

INSPECTION REPORT

ST ANTONY'S CATHOLIC SCHOOL

Woodford Green

LEA area: London Borough of Redbridge

Unique reference number: 102844

Headteacher: Chris Curtis

Reporting inspector: Brian Oppenheim
2686

Dates of inspection: 1 - 2 July 2002

Inspection number: 195825

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 category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Mornington Road Woodford Green Essex
Postcode:	1G8 0TX
Telephone number:	020 8504 4706
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. Peter Larkin
Date of previous inspection:	June 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 468 children altogether making it big for a primary school. The youngest children come to the nursery for just half a day and the oldest children are in Year 6. The school is the only Roman Catholic school in the area and takes children from right across the parish. The other important information about the school is that:

- the proportion of children who can have school meals free of charge is small;
- the proportion of children who have special learning needs is small;
- nearly all children come from white UK backgrounds and some also come from Black African, Black Caribbean, Chinese and Indian heritages;
- children start at St Antony's with better skills than expected.

HOW GOOD THE SCHOOL IS

St Antony's School gives children a very good education. By the time they leave the school children do very well in English, mathematics and science and nearly everyone reaches the standards expected by the government. Many children do even better. Teaching is very effective in helping children to achieve their potential and the headteacher gets the most out of everyone by making sure that the school is run very well. With the help of governors the school makes sure that it uses public money well to get the best out of all the children.

What the school does well

- Children achieve high standards in their work and they make good progress each year.
- Children are excited by learning because teaching is very good and teachers use imaginative ways of introducing work.
- Relationships between teachers, assistants and children are very good: this is another reason why pupils learn so well.
- The school has a strong ethos: it values and cares for children and makes sure they are well-behaved and polite to others.
- Assessment is used very well to plan work for children so that every child is given the support they need.

What could be improved

- Most of the teaching is very good but a few lessons are not as effective and children are not being stretched enough.
- Practical work in science is not as good as the high quality work in the other parts of science or as in other subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved very well since it was last inspected in June 1997. The important improvements are:

- standards have continued to improve because teaching is now much better;
- the school is bigger so that there are two classes in each year. This has solved the difficulties of having mixed-age classes;
- the opening of the nursery;
- the new room for teaching information and communication technology;
- extra playground space with help from the Friary.

The school has also dealt successfully with the areas picked out by the last inspection report. Children's work is well-planned; subject co-ordinators now play a stronger part in raising children's achievements; and parents are very much involved in the school.

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	
	1999	2000	2001	2001	
English	A	A	A	C	well above A average above B average C average C below average D well below E average E
mathematics	B	B	A	B	
science	B	A	A	B	

Children's achievements are high by the end of Year 6 and almost all of them achieve the standards that the government expects. You can see this in the table above. You can also see that compared with similar schools (this means schools that have a similar number of pupils as St Antony's eligible for school dinners free of charge) test results are a little lower: the results in mathematics and science are still better than those in similar schools but about the same in English. Another interesting fact is that over the last four years or so the school's results have improved at a faster rate than the national picture. A different way of looking at the Year 6 results is to compare them with the same children's earlier achievements in the Year 2 tests that they did in 1997. This shows that as children move through Years 3, 4, 5 and 6 they make very good progress with their learning: this is why they achieve well at the end of Year 6.

In a nutshell this means that children do very well by the end of Year 6 and that results improve each year. There is a bit of room to do even better but the school is not complacent and is improving results each year. The school has set sensible targets for the next few years. It is on track to achieve them and early indications of the 2002 tests suggest that more pupils are reaching the higher levels.

Children in Year 2 also do well and the results of the 2001 national tests in reading, writing and mathematics are high: standards in reading and writing are well above average and above average in mathematics. But the inspectors take more than the test results to check standards. What they found in lessons was that children achieve well in all the other things they do at school including the different subjects. They are particularly good at:

- reading and comprehension;
- writing for a wide range of different reasons;
- calculations in mathematics;
- presenting their work well;
- working hard and learning quickly.

