

# INSPECTION REPORT

**ST JOSEPH'S RC VA PRIMARY SCHOOL**

DURHAM

LEA area: Durham

Unique reference number: 114273

Headteacher: Mrs Angela Boyle

Reporting inspector: Mr Michael Raven  
OIN 3961

Dates of inspection: 15<sup>th</sup> – 16<sup>th</sup> October 2001

Inspection number: 194279

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Mill Lane Gilesgate Durham
Postcode:	DH1 2JQ
Telephone number:	0191 3865611
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Email address	D.steele100@durhamlea.org
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs P Conway
Date of previous inspection:	06/05/1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
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R Mothersdale	Lay inspector
D Fisher	Team inspector

The inspection contractor was:

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The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Joseph's is a voluntary aided, Roman Catholic primary school catering for pupils aged from four to 11. There are 100 pupils on roll. It serves an area of high social deprivation, although one fifth of its pupils travel from outside the immediate area. Most pupils are of white United Kingdom heritage, and there are very few pupils for whom English is an additional language. A variable number of pupils from Traveller families attend the school for part of each year, although there were very few at the time of the inspection. Thirty per cent of pupils are eligible for free school meals, which is above the national average. Twenty-six per cent of pupils have special educational needs, covering a range of learning and behavioural difficulties, and this is above the national average. Very few pupils have statements of special educational needs. Attainment on starting school at the age of four is generally below the level usually found nationally at this age.

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

This is a very effective school, which achieves high standards and promotes very good attitudes and behaviour. Although many pupils start from a low base, standards in English, mathematics and science are high by the time they leave the school at the age of 11. The quality of teaching is good overall, with particular strengths in the teaching of the youngest and oldest pupils, where teaching is very good. The headteacher leads the school well, although the role of the governing body is in need of further development. The high standards achieved, the good teaching and good leadership, together with the very good attitudes promoted, mean that the school offers very good value for money.

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

- It is well led by a very effective headteacher, who has established a very positive learning environment
- Pupils make very good progress and achieve high standards, especially in literacy and numeracy, by the time they leave the school
- Teaching is good overall, with particular strengths in the teaching of the youngest and oldest pupils.
- The school promotes very good attitudes to learning, resulting in very good behaviour, relationships and personal development
- It has established a very effective working relationship with parents

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

- The governing body does not take an active enough part in planning the development of the school and keeping a check on how well it is working.
- Too little is done to promote pupils' awareness of the cultural and ethnic diversity of British society.

*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 last inspected in May 1997. It has made very good progress since then. Standards in national tests and teachers' assessments have risen, so that they are high by the end of Year 6, compared with all schools nationally and with similar schools. The last inspection identified five ways in which the school needed to improve. These have all been successfully addressed. In particular, very good progress has been made in the provision for, and standards achieved in, information and communication technology.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key	
	all schools			similar schools		
	1998	1999	2000	2000		
English	D	A	A*	A*	well above average above average average below average well below average	A B C D E
mathematics	C	A*	A*	A*		
science	C	A*	A*	A*		

In the year 2000 national tests at the end of Year 6, standards were in the highest five per cent nationally in English, mathematics and science. At the end of Year 2 standards were very high in reading and average in writing and mathematics. Teachers assessed standards in science as very high. The trend in improvement in national test results at the end of Year 6 over the past four years has been better than the nationally improving trend. Even though there was a very high proportion of pupils with special educational needs in the Year 6 pupils taking the tests in 2001 – almost half the year group – about three quarters of pupils reached nationally expected levels in English and mathematics and 95 per cent did so in science. Almost half the pupils did better than national expectations in all three subjects. These results show that the school is good at helping all pupils to achieve well, whatever their starting point. The inspection confirms that standards are high in English, mathematics and science by the end of Year 6. It also shows that standards in information and communication technology have improved very well since the last inspection. Although they were below national expectations then, they are now above average by the time pupils leave the school at the end of Year 6. The school sets challenging but realistic targets for pupils in English and mathematics and these are usually met and sometimes exceeded.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They are eager to learn and keen to do their best.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved in lessons, in the dining hall and in the playground. There has been just one exclusion from the school in recent times.
Personal development and relationships	Relationships are very good. Staff set a very good example to pupils and everyone gets along harmoniously. From their first days in school, children are encouraged to be independent and take responsibility.
Attendance	Satisfactory.

