

INSPECTION REPORT

WILLIAM FORD C of E JUNIOR SCHOOL

Dagenham, Essex

LEA area: Barking

Unique reference number: 101234

Headteacher: Ms. C Robinson

Reporting inspector: Mrs S D Morgan
1355

Dates of inspection: 15-16th October 2001

Inspection number: 195278

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary aided
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Ford Road Dagenham Essex
Postcode:	RM10 9JS
Telephone number:	020 8270 6582
Fax number:	020 8270 6585
Appropriate authority:	The governing body
Name of chair of governors:	Mr. Ian Rogers
Date of previous inspection:	June 1997

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
1355	Mrs S D Morgan	Registered inspector
9400	Mrs P Adenwalla	Lay inspector
23487	Mrs P Kitley	Team inspector
27654	Mrs R Scahill	Team inspector

The inspection contractor was:

e-Qualitas Limited
Langshaw
Pastens Road
Limpsfield Chart
Oxted, Surrey
RH8 0RE

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that 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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

William Ford is a large Church of England Voluntary Aided junior school. It has 332 pupils on its roll, aged 7 to 11, and is oversubscribed. The number of boys and girls is similar, although there are more boys than girls in Year 4 and more girls in Year 5. Pupils come from a range of ethnic backgrounds, although most are white. No pupils speak English as an additional language. Pupils are mostly from average or below average socio-economic backgrounds. Just over 25 per cent of pupils are entitled to free school meals, which is above the national average. The current attainment of pupils on entry to the school is below average. The proportion of pupils who have special educational needs, at almost 27 per cent, is broadly in line with the national average. Around two per cent of the pupils, an average proportion, have statements of special educational need. Most pupils' special needs relate to learning, speech or communication difficulties, although a small number have emotional and behavioural problems or physical disabilities. William Ford has been a Beacon School and is part of an Education Action Zone. It is also taking part in a range of local and national initiatives, such as being a member of the Numeracy Task Force and a steering group member of the National Literacy and Numeracy Strategy.

HOW GOOD THE SCHOOL IS

This is a very effective school. Relationships are excellent and staff and pupils work very hard. The leadership and management of the school are excellent and promote standards in English, mathematics and science that are well above average by the time pupils reach the age of eleven. The quality of teaching is very good, with particular strengths in Year 6 and in English, mathematics and science. Teachers make very good use of information about how pupils are getting on to help them plan their work. This enables pupils to achieve very well as they progress through the school. The school provides very good value for money.

What the school does well

- Pupils achieve particularly well in English, mathematics and science, and standards in national assessments for pupils at the end of Year 6 are well above average.
- Dynamic leadership and excellent management by the headteacher, supported by governors and senior managers promote continuous improvement, high standards of achievement and the personal development of pupils.
- Teaching is very good with particular strengths in Year 6 and in English, mathematics and science.
- Relationships are excellent. The school is very successful in developing pupils who are mature, well behaved and who want to do well.
- The school works very hard to develop a strong partnership with parents.

What could be improved

- The use of information and communication technology (ICT) does not fully meet National Curriculum requirements. Currently pupils have insufficient opportunities to use and apply their ICT skills in a number of subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in 1997 it was judged to have many strengths. Since then it has made very good improvement. Strengths identified in the last inspection have been maintained or built upon. For example, teachers make very good use of assessment information and standards achieved by pupils have shown continued improvement. The quality of teaching has improved with a significantly higher proportion of lessons being good or better. This is having a positive impact on standards.

The key issues from the last report have been systematically dealt with. For example, teachers provide a range of opportunities to extend pupils' speaking skills both in class and in assemblies, encouraging use of a wide range of vocabulary. Strenuous efforts have been made to improve attendance rates. These have met with some success, although the school continues to seek further improvement.

Staff work as a closely-knit team and morale is high. The school continues to strive for improvement in all aspects of its work and is very well placed to improve further.

