

INSPECTION REPORT

ST STEPHEN'S JUNIOR SCHOOL

CANTERBURY

LEA area: Kent

Unique reference number: 118537

Headteacher: Stuart Pywell

Reporting inspector: Dennis Maxwell - 8798

Dates of inspection: 8th –10th January 2001

Inspection number: 192450

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:	boys and girls
School address:	Hales Drive Canterbury Kent
Postcode:	CT2 7AD
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Appropriate authority:	Governing body
Name of chair of governors:	Mr P Munson
Date of previous inspection:	2 nd December 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Stephen's Junior is a large three-form entry school for pupils aged 7 to 11 years. It is situated on the edge of Canterbury, close to some private housing and a large council estate. There are 369 pupils on roll, of whom around a quarter attend from outside the immediate area through parental choice. There are 25 more boys than girls, with the difference appearing mostly in Year 4. Five per cent of pupils come from ethnic minority heritages, and the proportion of pupils speaking English as an additional language is high relative to national figures. The percentage of pupils entitled to free school meals at 14.2 per cent, is broadly in line with the national average. The percentage of pupils identified as having special educational needs at 43.3 per cent is above the national average and nine pupils have a statement of need. Pupils' attainment on entry at Year 3 is average overall, although standards in writing are below average.

HOW GOOD THE SCHOOL IS

This is a very successful and effective school, providing a challenging and varied education that reflects its aims. It challenges pupils to achieve good standards. Many pupils attain high standards by the time they leave school. Teaching and the stimulating education are strengths of the school, which result in steady progress and above average standards. Pupils' achievements and their personal development are promoted strongly through all aspects of school life. For example, the school arranges several day and residential visits to help their social development. The school ethos is very good, and reflects the commitment and professional dedication of all staff. The pupils enjoy school life and are helped to feel secure within a caring environment. The leadership and management of the headteacher and senior staff are excellent. The school provides good value for money.

What the school does well

- Standards are above average in English, mathematics and science. There are examples of high quality work across the curriculum.
- The quality of teaching is very good overall, resulting in a good quality of learning and gains in skills by pupils.
- The leadership by the headteacher, senior staff and governors is very effective in focusing on improvement.
- The school gives a high level of care to individual pupils, including those with special educational needs, to help them achieve their potential.
- The curriculum is managed well to foster depth and breadth in pupils' learning. Provision for information and communication technology (ICT) is very good.
- Staff, governors and parents work well together to promote the pupils' positive attitudes to learning.

What could be improved

- There are no significant areas for improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. The school has made good improvements in the key issues identified during the last inspection and very good improvements overall. The headteacher and staff set high levels of professional challenge to evaluate their work and make improvements. Standards have improved through the school, particularly in English. Teaching has improved, for example in giving opportunities for pupils to be more actively involved in their learning. The subject policies and schemes of work now provide a very good structure for the curriculum and a high quality education for the pupils. The school has made good improvements to lesson planning, taking a very positive approach to recent national initiatives in literacy, numeracy and ICT. There are now very good procedures for monitoring pupils' academic progress in the core subjects, after very thorough development by all staff. The governing body is now very effective in giving strategic direction and support. The headteacher has established good practice in observing lessons to monitor and improve standards. The school now takes positive reinforcement of behaviour as the best way to encourage self-discipline in pupils.

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
	1998	1999	2000	2000
English	C	B	C	C
mathematics	A	A	B	B
science	C	A	B	B

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

Attainment in English, mathematics and science in the work seen is above average by the end of Key Stage 2. Problem-solving and investigational work in mathematics are good, and continue to develop. Investigational work in science is well established. Pupils achieve above the level expected in relation to their prior attainment by Year 6 through the motivating and challenging teaching. The trend in the school's results at Key Stage 2 was above the national trend over the past four years. By the end of Key Stage 2, standards in ICT, religious education and the other subjects are broadly in line with national expectations with several examples of high quality work across the curriculum. Standards have been maintained or improved in all subjects since the last inspection, notably in English where there is a good, broad diet of texts and writing. Provision in ICT is very good and pupils are making good progress. The higher attaining pupils make good progress. Good tasks and subject links with ICT give good purpose and application of skills. The school librarian provides excellent support for pupils' developing study and research skills, for example in history. The school has a good tradition in promoting dance.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and working with their friends. Pupils throughout the school have good attitudes to their work and a pride in their school that is well justified.
Behaviour, in and out of classrooms	Behaviour in class and around the school is good, with most pupils demonstrating good levels of personal discipline.
Personal development and relationships	Relationships are good, both amongst the pupils and between all staff and pupils. Pupils tend to lack initiative and independence as they first enter school, but by Year 6 many have good social and interpersonal skills.
Attendance	The attendance rate was well below the national average last year but has improved to average in the term prior to the inspection. Pupils are punctual in coming to school.

