

INSPECTION REPORT

DARRICK WOOD JUNIOR SCHOOL

Orpington, Kent

LEA area: 305 Bromley

Unique reference number: 101612

Headteacher: Mr. Michael Olley

Reporting inspector: Mrs. Anne Osborne
2701

Dates of inspection: 26-27 March 2001

Inspection number: 192332

Short 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 years
Gender of pupils:	Mixed
School address:	Lovibonds Avenue Orpington Kent
Postcode:	BR6 8ER
Telephone number:	01689 857370
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Appropriate authority:	The governing body
Name of chair of governors:	Janet Colloff
Date of previous inspection:	13 January 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school roll has risen significantly over recent years; currently there are 369 pupils on roll. The school's intake is socially mixed and 12 per cent of pupils are eligible for free school meals, a figure broadly in line with the national average. The number of pupils on the special educational needs register (20 per cent) is also in line with national averages. Very few pupils speak English as an additional language. The attainment of pupils on entry from the partner infant school is good overall and a significant number of pupils, representing the full ability range, transfer into the school during their junior education.

A special unit for pupils with hearing impairment is housed on the school site and centrally managed by the local education authority. The work of the unit was not included within this inspection. However, during the inspection a detailed evaluation of the school's provision for pupils with special educational needs was made.

HOW GOOD THE SCHOOL IS

Darrick Wood Junior is a highly successful school. Leadership by the headteacher is outstanding and he is well supported by a strong team of talented and committed staff and a very able governing body. The provision of a rich and varied curriculum and the quality of teaching are strengths of the school and result in pupils making good progress and often achieving well above average standards both in core and foundation subjects

The headteacher has been particularly successful in creating an environment which encourages everyone to develop as learners. Staff are committed to ongoing professional development and pupils are keen to learn. The school is constantly evaluating and improving its practice through its effective self-evaluation systems, and provides very good value for money.

What the school does well

- Standards are well above the national average in English, mathematics and science at the end of the key stage.
- The quality of teaching is of a high standard, and children enjoy learning and make good progress.
- The leadership and management by the headteacher, key staff and governing body is very strong.
- The school provides a high quality and enriching education that recognises all talents and gives all pupils opportunities for success.
- Support for pupils with special educational needs is excellent.
- The school is highly successful in meeting the academic and personal needs of all pupils.

What could be improved

- The standards of pupils' writing
- The number of pupils who reach the nationally expected Level 4 by the end of their time at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made significant progress since the last inspection in January 1997. All the key issues have been addressed successfully in addition to implementing the national literacy and numeracy strategies and participating in a major building project to significantly enhance curriculum provision. Standards in English, mathematics and science remain well above average at the end of

the key stage, and standards in speaking and listening, ICT, design and technology and art, which were in need of improvement, are now well in line with and, at times, above national expectations.

Effective curriculum planning now ensures that pupils benefit from a broad, balanced and relevant curriculum. Lesson planning is good and identifies clearly what the pupils are expected to learn. Extra-curricular activities effectively enrich curriculum provision for all pupils. The quality of teaching is now predominantly good or better, with teachers having a range of effective strategies for developing pupils' independence as learners. There are examples of pupils using information and communication technology and other reference materials to support independent research, and the resources for ICT and library provision have been greatly improved. The school now assesses pupils' progress very thoroughly and uses the assessments to provide activities at the appropriate level for all pupils. Setting for English and mathematics, careful targeting of pupils through 'catch up' groups and involving pupils in evaluating their own learning are raising levels of achievement. The leadership of the headteacher, deputy headteacher, special needs co-ordinator and subject co-ordinators is now a strength of the school. All play a key role in monitoring, evaluating and improving standards of teaching and learning. The school's strategic planning is very good.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			Similar schools	
	1998	1999	2000	2000	
English	A	B	A	A	well above average A above average B Average C below average D well below average E
Mathematics	B	A	A	A	
Science	B	A	A	A	

In 2000 the number of pupils who exceeded national expectations and reached Level 5 was well above the national average in English, mathematics and science. High standards have been maintained in mathematics and science since 1999, and an improvement has been made in English. The school is working hard to maintain these high standards and is concerned to raise levels of attainment for the current Year 6 pupils. Challenging targets have been set for 83 per cent of Year 6 pupils to achieve Level 4 or above in English, and 81 per cent in mathematics. Inspection findings indicate that most Year 6 pupils are set to achieve in line with, or above, the national average in English, mathematics and science and, throughout the school, a number of pupils are achieving at above the nationally expected levels for their age.