The very good relationships throughout the school help promote highly positive attitudes on the part of pupils towards their work and this helps them to achieve well.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception and Year 1	Year 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	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 good overall and this promotes good learning. The teaching seen during the inspection was never less than satisfactory. In most lessons it was good and the teaching in the Reception/Year 1 class and in the mixed Year 5 and 6 class was very good, promoting very good learning and leading to high standards. The teaching of literacy and numeracy seen during the inspection was good overall, and included some very good teaching in Reception/ Year 1 and in Year 5/6. The very good teaching in the Reception year is effective in helping the children progress very well from a generally low base on entry, so that they mostly reach the early learning goals by the time they go up to Year 1. Although the teaching in Year 2 is satisfactory overall, some lessons lack briskness and pace and pupils spend too much time sitting still and listening, so that some become restless. The school meets very well the needs of all its pupils, including those who have special educational needs and those learning English as an additional language.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum helps promote high standards. The National Curriculum and religious education are taught in accordance with national guidance, giving appropriate emphasis to literacy and numeracy. The curriculum is enriched by regular visits for all classes. Pupils have many good opportunities to take responsibility, for example through membership of the school council and as house captains and prefects.
Provision for pupils with special educational needs	Good. The school has a higher than average proportion of pupils with special educational needs and they are helped to have full access to the curriculum and make good progress towards the targets very thoughtfully set for them.
Provision for pupils with English as an additional language	Good. The few pupils learning English as an additional language are well supported by a visiting specialist teacher, by class teachers and by support staff, so that they have full access to the curriculum and make good progress
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. The school prides itself on the effective promotion of pupils' spiritual, moral and social development. Too little is done to promote pupils' awareness of the ethnic and cultural diversity of British society.
How well the school cares for its pupils	Arrangements for pupils' health and safety are good and a concern about this identified at the last inspection has been fully addressed. There are satisfactory child protection procedures.

Parents and carers have very positive views of the school. They are well involved in the work of the school, for instance making 'story sacks' to encourage the youngest children in their reading.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear understanding of the priorities for school improvement. Together with the new deputy headteacher, she gives a firm steer to the school's work and a clear sense of educational direction.
How well the governors fulfil their responsibilities	Unsatisfactory. The governors are rightly very proud of the school and supportive of it. But they play too little part in planning for school improvement and checking its work. This weakness was identified at the time of the last inspection.
The school's evaluation of its performance	Good. The headteacher carefully studies the school's performance in national and other tests to see what lessons can be learnt. The quality of teaching is thoroughly and regularly checked.
The strategic use of resources	Good. The school uses its money wisely to provide good quality and up-to-date learning resources, for example high quality computers for the teaching and learning of information and communication technology. Good care is taken to secure good value for money in obtaining goods and services.

## 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>• The school expects their children to work hard and do their best</li> <li>• The school is very approachable</li> <li>• The school is well led and managed</li> <li>• The teaching is good</li> <li>• Their children like school</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons</li> </ul>

The inspection supports parents' and carers' positive views. It finds that there is a satisfactory range of appropriate activities outside lessons, such as football, cross-country running, athletics, basketball and netball.

## OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

*The contractor appointed by OFSTED for this inspection was The Cambridgeshire Partnership, Suites 1 and 2, St John's Court, East Street, St Ives, Cambs. PE27 5PD.*

*Any comments, concerns or complaints about the inspection or the report should be made to the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to: The Complaints Manager, Inspection Quality Division, The Office for Standards in Education, Alexandra House, 33 Kingsway, London WC2B 6SE.*