The pupils' good attitudes and behaviour and their positive response all contribute to the effectiveness of their learning and to good standards. Many pupils show great enjoyment of their lessons, and all members of staff provide a high level of perceptive support. Normally there is no inappropriate behaviour, although there are very occasional examples when teaching is less effective.

TEACHING AND LEARNING

Teaching of pupils:	Foundation stage	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Not applicable	Not applicable	Very 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 has several strengths and is particularly good in the core subjects of English, mathematics and science. The teaching of literacy and numeracy is good, and teachers give good attention to basic skills such as phonics and mental calculation.

Strengths, which promote pupils' progress, are the skilful use of a range of strategies and the good management of pupils. Teachers throughout the school use their skills of questioning to very good effect to elicit fuller answers. Planning and teaching lead to good support and challenge for all pupils to meet their needs. The quality of teaching in all lessons was at least satisfactory. Ninety per cent of teaching was good or very good, and very good teaching accounted for 21 per cent of lessons. No teaching was unsatisfactory. Teachers are well-organised and promote pupils' learning through a good choice of tasks and resources. Relationships are very good. Most lessons are brisk with a good pace so that pupils learn well. Pupils respond well to the good teaching, and work hard to improve their skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school has a very broad and balanced curriculum. There is a wealth of additional opportunities to extend pupils' experiences using resources from in and outside of the school, such as residential visits and school productions.
Provision for pupils with special educational needs	The school makes very good provision. Pupils' learning needs are assessed very thoroughly and handled sensitively.
Provision for pupils with English as an additional language	The pupils receive very good support that enables them to take part fully in lessons and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school promotes pupils' personal development well. Provision for moral and social development is good. Provision for spiritual and cultural development is satisfactory, although less attention is given to developing pupils' multi-cultural understanding.
How well the school cares for its pupils	The school provides a high level of care for all its pupils, both for academic and pastoral needs.

The school provides a well-structured curriculum, with very good links between information technology and other subjects. The good planning systems cater well for all pupils, and support the progressive development of skills. The school has very good relationships with parents. The high level of care and consideration for all pupils is a strength of the school, including by the learning support assistants and lunchtime supervisors. There are good procedures in place to ensure pupils' safety and well-being.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the headteacher and key staff are excellent. They form a strong team who engage in professional dialogue and tackle areas for improvement very well.
How well the governors fulfil their responsibilities	The governing body is very effective, and gives a high quality of strategic direction for the development of the school.
The school's evaluation of its performance	The school has excellent systems for evaluation and performance management which inform issues for the development plan. The school has very good procedures to monitor and track its performance.
The strategic use of resources	The school uses resources to very good effect in promoting high standards. The school library and ICT suite are excellent resources.

The headteacher promotes debate and a thinking, purposeful atmosphere. The governing body takes a full and active part in shaping policy and fulfils its statutory duties very well. The senior staff has established many good procedures to give a detailed understanding of the strengths and weaknesses in the school's work. The level of staffing is good and there is a very good range of resources. Accommodation is good and is well maintained by the site manager. The school development plan is focused on high achievement. The school meets statutory requirements in all respects. Specific grants are applied well for the purposes for which they are intended. The school provides 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"> • The parents think their children like school and make progress. • There is a very strong view that the teaching is good. • Parents believe there is a strong work ethic. • Parents consider the school to be led and managed well. • Parents find that the school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • Several parents do not think their children get the right amount of work to do at home. • A few parents do not think the school works closely with them.

The inspectors agree with parents' positive views. There are good arrangements for homework to be given, which usually follow on from a lesson or prepare pupils for what is to come. The teachers have high expectations for pupils to work at home, but also make good arrangements in the school for pupils who may find working at home difficult. The headteacher and all staff work closely with parents for the benefit of the children, especially related to their social or special educational needs.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are above average in English, mathematics and science. There are examples of high quality work across the curriculum.