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			
	all schools			similar schools
	1999	2000	2001	2001
English	A	B	A	A*
mathematics	A	A	A	A*
science	A	A	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Results in the national tests at the end of Year 6 showed continued improvement in 2001. In the three core subjects of English, mathematics and science results were well above average. Results have been consistently above or well above average for the last five years. Compared to schools with a similar proportion of pupils known to be eligible for free school meals results were in the highest five per cent nationally in English and mathematics and well above average in science. Standards improve as pupils move through the school, from below average on entry to well above average by the time they are eleven and pupils achieve very well. The school's targets for future results at the end of Year 6 are appropriate and based on careful analysis of the school's assessment of what pupils have achieved so far. In 2001 the school exceeded its targets in English and mathematics.

Standards of current work in English, mathematics and science are well above average. There is evidence of good standards in almost all other subjects and pupils achieve very well. For example, in art pupils produce drawings, paintings and ceramics of high quality. Pupils develop very good research skills in history by studying the local area and the school's links with its Victorian benefactor William Ford. In ICT current standards are below average, although there is evidence of improvement. Throughout the school, the presentation of pupils' written work is very good and this has a positive impact on the standards achieved.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils very positive attitudes make a significant contribution to their learning. They enjoy their lessons, work very hard, and enthusiastically answer questions in class.
Behaviour, in and out of classrooms	Very good. Pupils are very courteous to each other and adults. They show respect for the school environment and handle equipment with great care. One pupil was permanently excluded in the past year despite the school's strenuous efforts to resolve the difficulties.
Personal development and relationships	Relationships throughout the school are excellent. Pupils have a high level of respect for their teachers. They listen to each others views, work co-operatively, and readily help each other in all aspects of school life. For example, older pupils help younger children with their reading.
Attendance	The school has worked hard to improve attendance. However, the rate of attendance remains below the national average. This is mainly due to the high number of family holidays taken during the school term. For example, 30 holidays were recorded during the first six weeks of term and plans for a further 21 have been notified.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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 improved since the last inspection. Almost all of the lessons observed were good or better and a significant proportion were very good or excellent. Teaching was most effective in Year 6 because teachers had an excellent rapport with pupils and subject expertise was used very effectively. For example, the specialist teaching of subjects such as art, science and physical education has a positive effect on pupils' learning.

The teaching of English, mathematics and science was very good. Teachers had high expectations of pupils and activities were carefully planned. Throughout the school teachers' very good subject knowledge enabled pupils to develop their skills and understanding and make very good progress. Relationships between staff and pupils were excellent and teachers organised and managed their classes very well. This resulted in pupils using time effectively and concentrating on their work. Teachers knew pupils very well and planned work which was carefully matched to pupils' needs. This enabled pupils to achieve very well and make consistent progress. A particular strength was the focus in lessons on the development and application of pupils' literacy and numeracy skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very well planned, broad and balanced curriculum. The consistent application of literacy and numeracy skills in other subjects has a positive effect in maintaining high standards. A very good range of activities outside of lessons, together with educational trips and visitors to the school enriches pupils' experiences. However, a weakness is the insufficient use of ICT in other areas of the curriculum.
Provision for pupils with special educational needs	Good. Provision is well organised. Good teamwork between teachers and support staff ensures that pupils receive effective support and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The Christian ethos of the school creates a climate which helps pupils know right from wrong and develop self-respect and confidence. Very good provision for spiritual development is made both in assemblies and throughout the curriculum.
How well the school cares for its pupils	The school cares for its pupils very well and fosters a safe and calm learning environment. Teachers make very effective use of information on how well pupils are progressing to plan future work. Information is used well to identify strengths and set targets to raise standards further. A range of measures are in place to promote good attendance and dissuade parents from taking holidays in term time.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior management team provide excellent leadership. Very effective procedures are in place to develop both pupils and staff to their full potential. Year group leaders and subject co-ordinators support their colleagues well, so the whole staff is committed to raising standards further.
How well the governors fulfil their responsibilities	Governors are very well informed and supportive. They have a clear understanding of the school's strengths and areas for development. They fulfil their statutory duties very well in almost all respects and make a significant contribution to the school's success.
The school's evaluation of its performance	Excellent. Rigorous monitoring and evaluation of teaching and learning has led to consistent improvement in both standards and pupils' personal development.
The strategic use of resources	The school makes very good use of its funding. Day-to-day management is efficient and effective. Staffing, accommodation and learning resources are good. The use of resources is particularly well managed. Principles of best value are well applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school and make good progress.• Behaviour is good and children are helped to become mature and responsible.• Teaching is good and children are expected to work hard and achieve their best.• The school is well led and managed and parents feel comfortable about approaching the school with a question or a problem.• The school works closely with parents and keeps them well informed about their children's progress.• The school provides an interesting range of activities outside lessons and children get the right amount of work to do at home.	<ul style="list-style-type: none">• No significant issues were raised.