Contributory factors to the school's high standards include good teaching, effective targeting of specific groups of pupils to help them raise their standard of work, and the involvement of pupils in evaluating their own progress and knowing what they have to do to improve. Pupils with special educational needs make very good progress with a number achieving national expectations. The more able pupils are effectively challenged and reach high standards. For example, in the top Year 6 set pupils are working at Level 5 in English and mathematics, with a few pupils targeted for Level 6 in mathematics. Through its effective monitoring the school has identified writing as a key area for improvement and the resulting teaching programmes put in place are beginning to raise standards. Throughout the school it is evident that pupils' literacy skills are supporting achievement across the curriculum. In ICT the majority of pupils are achieving at least in line with national expectations, with examples of some high achievement. The younger pupils are achieving well.

Investigative work in science has improved since the last inspection and standards were good in the lessons observed throughout the school. The provision for the creative arts is a strength of the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn and keen to succeed.
Behaviour, in and out of classrooms	Behaviour is very good, both in class and around the school. Pupils are polite, friendly and caring.
Personal development and relationships	Very good adult/pupil relationships promote pupils' confidence and self-esteem. Pupils work well together.
Attendance	Attendance is good and pupils enjoy coming to school.

TEACHING AND LEARNING

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

The quality of teaching is a strength of the school. During the inspection teaching was excellent in 10 per cent of lessons, very good in 26 per cent, good in 55 per cent and satisfactory in nine per cent. There was no unsatisfactory teaching.

Teachers plan lessons carefully, and interesting and challenging activities are well matched to all pupils' abilities. High teacher expectation of pupils results in good pupil progress. English and mathematics are well taught and pupils make good progress in developing literacy and numeracy skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school has been particularly successful in maintaining a broad, balanced and enriching curriculum.
Provision for pupils with special educational needs	Excellent provision results in pupils making very good progress. The integration of pupils from the hearing impaired unit is particularly successful.
Provision for pupils with English as an additional language	Pupils have full access to the curriculum and make good progress. None are at an early stage of language acquisition.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The school promotes pupils' social and moral development very well. Opportunities for spiritual development are evident in assemblies, religious education, art and music. Cultural development is strong through the school's focus on the creative arts. The need to continue to develop pupils' understanding and appreciation of cultural diversity is recognised by all staff.
How well the school cares for its pupils	The school provides a high level of care for all pupils. Staff know children well and work hard to meet their personal and academic needs.

Good curriculum organisation enables pupils to produce work of quality and depth in all subjects. Extra-curricular activities, organised by enthusiastic and committed staff, extend pupil achievement, particularly in music and sport. All aspects of pupil achievement are valued. The partnership between parents and school is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher has outstanding leadership qualities and gives clear direction to the work of the school. He has built a strong team of key staff who are committed to school improvement.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very effectively. Governors play a key role in the school's strategic planning, and in monitoring standards and evaluating progress. They recognise the considerable progress that the school has made and are confident in its capacity for further improvement.
The school's evaluation of its performance	Highly effective. The school is constantly reflecting on how to improve its performance. Rigorous and effective systems are in place for monitoring, evaluating and improving teaching and learning and raising standards.
The strategic use of resources	Very good. Learning resources are used well, staff are effectively deployed and improved accommodation offers excellent curriculum facilities. The school budget is managed carefully and used well to support the school's priorities.