The school has a coherence in the way that management, the curriculum, teaching and assessment come together to promote high standards. The national literacy strategy has been implemented fully, with good preparation for the staff, yet the teachers have put their own approach on it very clearly to maintain aspects that are particular to the school. Their choice of texts and activities has a personal quality that engages the pupils' interests and leads clearly to good standards. For example in Year 6 the focus for a lesson was to identify key features of different texts through the use of parody. The teacher's good questioning about 'Cinderella' by Roal Dahl helped pupils to describe and explain particular features clearly. Similarly the national numeracy strategy has been embraced thoroughly by all staff so that skills and understanding are built progressively through the school, building confidence in the pupils and promoting good standards. The teachers include specific problem-solving and investigational tasks regularly so that pupils' skills are extended but might usefully bring more of this approach into their usual teaching methods.

In science, the good investigational approach builds pupils' practical skills well and gives pupils a good basis for their knowledge and understanding. For example, pupils in Year 4 have studied the best materials for keeping a jacket potato hot and in Year 5 they found that air has weight by blowing up a balloon and weighing it. The ICT suite provides excellent facilities that are leading to good progress in pupils' skills. For example, pupils in Year 6 entered the LOGO commands to design a simple shape but then rotated the shape using repeat commands to form symmetrical designs. The teachers plan very good applications of ICT for most subjects so that pupils are rapidly acquiring knowledge of and confidence in the features of programs and facilities. The pupils use the mouse well and should gradually acquire more keyboard skills and commands to become more efficient.

While standards in the foundation subjects meet the national expectation overall, there are examples of good quality work across the curriculum. These are promoted well through the good choice of tasks and the teachers' personal knowledge and interests. In music, pupils in Year 6 have been writing their own lyrics and their experiences were extended very well through the teacher having specially produced a CD of the lyric 'Stars, hide your fire'. Pupils in Year 3 explored a dance theme, promoted well by the teacher's own expertise. The good curriculum time management allows for French to be learnt in each class, and in Year 5 pupils sang 'Frere Jacques' in good style in two parts. Historical and geographical understanding is promoted well through a study of the locality, such as the local Whitefriars development. In design and technology pupils in Year 3 were introduced to a simple pneumatic control, and understood how to apply the effect. Older pupils have made circus models with good skill, using a snail cam to make figures bob up and down and rotate. Many pupils understand how they might improve their work although several activities give limited scope for pupils' to take initiative.

The quality of teaching is very good, resulting in good quality of learning and gains in skills by pupils.

The quality of teaching through the school is very good and is a strength, improving on the standards of the last inspection in 1996. The school plans thoroughly for the needs of all pupils, adjusting the demands of tasks well on most occasions to match pupils' stages of understanding. All teaching in the lessons observed was satisfactory or better. The good and very good teaching accounted for 90 per cent of lessons, and 21 per cent was very good. The good teaching encourages pupils to become interested and engaged in the tasks. The teachers set consistently high expectations that promote good motivation and standards.

The school has good procedures for monitoring and evaluating teaching and learning, especially in the core curriculum. This has helped to consolidate strengths. Basic skills are taught well in numeracy and literacy, and research skills for example are extended in several subjects, including ICT and history where the excellent support of the librarian promotes learning well.

Teachers manage pupils very well. They have good relationships with the pupils and a natural discipline promoting orderly classrooms. Lesson planning is thorough, and tasks are chosen well to promote pupils' learning and interest, although less so for their own initiative for example in setting up science experiments. Plenary sessions in many lessons are used well to recap what has been learnt and to identify what needs to be done next. The teachers' marking of pupils' work is conscientious, and gives very good attention to confirming what has been understood.

Teachers throughout the school use their skills of questioning to good effect in challenging pupils and helping them to think about their work, although there is scope for developing questions that promote pupils' reasoning and explanations more in a few lessons. Teachers' lively, thoughtful and well-structured explanations, based on good subject knowledge, contribute well to good quality learning.

The leadership by the headteacher and senior staff is excellent and focuses on improvement.

The headteacher has excellent qualities of leadership that he uses to good effect in promoting open dialogue and high standards. The aims and values of the school are clearly evident through its work. The school has addressed all the issues of the previous inspection thoroughly, making good improvement in relation to what is expected and very good improvement overall. The headteacher has a thorough understanding of all aspects of the school and delegates responsibility very well so that staff enjoy the challenge.