Parents expressed great satisfaction with what the school provides and what their children achieve. The inspection team agrees with parents' positive views.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve particularly well in English, mathematics and science, and standards in national assessments for pupils at the end of Year 6 are well above average.

1. By the end of Year 6, pupils achieve standards in English, mathematics and science that are that are well above the national average. When compared with those achieved by similar schools standards are very high in English and mathematics and well above average in science. The curriculum is very well planned and this has a positive impact on standards. Very good use is made of support staff. Teachers ensure that the support staff are well prepared and this enables them to make a significant contribution to pupils' learning. Arrangements such as "Booster classes" and setting ensure that work is set to meet the needs of all and this enables pupils to achieve very well.

2. Pupils show great enthusiasm for English. Since the last inspection the school has adopted the local education authority literacy scheme. As a result staff have developed greater confidence in their subject knowledge. Traditional folk tales, fairy stories, poetry, Dickens, Shakespeare, the Bible as well as high quality contemporary fiction are used to stimulate pupils' own writing. By the end of Year 6, pupils of all abilities use punctuation, paragraphing and sentence construction effectively to produce interesting pieces of writing. Higher attaining pupils use a wide range of vocabulary to create humour and interest in their writing. Lower attaining pupils are well supported and express their ideas clearly. Handwriting is good throughout the school and pupils take great pride in the presentation of their work. Helpful advice is provided for parents on how to support pupils' literacy development at home and this is helping to raise standards further. Pupils enjoy reading and use a range of skills which help them to read with fluency and accuracy. Less fluent readers are very well supported by more confident readers in sessions which are run during the lunchtime. A rich and stimulating learning environment is provided throughout the school with a wide range of good quality books in the library and in all classrooms.

3. Pupils do not come into the school as confident speakers, but since the last inspection the school has used a wide range of opportunities to promote speaking and listening skills. Throughout the school teachers plan and assess a range of activities that build pupils' confidence within groups, in class and in front of a larger audience. For example, pupils are encouraged to demonstrate or speak about particular things they can do such as write poetry, play a musical instrument or be a goalkeeper. Pupils' listening skills develop well. Teachers have high expectations and ensure that pupils answer questions using full sentences and listen carefully to the contributions of others. Pupils' literacy skills are applied well in other subjects such as history. Pupils carry out research, for example, looking at how the Victorians were responsible for the development of art galleries. Pupils' use of specialist subject language is developed systematically and there are good displays of key words for subjects such as science and mathematics. Pupils understand and use terms such as plan and elevation, or dissolve and solute.

4. In Year 6, standards in mathematics are well above national expectations with a significant proportion of pupils working at the higher level 5. In Years 4 to 6 pupils are placed in ability groups and this has a positive impact on standards achieved. The school has adapted and augmented the mathematics scheme developed by the local authority. Work is very well planned to meet the needs of all pupils, particularly the higher attainers. Pupils use mathematical vocabulary confidently. They have good understanding of place value and use a range of strategies for calculations. In lessons, they are encouraged to explain their ways of working with the rest of the class. Younger pupils know their tables well. The recently introduced incentives of badges and certificates have proved to be very effective in encouraging pupils to learn their tables. Standards of presentation in pupils' work are very good throughout the school. Younger pupils are taught to set out and organise their work and Year 6 pupils work confidently and accurately using ink. Pupils have a good understanding of mathematical symbols

and are able to use a wide range of mathematical vocabulary with confidence. Older pupils apply their mathematical thinking to solve a good range of mathematical problems.