## **PART B: COMMENTARY**

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

**It is well led by a very effective headteacher, who has established a very positive learning environment.**

1. The headteacher has a very clear understanding of the strengths of the school and the priorities for development. The school has an appropriate set of aims, which focus on the creation of an orderly, pleasant, caring atmosphere and fostering individual development and learning, whilst ensuring that each child feels accepted and secure. These aims are effectively met. The school provides a caring and stimulating learning environment in which pupils are at ease. Good attention is paid to their personal development, and very good records of personal development are maintained. There is a good system of behaviour management, incorporating clear procedures for rewards, incentives and sanctions. The school council gives pupils appropriate opportunities to discuss and air their views on a wide range of issues. There are many good opportunities for pupils to take initiative and shoulder responsibilities. For example, in Year 6 there are prefects and house captains and in Year 5 pupils act as “special friends” to younger pupils.
2. The headteacher is active and effective in checking on the school's performance. Children's attainment on starting school is carefully assessed and their strengths and weaknesses are helpfully identified from their first days in school. Some good liaison with pre-school providers helps the school to get an early understanding of what the children can do. National test results are closely analysed to identify strengths and weaknesses in pupils' learning, especially in Years 2 and 6. Attendance data are analysed in a drive to improve attendance. The headteacher monitors all teachers' planning, checking for full coverage of the National Curriculum in all subjects and the smooth progression of pupils' learning as they move up through the school from one year to the next. Subject leaders also play an appropriate part in checking colleagues' planning. The headteacher operates an effective programme of classroom observations, through which she monitors and evaluates the quality of teaching. Helpful feedback is given to teachers on the strengths and weaknesses of their teaching. This programme of monitoring is a significant factor in the good quality of teaching and learning found at the school. In addition to the formal programme, the headteacher carries out informal monitoring on a daily basis, as she “drops in” to lessons and joins pupils in their work. This was seen, for example, in a numeracy lesson in the Reception/Year 1 class during the inspection. Pupils' work is regularly analysed by subject leaders and the information gained is helpfully reported to the headteacher and to class teachers.
3. In close co-operation with her colleagues, the headteacher has produced a good school development plan. This identifies clear and appropriate priorities for school improvement.

**Pupils make very good progress and achieve high standards, especially in literacy and numeracy, by the time they leave the school.**

4. Standards in literacy and numeracy are high by the time pupils leave the school at the age of 11. This represents very good progress, because, when they start school, children's attainment in communication, language and literacy and in mathematical development is lower than that usually found nationally at this age. In the year 2000, overall standards reached by pupils at the end of Year 6 were among the highest five per cent nationally and they were also very high compared to similar schools. In 2001, even though almost half of the pupils had special educational needs, three quarters of pupils reached nationally expected levels in English and mathematics, and nearly half exceeded the national expectation. The inspection confirms that standards are high. By the end of Year 6, most pupils spell accurately and make good use of punctuation. They have a clear understanding of the distinction between singular and plural, for example, and the difference between active and passive verbs. They make appropriate use of colons, semi-colons and apostrophes. In mathematics, most pupils can accurately handle mixed numbers and improper fractions. They work out, for example, that  $3\frac{1}{4}$  is the same as thirteen quarters. They work out percentages and can give percentage and fraction equivalents, for example,  $\frac{1}{4} = 25$  per cent. Pupils know about the mean, median and mode as ways of finding an average.
5. At the time of the last inspection, standards in information and communication technology (ICT) were below expectations by the end of Year 6. A key issue of the inspection was to raise standards. Since then, there has been a very good improvement in the provision for ICT. A new computer suite has been created in the library and there is a good supply of up-to-date computers and printers. Standards have risen, so that most pupils' skills exceed national expectations by the time they leave the school at the age of 11. Good use is made of ICT to support pupils' learning in other subjects of the curriculum, for example in science, as Year 6 pupils plot and print out graphs to show shadow lengths in connection with their work on light.