The school applies the principles of best value to its work and gives very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils enjoy school and make good progress • Teaching and standards are good • Behaviour is good and children work hard • Leadership and management are strong • Teachers are accessible and the school works closely with parents • Pupils are known as individuals and their achievements valued • Increased extra-curricular provision 	<ul style="list-style-type: none"> • More information about their child's progress • The amount of homework set.

Inspectors endorse the positive views expressed by parents. They also judge that the information provided to parents about their child's progress is very good. There are regular parent/teacher meetings which also include the children; half-termly effort grades are sent home in addition to a very full annual report; and home/school contact books, including Year 6 homework books, provide ongoing communication with parents. The headteacher recognises that some parents would appreciate further information about what their children are going to learn in the forthcoming term and there are plans to reintroduce a curriculum newsletter.

The school follows the national guidance for homework and, during the inspection, homework was used to extend class learning. The school is concerned to work in partnership with parents and actively seeks their views through issuing the OFSTED questionnaire every two years.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are well above the national average in English, mathematics and science at the end of the key stage.

1. In the 2000 national tests in English 85 per cent of pupils reached or exceeded the national average, with 41 per cent attaining the higher Level 5. Pupils' performance in reading exceeds their writing ability, and the school has identified writing as an improvement priority and planned the curriculum accordingly. The national literacy strategy has been intelligently adapted to ensure that pupils have opportunities to develop their writing skills and effective daily focused reading sessions occur outside the literacy hour.

2. The setting of pupils for English into a top set and two parallel sets is having an impact on standards across the school and, at the end of the key stage, 'catch up' groups currently assessed at below national expectations are proving successful in helping them to achieve the expected Level 4. When questioned, pupils knew exactly what they had to do in order to reach the expected level. Across the school all pupils have improvement targets for English.

3. Pupils' speaking and listening skills are being developed across the curriculum through drama, oral presentations and well planned group work that encourages pupils to discuss, negotiate and make decisions. In a very successful English lesson, based on the poem 'Johnny Armstrong', Year 6 pupils were able to assume roles effectively and answer a range of perceptive questions whilst in character. Questioners listened attentively to answers and extended their ideas and questions further. In the same lesson pupils' writing skills were well developed as they noted down relevant information from the interviews to compile a report for social services on Johnny Armstrong's situation. Their observations were mature and appropriate as they decided that he needed to "think more positively look happy be kind and get a home help".

4. Across the school pupils are systematically taught how language works and they write effectively for a range of purposes, often to a high level. Year 5 pupils have written explanatory texts which explain how something works by incorporating the key features that make explanations effective and the younger pupils understand the importance of clear instructions when writing recipes. In Year 4, pupils understand how poets use words to create images, and Year 5 pupils have written evocative playground poems using rhyme and appropriate vocabulary to create atmosphere:

"Shall we run and have fun
Or shall we walk and talk.
People are sprinting and hinting
for me to join in and so
play and win"

The youngest pupils have written delightful traditional stories for the Infant school. Overall the school is successfully addressing its priority of raising standards of pupils' writing.

5. In the 2000 national tests for mathematics 82 per cent of pupils achieved or exceeded the national average, with 38 per cent of pupils achieving the higher Level 5 and one per cent achieving Level 6.

6. Setting in mathematics, as in English, is having an impact on standards across the key stage and 'catch up' groups are successfully helping pupils to reach the national average. In the current Year 6, pupils in the top set are working at Level 5, with a few pupils targeted to achieve Level 6. Across the school, mathematics is taught well and the national numeracy strategy has had a positive impact on standards and on pupils' progress. Pupils' mathematical skills are effectively developed and they demonstrate good confidence in both mental and written calculations.

7. In a very successful Year 5 lesson pupils were working above the national average as they used Venn diagrams correctly, found multiples of 6, 14 and 11 and the digital root of the 8x table. Year 6 pupils in the top set understood the relationship between fractions, percentages and proportions of a given amount, whilst the parallel set enjoyed solving measurement problems using fractions, ratio and proportion and were achieving at Level 4.