Children in the nursery also achieve well and make good progress with their learning. This is why they start Year 1 with better than expected skills. Children are not as good at carrying out scientific experiments or writing longer pieces but they are still achieving quite well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Children are keen, interested and excited about learning.
Behaviour, in and out of classrooms	Very good. Children are very well behaved in lessons and in the playground.
Personal development and relationships	Very good. Children have a strong sense of what is right and what is wrong and sensitivity for others.
Attendance	Very good. Attendance is well above average and if children are away they always have a good reason.

Children's attitudes, behaviour, personal development, relationships and attendance are all very good. This is because the school's strong ethos encourages everyone to do their best.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	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 and learning are very good because:

- children are excited and interested by learning because teachers use imaginative ways of introducing work;
- teachers make good connections between different subjects: this is another reason why children are excited by learning;
- children are given work that stretches them and makes them think: as a result children learn quickly;
- teachers have very good relationships with children: they value children's work and views: as a result children respond well and are interested in learning;
- teachers are very good at getting all children to take part in lessons: children work together very well and help each other;
- assessment is used very well to plan work for children and to check that they are all doing as well as they should;

In the small number of lessons that are only satisfactory, the work is not demanding enough or else there are too many activities going on at the same time. Both of these lead to children not being stretched enough and so they learn relatively slowly. As a result there is still some room for improving teaching so that it consistently very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Children have a rich and varied curriculum except in art where it is more limited.
Provision for pupils with special educational needs	Good. Children are supported well and have good targets for improving their skills. The school needs to keep an eye on how many children are taken out of lessons for extra support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school is very successful in giving opportunities for children to develop their spiritual, social and moral understanding. Provision for children's cultural development is good.
How well the school cares for its pupils	Excellent. Teachers know the children very well and use assessment very well to make sure that every child is given the support they need.

The way assessment is used is a strength of the school. The school is effective in trying to give children a rich experience by taking them on visits and encouraging them to be in school plays but there are odd moments in the day where time is not used well. The school is proud of being a Catholic community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The school is very well run by the headteacher and the deputy in the interests of the children: all staff are very determined to keep raising children's achievements.
How well the governors fulfil their responsibilities	Governors do their job effectively. Their knowledge of the school and their commitment to doing the right thing mean that they contribute well to the school's sense of purpose.
The school's evaluation of its performance	Very effective. The school checks how well it is doing in lots of ways and is not complacent about the need to continually improve.
The strategic use of resources	Good but the library and the book corners in classrooms do not do much to excite and stimulate children.

The excellent way the school is led and managed explains why standards are high: all that the school does is directed to giving children a good deal. The school is always looking at how it can improve by comparing itself with others, talking to parents and pupils, providing extra lessons and making sure it uses its money well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children achieve high standards• Teachers respect the children and the children respect the teachers.• Behaviour is very good• The increase in the size of the school so that there are now two classes in each year instead of mixed-age classes.	<ul style="list-style-type: none">• A few parents were concerned that their children do not have enough homework: a few others felt there is too much homework.• Some parents felt that there are not enough art or physical education lessons.• Some parents felt there is not enough activities outside lessons.

Thirty-five parents attended the meeting for them before the inspection and just over 28 per cent responded to a questionnaire about their views of the school. Nearly all have positive views of the school. The inspection team agrees with all the strengths identified by the parents. Inspectors also agree that not enough time is given to teaching art but that physical education is mostly taught well. Inspectors judged that the school does provide a range of interesting activities outside of school: the drama club and orchestra are good examples. In most classes, children do get enough of the right kind of homework but parents do not always know what it is because not all classes have a book to write it in.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Children achieve high standards in their work and they make good progress each year.

1. All the evidence shows conclusively that children are doing well and achieve high standards. The results of the 2001 national tests, which children take at the end of Years 2 and Year 6, are well above the average for other schools. Comparing St Antony's results with schools that have similar characteristics also shows that the school is doing well: here results are better than similar schools in mathematics and science and about the same in English. Inspectors think that an even better way of looking at the test results is to see if children have made enough progress with their learning. To do this, you need to compare the Year 6 test results with the same children's results in their Year 2 national tests. This shows that the children who left St Antony's for secondary school in July 2001 made good progress and inspectors found that the school works very effectively to make this happen.