**Teaching is good overall, with particular strengths in the teaching of the youngest and oldest pupils.**

6. The good teaching pupils receive is a decisive factor in promoting high standards by the end of Year 6. The teaching seen during the inspection was very good in the mixed Reception/Year 1 class and in Years 5 and 6. In Years 3 and 4 teaching was good and in Year 2 it was satisfactory. The very good teaching in the first class means that children get off to a very good start. They make very good progress, so that, although they start from a generally low base, by the end of their reception year they reach the early learning goals in all the areas of learning for children under five, and some exceed them. The teacher helps the youngest children have a good understanding of their own learning. She sets out clearly what the learning targets are for the lesson and draws these to the children's attention at the start. Lessons are very well planned. For example, a numeracy lesson observed was carefully based on national guidance. It was appropriately planned to have a good balance between three distinct parts – a whole-class introduction, followed by group activities and a whole class discussion at the end. Group activities are carefully matched to the needs and capabilities of the different groups of children, so that the needs of all are well met - boys and girls, those who find learning more difficult and those for whom English is an additional language. The class is very well managed and controlled, with a firm but fair and kindly approach which is very effective in ensuring that the children behave well, sit sensibly and listen carefully in whole-

class work. In the top class, pupils are very well managed. The teacher explains things very clearly. This was seen, for example, in an English lesson where the teacher gave a very clear explanation of how to identify different points of view in a text being studied, and of how some Indian words have become part of the English language, such as veranda, gymkhana and jodhpurs. Lessons get off to a very snappy start and proceed at a good brisk pace. This has the effect of stimulating pupils' interest and making them pay close attention and work hard. Again, the purposes of lessons are shared with pupils at the outset, giving them a good understanding of their own learning. The teacher's good subject knowledge is evidenced in very good, clear explanations and demonstrations, for example as pupils are introduced to the concept of probability.

### **The school promotes very good attitudes to learning, resulting in very good behaviour, relationships and personal development**

7. At the meeting for parents held before the inspection, parents were very clear that the school promotes good attitudes and values and provides a nice family atmosphere in which all are valued and respected, regardless of gender, ethnicity or ability. Parents responding to a questionnaire sent home before the inspection felt strongly that the school helps their children to become mature and responsible. The inspection confirms this. In all the lessons seen, attitudes and behaviour were at least good and in the top class they were very good. Pupils get on very well together and follow the very good example set by the headteacher and all who work at the school, in treating everyone with courtesy, friendliness and respect. At lunch times good relationships are successfully fostered by the school's very good systems which ensure that pupils sit together in "family" groups, of mixed ages. In Year 5 there is a very good system for pupils to befriend younger members of the school. In Year 6, pupils take on the responsibilities of house captains and prefects. Personal, social, health and moral education lessons, including sex education, make a very important contribution to pupils' personal development. In this Catholic school, religious education plays a central part in helping pupils develop positive attitudes and values. Pupils interviewed were very clear that people get on well together and that there is no bullying. They have confidence that they could get any help they need in dealing with a problem in school by speaking to the headteacher or another member of staff that they trust. The inspection confirms pupils' confidence in this.

### **The school has established a very effective working relationship with parents**

8. Parents responding to the questionnaire felt strongly that the school works closely with them. They all felt that they would be comfortable approaching the school with questions or concerns and most felt that they were well informed about their children's progress. At the pre-inspection parents' meeting they spoke warmly of the school being very welcoming. They feel that the school communicates well with them and tries hard to involve them in their children's learning and the life of the school, although many parents lack confidence and this inhibits their involvement. Reports in the summer term are very good - informative, accurate and detailed. Teachers communicate with parents on a regular, daily basis through homework diaries and reading record books. The school is very open to parents, who are welcome to make visits or telephone calls at any time. They find the school very approachable. The inspection confirms that the partnership between parents and the school is a very strong one. Teachers are always available to speak to parents at the end of each day. A number of parents are very pleased to be involved in

making “story sacks” for the youngest children to take home to encourage them in reading and talking about books and stories with their parents and carers. Parents are made very welcome at school assemblies and performances and many attend with enthusiasm. They are encouraged to work as volunteers in school and the school sets aside a parents’ room in which they can meet and prepare their work. The school has adopted the very helpful practice of sending a questionnaire to parents every other year to canvas their ideas about the school and ways in which it could improve.