5. Pupils make very good progress with all aspects of science and achieve very well. The science curriculum is very well planned and good use is made of a specialist room for investigations. Pupils confidently make predictions and older pupils have a clear understanding of how to carry out a fair test. They systematically plan investigations and consider the range of equipment that they will need. Written work and diagrams are neatly presented. For example, pupils use accurate symbols when drawing electrical circuits, and tables are used to record predictions and results. Pupils apply their mathematical skills well when recording their science work. For example, higher attaining older pupils consider the most appropriate type of graph to use when illustrating their results. They also understand the need to carry out an investigation a number of times to check the reliability of results. Sensible conclusions are drawn from investigations and they are able to record results using line graphs. Pupils demonstrate good knowledge, for example that certain materials are better suited for a specific purpose. They use a range of specialist vocabulary such as upthrust and Newton with confidence.

Dynamic leadership and excellent management by the headteacher, supported by governors and senior managers promote continuous improvement, high standards of achievement and the personal development of pupils.

6. Dynamic leadership and excellent management by the headteacher very effectively promote the aims of the school. She maintains a strong focus on continuous improvement in all aspects of the school's work, valuing the range of contributions from all members of the school community including governors and parents. The headteacher, senior managers and governors have been very successful in developing an ethos which is very caring and supportive and where the best is expected of everyone. A professional team has been built up which has a shared view about the educational direction of the school and staff work together as a closely-knit team. The school is self-critical and is always looking to identify areas which can be improved. Systematic evaluation of the quality of teaching and learning is undertaken and there is excellent delegation of management responsibilities. Consistent monitoring and evaluation is viewed by staff as being helpful in developing their skills and promoting better learning.

7. Senior managers work very effectively with their year teams. Regular meetings review aspects of the curriculum, pupils' attainment and the professional development of staff. Subject co-ordinators monitor standards and there is systematic scrutiny of pupils' work to identify areas of strength and aspects which require improvement. This leads to shared expectations amongst staff, for example, in the approach to marking and the presentation of pupils' work. The school has very comprehensive records of pupils' achievements. A systematic approach to the use of data from regular tests is used to help teachers plan their work. Results are analysed effectively, so that pupils making insufficient progress can be identified and areas of weakness in a subject can be dealt with by teachers. Class teachers meet termly with the headteacher to discuss the progress of each pupil and targets are set in English and mathematics. These factors make a significant contribution to the raising of standards.

8. Governors work closely with the headteacher and are very supportive. A number are often in school, for example helping in the library, and they know staff and pupils well. Governors are regularly provided with a wide range of data by the headteacher. As a result of their involvement governors are able to review developments and ask searching questions. For example, when the new scheme of work for numeracy was introduced governors sought assurance that the work provided sufficient challenge for the most able pupils.

Teaching is very good with particular strengths in Year 6 and in English, mathematics and science.

9. Teaching has improved since the last inspection. Almost all of the lessons observed were at least satisfactory. Over nine out of ten were good or better and almost a third were very good or excellent. Teachers have high expectations. They show high levels of motivation and are very enthusiastic about their work. The headteacher has been very successful in ensuring that a good range of teaching skills and expertise is available within the school. Staff are encouraged to develop their skills and expertise and they regularly discuss their planning both within year groups teams and when reviewing subjects throughout the school. Teachers have very good levels of subject knowledge and, where expertise requires further development, for example in aspects of ICT, a well-planned programme of training is taking place. Teachers are effectively deployed, for example, to provide specialist teaching of art, science and physical education to pupils in Year 6. These factors are contributing to the continued improvement in standards. The work in pupils' books indicates that the quality of teaching is consistently very good, and this leads to pupils achieving very well over time. Parents commented very positively about the quality of teaching and the dedication of staff.