8. In the 2000 national tests in science 95 per cent of pupils reached or exceeded the national average, with 51 per cent of pupils achieving the higher Level 5. Teachers plan investigations that promote pupils' observational skills and develop their understanding of what it means to be a scientist. The youngest pupils understood the importance of 'fair testing' and were able to plan and carry out an investigation to see which materials let light through. In Year 4 pupils enjoyed carrying out an investigation to see which materials allowed electricity to flow through and were able to draw sensible conclusions from their experiments. Pupils in a Year 6 science 'booster' class made very good progress in the classification of plants and animals and were achieving national standards.

The quality of teaching is of a high standard, and children enjoy learning and make good progress.

9. Of the 31 lessons observed during the inspection teaching was excellent in 10 per cent of lessons, very good in 26 per cent, good in 55 per cent and satisfactory in nine per cent. There was no unsatisfactory teaching. Consequently, teaching is a strength of the school and is having a marked impact on pupils' progress and on their attitudes to learning. Lesson planning is thorough and teachers identify clearly what they intend the pupils to know, understand and be able to do. They are very skilful in matching work closely to pupils' individual needs, and lessons are part of a structured programme that builds on and extends pupils' prior learning. Activities are challenging and pupils respond well to the high expectations that their teachers have of them, often achieving above national expectations. Pupils are enthusiastic about their work and are keen to achieve good results.

10. Whole-class teaching is frequently interactive with opportunities for pupils to respond in varied ways. Teacher explanation is often lively and informative and, through skilful questioning, teachers support and develop pupils' understanding. Good use of time in lessons allows pupils to complete sufficient work to develop their understanding.

11. Timescales for tasks are realistic and pupils work conscientiously and productively. Appropriate resources are used well to support pupils' learning. For example, in a religious education lesson, artefacts were used sensitively to promote pupils' knowledge of, and respect for, Hinduism; and in music the quality of pupils' fanfare compositions was supported by a good range of instruments.

12. The teaching of pupils with special educational needs is excellent. All staff, including the co-ordinator, ensure that realistic objectives are set that pupils can achieve. Lesson plans are clear and carefully take into account the specific targets included in the individual education plans. Setting by ability for different groups in literacy and numeracy has had a significant impact on the progress made by pupils with learning difficulties. Learning support assistants are well deployed and make a significant contribution to pupils' learning and progress. Like the teachers they have a clear understanding of individual pupils' needs and are effectively involved in assessment procedures. During whole-class teaching sessions they help pupils respond to teacher questioning and have a good understanding of what pupils are expected to gain from group tasks. They are well trained, enthusiastic about their work and committed to raising pupil achievement.

13. Throughout the school supportive adult/pupil relationships promote pupil confidence and achievement.

The leadership and management by the headteacher, key staff and governing body is very strong.

14. The school is intelligently and thoughtfully led by an outstanding headteacher whose clear focus on improving the quality of teaching and learning, and commitment to the professional development of all staff, has had a significant impact on raising standards. He has been particularly successful in creating a culture of learning both for pupils and for staff, and an enjoyment of learning and desire for achievement is evident throughout the school. Staff are committed to ongoing professional development, and the impact of this on pupil achievement is evident.

15. Through effective delegation, support and trust, the headteacher has built a strong staff team within which the senior managers play a key role in monitoring and improving standards. Darrick Wood is an example of a truly self-evaluative school where staff and governors constantly reflect on their practice, identifying how they can make things better for children, and where children know what they have to do to improve. Procedures for systematically monitoring, evaluating and improving teaching and learning are well established and have contributed significantly to high standards. The headteacher and governing body work well together and have a clear vision for the strategic management of the school. The process of development planning is good.

16. The governing body is very effective in its work, strongly committed to the school and bases its decisions clearly on raising standards. Through the information they receive from the headteacher, governors are able to effectively analyse pupil progress and standards, and evaluate the effectiveness of their decisions. Governors value the inclusive nature of the school and the breadth of curriculum opportunities offered to all pupils. They are positive about the progress the school has made and have confidence in its capacity for further improvement. The governing body considers the effects of spending decisions carefully and obtains best value for money. Governors fulfil their statutory responsibilities very well.