2. Another piece of the puzzle is to look at the test results of those children who have just left the school. It is a bit more difficult to do because we do not yet know what the picture is across the country but with the help of the school it has been possible to get a pretty good idea. What this reveals is that standards continue to be high and what is more the school has helped more children to achieve the higher grades.

3. All this means that children do very well by the end of Year 6 and that results are getting better year by year. The figures also show that there is room for even better results: this is borne out by the comparison with similar schools where results are good but not very good. Of course, it is not easy to improve standards when they are already very high but the improvements that have been made each year since 1997 show that the school is not complacent: teachers recognise that children could do even better. This is an important point: it is the school's lack of complacency that convinces inspectors that it will continue to improve children's achievements. Indeed, the early indications of the 2002 tests suggest that more pupils are reaching the higher levels than in 2001.

4. But, as we say in the summary, inspectors look at much more than just test results: they also look at what children do in their lessons, the work in their books and teachers' knowledge of how well the pupils in their class are doing. What all this shows is that pupils achieve well in many of the other things they do at school. They are particularly good at reading and comprehension. In a very good Year 2 English lesson, for example, where pupils were learning how to write a review of the book 'The Spotty Pig', pupils read with expression and the teacher helped them to discuss unusual words. In another very good lesson, in Year 5, pupils developed their comprehension skills very well and were encouraged to use a thesaurus to expand the range of words and improve their writing. Pupils were also able to read very fluently and confidently, and standards of reading were high.

5. Pupils are also good at writing for a wide range of different reasons. In the Year 5 lesson, pupils' writing showed a real understanding of character and writing a narrative. The most able in the class used imaginative techniques in the opening of their stories to catch the reader's interest. In a Year 6 English lesson, on the other hand, pupils made good progress in understanding the characteristics of writing a journal or log. By the end of the lesson they knew about formal and informal writing, first and third person and how these are affected by who they are writing for.

6. Pupils' achievements in mathematics have improved over recent years. Part of the reason for this is that they are good at calculating. An excellent Year 6 mathematics lesson is a case in point: here, pupils used their calculation skills to tackle successfully a range of increasingly difficult number problems. Similarly in a Year 3 lesson pupils were adding, subtracting, dividing and multiplying money with confidence and skill. Pupils made rapid progress, quickly working out

problems such as £99.00 minus £25.50, so that by the end of the lesson they had achieved well: all pupils achieved at least the levels expected for their age and many were working at higher levels.

7. There are other important factors that contribute to pupils' high achievements: pupils work hard, take pride in the way they present their work and, as a result, learn quickly. Looking at pupils' exercise books illustrates the first point well: pupils take great care to make their work neat and to make it legible. Similarly, there is little, if any, scribbling or doodling in exercise books. Nearly all lessons exemplify pupils' hard work and learning. In a very good Year 1 physical education lesson, for example, pupils concentrated hard to follow the teacher's instructions and the sequence of movements. In another example, in a good Year 4 music lesson, pupils worked very well together as a team to develop songs for a play.

Children are excited by learning because teaching is very good and teachers use imaginative ways of introducing work.

8. In nearly all lessons teaching is good, very good or excellent. Inspectors saw 35 lessons during the two days so percentages need to be interpreted carefully. Nevertheless, nearly nine in 10 lessons, 89 per cent, were at least good, four in ten were at least very good and one in 20, or six per cent, were excellent. As a result of this very good teaching, pupils learn well and enjoy their work.

9. One of the reasons why teaching is good is because teachers are imaginative in the way they introduce work: this, in turn, excites pupils and makes them want to learn. The visit to the local fire station by the children in the Nursery is a good example of how children are excited by the work they are asked to do. As a result children made good progress and were able to talk about their visit with sequences and timing in mind: for example, one child said confidently, "We had about half an hour in the station." The visit was also used as a catalyst for a wide range of activities including role play, writing and using scissors and glue. In a Year 3 mathematics lesson, the fast, good-humoured start to the lesson, and the quick addition and subtraction questions, motivated pupils very well: the excitement generated led to brisk learning.