10. The planning of work is a particular strength and a broad range of activities is planned. Teachers in the same year group plan together and there is a strong emphasis on ensuring that pupils apply their literacy and numeracy skills to all areas of the curriculum. This is a particular strength in Year 6. Mathematics teaching is very good throughout the school because lesson planning is very detailed and precise. This ensures that all aspects of the work are covered and that new areas of work build systematically on pupils' previous learning. Work is well planned to meet the needs of pupils with special educational needs. Targets on individual education plans are clear and used by staff. The results of previous assessments are used effectively by staff to identify aspects of pupils' skills and knowledge which require further development and to set individual targets for improvement. Teachers make very good use of support staff and ensure that they are well briefed. Their work is thoroughly planned and this makes a significant contribution to pupils' progress.

11. Teachers ensure that pupils have a clear understanding of what they have to do and the time they have to complete the work. This means that very effective use is made of time, particularly during practical activities. For example, in a science lesson, when pupils were looking at the factors that influenced the speed at which sugar dissolved in water, they were aware of how much time was available, the need to record their findings and then report them to the class. Teachers create a positive learning atmosphere, they are encouraging and they recognise pupils' achievements. This develops pupils' self-confidence. For example, in a number of lessons teachers celebrated the use of interesting or adventurous vocabulary and well considered answers to questions. In all of the English lessons observed teachers concentrated on reinforcing pupils' knowledge of basic skills, stretching their thinking beyond the first response and setting high standards for written work. In discussions, Year 6 pupils said that teachers expected them to work hard and that teaching was good. They also said that their work was marked regularly and this enabled them to know how they were doing.

12. In the most effective lessons, the teacher's enthusiasm for the subject was clearly conveyed to pupils. For example, in a Year 6 English lesson discussion took place on how an author such as Bill Naughton creates interesting characters, like Spit Nolan. New vocabulary was then discussed and pupils enthusiastically suggested alternative words to describe the character. This led to pupils using a wide range of vocabulary and making very good learning gains. The teaching was very good because activities were stimulating and well planned. The emphasis placed on extending pupils' vocabulary in subjects such as mathematics and science is also a strength and helps raise standards.

13. Very good questioning in mathematics and science lessons leads to all pupils being fully involved and making good learning gains. A further strength of teaching is the consistently high standard of

marking that is evident in pupils' books. Work is marked regularly with helpful comments, celebrating what is good and making suggestions on what could be improved. A number of teachers also pose questions for pupils. For example, in one science book the teacher wrote, "What do your conductor predictions have in common?" Pupils then write replies to the questions set which leads them to think more deeply about their work and consider what they have learned.

Relationships are excellent. The school is very successful in developing pupils who are mature, well behaved and who want to do well.

14. Relationships within the school are excellent. The strong Christian ethos of the school encourages a high level of care and respect for others. All adults provide very good role models and know the pupils very well. This helps pupils develop positive attitudes towards their learning and achieve very well. As they progress through the school pupils become increasingly confident when dealing with adults. In discussions, pupils said that they liked school. Parents expressed the view that the clear structure and rules enabled their children to know what is expected and settle in well.

15. Pupils behave very well, both in lessons and around the school. They are attentive in class and follow instructions well. Pupils show considerable responsibility when collecting resources and use them with great care and respect. They work very well individually, in groups and in pairs. Pupils support each other, for example, older pupils working with younger less confident readers. In lessons, pupils show high levels of motivation and enthusiasm and want to succeed. Outside of lessons they show considerable care for others and behave sensibly at playtime and when walking around the school. These very good attitudes have a positive impact on learning.

The school works very hard to develop a strong partnership with parents.

16. Parents commented positively about the quality and range of information they receive. They said that the school provides regular information about what is being studied, together with suggestions about suitable books and places that can be visited. Parents of children new to the school commented that the induction process is very good and helps their children settle in quickly. Parents felt that the school works closely with them and staff could be contacted quickly. For example, staff accompany pupils to the gate at the end of each school day and are available for discussion. Parents said that the school listens if they have a problem.