The school provides a high quality and enriching education that recognises all talents and gives all pupils opportunities for success.

17. The school is successful in maintaining a broad and balanced curriculum with pupils producing work of depth and quality in the foundation subjects as well as reaching high standards in English, mathematics and science. Throughout the school there is art work of a high standard. A study of Aboriginal art in Year 3 has resulted in pupils creating their own expressive dot paintings to represent 'The Dreamtime'. From their research into the jewellery of Egypt and India Year 4 have designed and made clay work jewellery which effectively incorporates traditional design elements; Year 5 pupils have modelled replicas of Greek pots using original designs and traditional colouring. There are examples of excellent observational drawings by Year 6 pupils, and their paintings linked to a study of work by Van Gogh clearly show how colour can alter mood and atmosphere.

18. In design technology pupils have designed and made musical instruments and photo frames and are currently designing a box for an Easter egg. In music, the youngest pupils sensibly and constructively evaluated their performance of the 'Frost Giant' captured on video, and were able to follow a notated score and create their own rhythms. The oldest pupils used a range of instruments to good effect to compose a fanfare suitable for a fairy queen, angels and toy soldiers.

19. All pupils with special educational needs have full access to a lively curriculum. They take an active part in literacy and numeracy lessons, for instance in acting out a poem and commenting on the characters and plot in front of the class.

20. The timetable is well organised to allow subjects to be taught in depth, and schemes of work and joint year group planning supports curriculum consistency and progression. Teachers try hard to make appropriate links between subjects so that learning for children is not fragmented. In their topic about Romans, Year 3 pupils visited Lullingstone Villa, used museum artefacts as source material for their claywork pots and examined Roman designs before sewing their own patterns and

making mosaics. A 'Roman' visitor to the school was recorded by pupils on a digi-cam as he gave evidence on Queen Boudicca's war crimes, and ICT was also used to extend pupils' understanding of life in a Roman town.

21. The school makes good use of visits and visitors to enrich pupils' learning. The residential visit to the Isle of Wight effectively supports pupils' ICT skills and Year 6 pupils have created their own websites based on their experiences.

22. The considerable improvements in the school's accommodation have significantly enhanced curriculum provision for ICT, the creative arts, design technology and English. The ICT suite is an excellent teaching facility and, in addition to systematically developing their ICT skills, pupils use ICT to support learning across the curriculum. For example, pupils have used ICT to design Greek pots, have imported Celtic designs from the Internet (and subsequently developed repeated patterns) and can search and use databases for information.

23. In addition to the statutory curriculum a range of activities enrich curricular provision for all pupils, particularly in music and sport. All pupils have opportunities to perform music and participate in sporting activities. Many pupils take advantage of the wide range of sporting activities offered by the school during lunchtimes, after school and at weekends. The school is well represented and successful at local sports tournaments. Drama is being well developed and a highly regarded performance of "A Midsummer Night's Dream" was staged last year.

The support for pupils with special educational needs is excellent

24. The excellent provision for pupils with special educational needs is a major strength of the school. An increase in the number of support assistants means that those with learning difficulties can be more effectively supported individually or in small groups for literacy and numeracy. By setting within specific ability bands teachers are able to plan more exactly for the needs of these particular pupils. Targets are then agreed for assistants to carry out. Pupils do well under these arrangements. They are positive towards their work, confident in their own ability, and able to take an active part in lessons.

25. Pupils are assessed regularly and their progress recorded and discussed with parents at termly meetings. Monitoring of individual progress is excellent and is a major reason why pupils with special needs do so well.

26. Where appropriate, pupils have their own well written individual education plans that have been drawn up by the class teacher and the special needs co-ordinator. These are agreed with parents and children, specify what is to be taught, and then checked regularly. For those on the later stage of assessment, good professional input from the various agencies, such as the educational psychologist and speech therapist ensures that specific programmes are set and monitored. There is effective liaison between the campus schools and detailed information is passed from one to the next on transfer.