## **WHAT COULD BE IMPROVED**

### **The governing body does not take an active enough part in planning the development of the school and keeping a check on how well it is working.**

8. At the time of the last inspection, the governing body had too little involvement in determining the educational direction of the school and in monitoring its work. This has remained essentially unchanged. Governors rightly have great confidence in the headteacher and her staff. They leave most of the identification of priorities for school improvement to her, and become involved only at the end of the process, when they consider and approve the draft school development plan and budget. There are too few links between subjects and aspects of the school’s work and individual members of the governing body. Governors do not make planned information gathering visits into school on a regular basis and they take too little responsibility for school improvement planning. They are not involved closely enough in monitoring and evaluating the school’s performance. The governing body has drawn up a good development plan, identifying a number of ways in which their involvement in long term planning and maintaining a check on the school could be improved. However, this plan, produced in the year 2000, has not yet been implemented.

### **Too little is done to promote pupils’ awareness of the cultural and ethnic diversity of British society**

9. St Joseph’s is a school in which few minority ethnic groups are represented and there are few ethnic minorities in the area. This puts a particular responsibility on the school to promote understanding of the cultural and ethnic diversity of the wider society. Through their studies in various subjects, particularly religious education and geography, pupils gain insights into some of the customs and beliefs of other faiths and cultures. There has been some good work on a range of different faiths in assemblies, for example in Year 2, and this has led to some good display work. But pupils’ understanding of the multi-cultural, multi-ethnic nature of British society is too limited. A group of the oldest pupils interviewed during the inspection had very little understanding of the nature and ways of some of the main minority ethnic groups present in our society. They had clearly learned something about Islam, Sikhism and Hinduism, but it was worrying that they knew so little about the way of life of Traveller families, especially since Travellers make up a significant minority of the school’s population at certain times of the year.

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

10. In order to improve the quality of education provided, the governing body, headteacher and staff should now:

- (1) Implement in full the governing body's action plan so as to improve governors' involvement in strategic planning and in monitoring and evaluating the work of the school. (paragraph 8).
- (2) Put in place planned strategies to actively promote pupils' awareness of the cultural and ethnic diversity of British society. (paragraph 9).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

11

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

10

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	6	2	0	0	0
Percentage	0	18	64	18	0	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than nine percentage point[s].*

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	Y R - 6
Number of pupils on the school's roll (FTE for part-time pupils)	0	100
Number of full-time pupils known to be eligible for free school meals	0	30

*FTE means full-time equivalent.*

#### Special educational needs

	Nursery	Y R - 6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	26

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	7

## **Attendance**

### **Authorised absence**

	%
School data	6.3
National comparative data	5.2

### **Unauthorised absence**

	%
School data	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 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	3	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	12	14
Percentage of pupils at NC level 2 or above	School	100 (75)	86 (69)	100 (88)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	13	13	14
Percentage of pupils at NC level 2 or above	School	93 (75)	93 (88)	100 (88)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	8	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	14	13	14
Percentage of pupils at NC level 4 or above	School	100 (93)	93 (100)	100 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	11	12
Percentage of pupils at NC level 4 or above	School	86 (87)	79 (87)	86 (87)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year. The numbers of boys and girls achieving National Curriculum Level 2 and 4 have been omitted because there were fewer than 11 girls at Key Stage 1 and fewer than 11 boys and girls at Key Stage 2.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	97
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		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
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: Y R - 6**

Total number of qualified teachers (FTE)	6.4
Number of pupils per qualified teacher	16
Average class size	20

#### **Education support staff: Y R - 6**

Total number of education support staff	4
Total aggregate hours worked per week	50

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/2001
	£
Total income	301833
Total expenditure	316796
Expenditure per pupil	3167.96

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	100
Number of questionnaires returned	27

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	63	33	0	0	0
Behaviour in the school is good.	59	37	4	0	0
My child gets the right amount of work to do at home.	56	41	4	0	0
The teaching is good.	78	22	0	0	0
I am kept well informed about how my child is getting on.	70	22	0	0	7
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	89	11	0	0	0
The school works closely with parents.	74	19	0	0	7
The school is well led and managed.	78	22	0	0	0
The school is helping my child become mature and responsible.	70	22	0	0	4
The school provides an interesting range of activities outside lessons.	37	30	11	4	19