There is a very strong culture of professional development and support that is focused well on school priorities, improvement and raising standards. The curriculum is managed and developed well by the co-ordinators, who give effective support across the school. Arrangements for inducting new staff are very good and they quickly feel part of the community. The headteacher has good procedures for the support and monitoring of teaching by making classroom observations of all teachers and relating this to performance management. There are good procedures to monitor medium-term curriculum plans, and teachers have a good arrangement to meet in year groups for daily planning.

The process of development planning is very good. All staff and the governing body make

Careful evaluations of progress through the previous year and agree new priorities. The headteacher and governing body work together very well and have a clear view for the strategic management of the school. The school has several good procedures to monitor and evaluate performance, set in a climate of support. The headteacher has good procedures that promote the good management of planned developments.

The school secretary is excellent in her handling of school business and prepares alternative budgets so that the governing body may consider the effects of spending decisions carefully and obtain best value. The school meets statutory requirements in all respects.

Close attention is given to individual pupils, including those with special educational needs, to help them achieve their potential.

The school provides a high level of care for the pupils. The support provided for their welfare is very good, with the learning support assistants and lunchtime supervisors giving thoughtful and good-humoured help. The school has a warm and caring atmosphere in which pupils are happy and secure. This is valued by the parents, who feel they have a very good relationship with the school in working closely for the education of their children. Several pupils who have been excluded from other schools have been accepted into this positive environment, and have adjusted to the school's social expectations through the high quality of personal attention they receive.

The staff provides a very good level of pastoral support and pupils feel able to talk to them about any worries or problems. Teachers expect pupils to be hard-working and help them to gain in confidence, although there is scope for extending pupils' responsibilities. Class teachers are well aware of pupils' needs and give very good support to them all in class, including those with special educational needs. The co-ordinator for special education needs gives a very high priority to identifying and understanding pupils' needs, giving accurate information and good support to class teachers.

Teachers evaluate what all pupils have learnt at the end of each week, taking account of their needs and difficulties well to plan further work. The setting arrangements are effective in ensuring a close match between the level of difficulty of the work and the pupils' stages of learning. The teachers give careful thought to the choice of tasks to make them both challenging and relevant. The well-taught programme of personal and social education is designed to help all pupils reflect on their experiences and become responsible. The programme includes drugs awareness, and sex education that is discussed with the school nurse. The importance of regular and punctual attendance is emphasised in newsletters for pupils to have a settled and consistent education. There are good examples through the school in the use of assessment information to guide curricular planning.

Procedures for monitoring the attainment and progress of pupils with special educational needs are very thorough. The education plans are very good, with clear targets that are linked well to each pupils' needs. These are reviewed regularly as required to ensure that progress is monitored. Pupils are given perceptive support that maintains their attention well and helps them to achieve.

The curriculum fosters breadth in pupils' work.

The curriculum is planned very well to provide pupils with interesting and worthwhile tasks. Since the last inspection the school has moved forward significantly and worked very hard to establish subject policies and schemes of work that support planning and provide good progression. There is a good focus on literacy and numeracy that is often extended into other subjects, for example science and ICT.

The school has established an excellent computer suite that enables tasks and skills to be demonstrated or monitored centrally. Teachers have rapidly gained in confidence in its use, supported very well by the technician, so that pupils are making good progress in ICT skills. For example, pupils in Year 4 were set the task of identifying adjectives in a passage from *The Lion, the Witch and the Wardrobe*. It was a challenging passage that pupils had to talk through in deciding about adjectives, and pupils used their ICT skills well to highlight selected words in differing colours to make them stand out.

The teachers ensure through their planning and good choice of tasks that there is a good breadth to pupils' experiences. Many of these develop from teachers' own interests, so that skills and knowledge are extended well. A significant feature of the curriculum is the good choice of tasks. The teachers are determined to maintain breadth and challenge. Provision for extra-curricular activities is good, with many sporting and other interests represented. The school regards musical activities as an important part of pupils' experience and is gradually extending the range.

Pupils take part in many local activities enhancing their experiences well. Visitors from local churches and organisations take school assemblies or talk to the pupils about special issues. The school has good relationships with partner institutions, including the local secondary schools.