27. There are very close ties with the hearing impaired unit and its pupils join the main school for assemblies and afternoon lessons. This is very successful and teachers work very hard to ensure that they become well integrated and feel part of the class. In turn, teachers visit the unit to see pupils at work there. The contact between the two institutions is described as 'seamless' and pupils benefit enormously from these arrangements.

The school is highly successful in meeting the academic and personal needs of all pupils.

28. Staff know their pupils well and work hard to promote their confidence and self-esteem and to meet their academic and personal needs. The careful assessment of pupil progress to ensure that work is carefully matched to individual abilities and the good standard of teaching result in pupils being eager to learn. Pupils relate well to adults and to each other. They work together effectively, helping one another, and are sensitive to those who find the work difficult. A number are

able to communicate with the hearing impaired pupils through simple signing. In a music lesson the older pupils were able to organise themselves maturely as a group, discussing, negotiating and agreeing on their musical compositions.

29. Pupils' behaviour in class and around the school is very good. Staff consistently reinforce the school's expectations of behaviour and pupils mature as they progress through the school, becoming well adjusted and sociable young people. They are friendly, polite and take good care of each other and their environment. The older pupils are proud of their school and consider that "teachers make learning fun", "any problems are sorted" and "the education is excellent".

WHAT COULD BE IMPROVED

30. In order to improve, the governors, headteacher and staff should now:

- 1) Raise the standard of pupils' writing by;
 - continuing to ensure that sufficient time and focus is given to teaching writing skills;
 - continuing to analyse pupils' results, agree year group targets and work on areas for improvement;
 - continue training for all staff.

- 2) Increase the number of pupils who reach the nationally expected Level 4 by the end of their time at the school by;
 - continuing to analyse results to identify those pupils needing additional support;
 - continuing the effective 'catch up' programmes for pupils in all year groups;
 - continuing the successful additional literacy and numeracy support for targeted pupils in Years 5 and 6;
 - continuing to evaluate progress against year group targets.

These issues for improvement have already been accurately identified by the school through its own effective self-evaluation systems. Improvement plans are in place and the inspection judges that good progress is being made to raise standards in both areas.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

31

Number of discussions with staff, governors, other adults and pupils

11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	26	55	10	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)		377
Number of full-time pupils known to be eligible for free school meals		47

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		14
Number of pupils on the school's special educational needs register		85

English as an additional language

	No of pupils
Number of pupils with English as an additional language	17

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	13

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
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
	2000	49	44	93

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	42	40	47
	Girls	37	36	41
	Total	79	76	88
Percentage of pupils at NC level 4 or above	School	85 (80)	82 (77)	95 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	39	43	46
	Girls	37	37	39
	Total	76	80	85
Percentage of pupils at NC level 4 or above	School	82 (82)	86 (85)	91 (94)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	5
Black – other	0
Indian	7
Pakistani	0
Bangladeshi	1
Chinese	0
White	356
Any other minority ethnic group	3

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	1	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)	14
Number of pupils per qualified teacher	29.2
Average class size	31.4

Education support staff: Y3 – Y6

Total number of education support staff	15
Total aggregate hours worked per week	217

Financial information

Financial year	1999/2000
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	£
Total income	596,184
Total expenditure	596,152
Expenditure per pupil	1,699
Balance brought forward from previous year	32,181
Balance carried forward to next year	32,213

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

377

Number of questionnaires returned

75

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	5	0	0
My child is making good progress in school.	48	48	3	0	1
Behaviour in the school is good.	25	69	5	0	0
My child gets the right amount of work to do at home.	21	61	15	3	0
The teaching is good.	45	53	1	0	0
I am kept well informed about how my child is getting on.	40	45	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	56	41	1	1	0
The school expects my child to work hard and achieve his or her best.	68	29	1	0	1
The school works closely with parents.	27	63	9	1	0
The school is well led and managed.	27	64	5	0	4
The school is helping my child become mature and responsible.	32	59	4	0	5
The school provides an interesting range of activities outside lessons.	49	44	3	0	4