	61	38	1	0	0
My child gets the right amount of work to do at home.	39	42	16	3	1
The teaching is good.	58	36	1	1	3
I am kept well informed about how my child is getting on.	38	44	16	2	0
I would feel comfortable about approaching the school with questions or a problem.	56	39	1	3	1
The school expects my child to work hard and achieve his or her best.	79	18	2	0	1
The school works closely with parents.	29	50	18	3	0
The school is well led and managed.	70	27	2	0	1
The school is helping my child become mature and responsible.	59	37	1	1	2
The school provides an interesting range of activities outside lessons.	45	37	12	4	2

### **Summary of parents' and carers' responses**

Written comments were included with several of the questionnaires returned. Whilst parents expressed very strong support for the school and the standards it achieves there were some minor concerns expressed about the consistency of the amounts of homework given by teachers and the possible extension of extra-curricular activities to include more arts and cultural activities.

### **Other issues raised by parents**

At the parents meeting issues related to the inconsistent setting of homework. Parents expressed confidence in the school's ability to identify when an individual child was having difficulty and to take prompt action to ensure they received the appropriate support.