The overall provision for pupils' personal development, and their spiritual, moral, social and cultural development is satisfactory. The headteacher and all staff set a high priority on helping the pupils to become mature and responsible as they move through the school, many of whom tend to lack initiative and independence as they first enter school. The school makes good provision for pupils' moral and social development by setting clear expectations for behaviour, but also engaging pupils in discussions to help them understand their own behaviour. This good practice encourages pupils' good attitudes to learning. Provision for pupils' spiritual development is satisfactory since there is less evidence of promoting this awareness within lessons and the approach to assemblies does not always create a reflective atmosphere. Provision for cultural development is satisfactory overall, with many worthwhile activities and visits, although work towards an understanding of today's multi-cultural society receives less attention.

Staff, governors and parents work well together to promote the pupils' positive attitudes to learning.

Pupils have good attitudes to school and are enthusiastic about their work. This contributes well to the effectiveness of their learning and to standards. They are motivated well to learn by the good teaching that gives praise and encouragement, and this promotes their attainment. Pupils are interested in their tasks and enjoy their learning. For example, all pupils in the new ICT suite concentrate well, are very engaged in the tasks and are making good progress in their skills. They are hard working and very keen to achieve good results. Pupils settle to work quickly and conscientiously, helping each other in many ways, for example by working together in dance or shared reading.

The very good relationships between staff and pupils are strengths of the school. Pupils

have a pride in their school that is well justified. The parents' view of the school is also very good. Several letters and notes on the reverse of the questionnaires expressed appreciation of the school's good influence on their children, with just a very few notes on points of concern. There is a good sense of pupils sharing their ideas and working co-operatively. Many listen well to their friends and are happy to help those who find the work more difficult. Most pupils continue to work well, even when not directly supervised, and they maintain concentration well. Parents of pupils with special educational needs are included fully in the reviews so that they may work in partnership and provide support at home.

WHAT COULD BE IMPROVED

There are no major key issues that the school needs to address. The school has very good procedures, that include all staff and the governors, to evaluate its work and identify areas for improvement in the development plan. These include extending opportunities for pupils' personal development, by emphasising their personal responsibility and initiative. The school is also intending to bring more experiences to the pupils that make the spiritual dimension explicit, and to include multi-cultural aspects that reflect the diverse society of the world today. The inspection team agrees that these are appropriate aspects to include for further development. There has been high quality management over several years by the governors and senior staff. The headteacher encourages an open debating style in addressing issues to help formulate policy, improvements and staff professional development that have been effective in raising standards.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	69	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)		369
Number of full-time pupils eligible for free school meals		52

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		9
Number of pupils on the school's special educational needs register		154

English as an additional language

	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	6.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.5
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	50	48	98

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	35	36	47
	Girls	35	35	39
	Total	70	71	86
Percentage of pupils at NC level 4 or above	School	71 (74)	72 (88)	88 (96)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	44	43
	Girls	38	38	42
	Total	72	82	85
Percentage of pupils at NC level 4 or above	School	73 (74)	84 (91)	87 (96)
	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	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	4
White	358
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	6	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)	16.1
Number of pupils per qualified teacher	22.8
Average class size	30.6

Education support staff: Y3 – Y6

Total number of education support staff	13.0
Total aggregate hours worked per week	176

FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	615301
Total expenditure	640382
Expenditure per pupil	1745
Balance brought forward from previous year	36528
Balance carried forward to next year	11447

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	369
Number of questionnaires returned	129

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	33	5	2	1
My child is making good progress in school.	52	43	2	2	1
Behaviour in the school is good.	38	53	7	1	1
My child gets the right amount of work to do at home.	40	39	15	4	2
The teaching is good.	62	34	2	1	2
I am kept well informed about how my child is getting on.	49	50	5	5	1
I would feel comfortable about approaching the school with questions or a problem.	59	34	4	2	2
The school expects my child to work hard and achieve his or her best.	64	33	2	0	2
The school works closely with parents.	47	41	8	5	0
The school is well led and managed.	57	35	2	3	2
The school is helping my child become mature and responsible.	51	42	2	1	4
The school provides an interesting range of activities outside lessons.	51	38	6	1	3

Summary of parents' and carers' responses

Nearly one fifth of parents consider that their children do not get the right amount of homework to do. However, in discussions with parents it is clear that some think there is too much while others think there is too little. The governing body reports that the receiving secondary schools find pupils from St Stephen's to be well prepared for the work expectations there. The inspectors found good and appropriate arrangements to be in place for homework. A few parents do not think the school works closely with them. The inspection findings are that all staff work hard to establish good relationships with parents.