17. The headteacher believes that parents are partners and this is clearly reflected in the school's approach to all communication and interaction. Parents are encouraged to attend assemblies and music activities and to support pupils' learning through activities such as attending "Booster groups" in school and working with their children at home. The school works tirelessly to encourage parents to send their children to school regularly, emphasising the importance of consistent attendance. Whilst it has met with some success a significant number of parents continue to take their holidays during term time and this is a concern for the school as it disrupts pupils' learning.

WHAT COULD BE IMPROVED

The use of information and communication technology (ICT) does not fully meet National Curriculum requirements. Currently pupils have insufficient opportunities to use and apply their ICT skills in a number of subjects.

18. All classes are now following a scheme of work which covers National Curriculum requirements. However, pupils have not yet covered all of the elements required, for example in control and do not achieve as well as they should. The school has identified ICT as an area requiring improvement and an appropriate action plan has been put in place.

19. Discussions with pupils indicated that they do use computers consistently to support their work in other subjects. There was limited computer use in pupils' previously completed work and overall pupils have been provided with insufficient opportunities to develop and apply the necessary skills in a range of applications.

20. The whole-class lessons which were observed in the computer suite indicated that pupils are now producing some promising work. For example, pupils looked at professionally produced posters about firework safety and considered what makes an effective poster. They then discussed possible designs for posters. Pupils were able to apply a range of skills such as using word art, graphics and importing images to create effective posters. Older pupils have also used programs such as PowerPoint to produce presentations with a range of information for pupils who will be joining the school. However, during the inspection, pupils made little use of computers in classrooms to apply the skills demonstrated in whole-class lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. In order to raise standards further, the governors, headteacher and staff should:

- (1) improve the teaching of ICT throughout the school by:
 - continuing with the planned developments for staff training and improvement to equipment;
 - fully implementing the scheme of work to ensure coverage of National Curriculum requirements;
 - ensuring that teachers plan for the consistent use of the computers currently available in classes.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	13	1	1	0	0
Percentage	5	27	59	5	5	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 four percentage points. Percentages may not add to 100 due to rounding.

Information about the school's pupils

Pupils on the school's roll

	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	332
Number of full-time pupils known to be eligible for free school meals	83

FTE means full-time equivalent.

Special educational needs

	Y3 – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	88

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	6.2
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 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	35	45	80

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	30	33
	Girls	41	42	44
	Total	70	72	77
Percentage of pupils at NC level 4 or above	School	88 (87)	90 (90)	96 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	29	31
	Girls	39	41	40
	Total	67	70	71
Percentage of pupils at NC level 4 or above	School	84 (84)	88 (88)	89 (95)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	13
Black – African heritage	20
Black – other	10
Indian	
Pakistani	1
Bangladeshi	
Chinese	
White	288
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	14.2
Number of pupils per qualified teacher	26.4
Average class size	28

CHECK ABOVE FIGURES

Education support staff: Y3 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	125

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2.2

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.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	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.

Financial information

Financial year	2000/2001
----------------	-----------

	£
Total income	736,726
Total expenditure	689,245
Expenditure per pupil	2,104
Balance brought forward from previous year	14,052

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	332
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	21	4	0	0
My child is making good progress in school.	75	25	0	0	0
Behaviour in the school is good.	81	17	0	0	2
My child gets the right amount of work to do at home.	64	32	4	0	0
The teaching is good.	87	11	0	0	2
I am kept well informed about how my child is getting on.	70	26	2	0	2
I would feel comfortable about approaching the school with questions or a problem.	91	9	0	0	0
The school expects my child to work hard and achieve his or her best.	96	4	0	0	0
The school works closely with parents.	60	38	0	0	2
The school is well led and managed.	94	4	0	0	2
The school is helping my child become mature and responsible.	85	13	0	0	2
The school provides an interesting range of activities outside lessons.	58	32	0	0	9

Other issues raised by parents

Parents expressed great satisfaction with what the school provides and what their children achieve. At the parents' meeting and in questionnaire responses no significant issues were raised.