10. Teachers are good at making connections between different subjects which also helps to motivate pupils and get them excited by learning. In a Year 3 geography lesson, for example, using a video to look at weather, good links were made with literacy work, particularly how to take notes: as a result pupils understood about using key words and phrases to note down the important points. Similarly, in a Year 2 English lesson good links were made to design and technology when pupils prepared instructions for making a model vehicle. Pupils also used computers to help develop their understanding of how to sequence events in the right order. A Year 5 music lesson made some very good links with design and technology: here, pupils had made their own instruments and were identifying their musical qualities. This lesson exemplifies very clearly how, by making real connections between different subjects, pupils are excited and motivated by their work: they work hard because they enjoy it not because they are told to.

11. Linking information and communication technology (ICT) with other subjects is another way that teachers make connections between subjects. A reception class, for example, used the computers in the ICT room to develop their literacy skills well while a Year 3 class used ICT to begin to compose music. As a result of these links pupils are highly motivated and are keen to do well: this is why pupils' achievements are high. In the same way Year 6 pupils developed a presentation about different topics including sport and fitness.

12. Pupils are given work that stretches them and makes them think. In an excellent English and literacy lesson in Year 2 the teacher's very high expectations meant that the work given to different groups of pupils was demanding: pupils were encouraged to use a wide range of vocabulary, both technical and descriptive: as a result pupils made brisk progress with their learning and could, for example, use a wide range of adjectives to describe their ideas. A particular characteristic of this lesson was the very good way the teaching assistant worked with pupils: the helpful way in which questions were answered ensured that the individual needs of pupils were met

very well. As a result, those with special needs made very good progress. The Year 6 mathematics was similarly demanding: the difficulty of the calculations, to limited time to complete each task and the very good lesson planning all worked together to challenge pupils and get them thinking. Because pupils were pushed hard they achieved high standards and achieved very well. A Year 5 English lesson was another example of where the teacher's high expectations meant that pupils were set demanding work that made them think. Here, pupils' understanding of how to develop a character in a story was very well handled ensuring that pupils had to work really hard: again, good lesson planning, limited time and a very clear explanation about the work meant that pupils made very good progress with their learning.

13. Teachers are very good at getting all pupils in the class to take part in lessons. This was a characteristic in nearly every lesson: in a Year 1 physical education lesson clear instructions and having pupils organised into different groups, each doing a different activity in preparation for sports day, meant that everyone was involved and worked hard. In a Year 2 geography lesson on places of interest in London, pupils worked in groups looking at tube maps. Because the lesson was well organised and time was used well, pupils were encouraged successfully to share their ideas and the places they had visited.

Relationships between teachers, assistants and children are very good: this is another reason why pupils learn so well.

14. One of the most important characteristics of teaching, that underpins not just lessons but also everything the school does, is the quality of the relationships between teachers, teaching assistants and pupils. In fact, it goes further than this: all the adults that work in the school respect and value pupils and pupils get on very well together. There is little doubt that much of this is because of the example set by teachers, teaching assistants and all the other people who work in the school. What is also clear is that these good relationships have a very positive effect on pupils' learning: pupils are highly motivated, enjoy school, behave very well, and are interested and involved in all that they do.

15. A Year 4 mathematics lesson was a good example of how teachers respect pupils. Here, the teacher was good at valuing pupils' contributions and getting those who were not confident to give answers to her questions. Similarly, in a Year 6 English lesson, the teacher dealt very seriously with pupils' comments and valued what they said: as a result every pupil took part in the work on writing styles.

16. This sense of valuing pupils, and thus establishing strong relationships with them, is also evident in activities other than lessons. In the after-school drama club, for example, strong relationships meant that pupils were very enthusiastic and the teacher was able to get everyone involved, including those with special learning needs. This after-school club was great fun but it also helped to develop pupils' learning skills very well.

The school has a strong ethos: it values and cares for children and makes sure they are well-behaved and polite to others.

17. One of the ways the school promotes pupils' learning is through its strong ethos which encourages everyone to do their best. This strong ethos shows itself in many ways: the good opportunities for pupils to develop their spiritual, moral and social awareness and in the way all the adults who work in the school value and respect pupils. The school sets a clear moral and social framework in all that it does: from the moment they join the school pupils are taught right from wrong and are encouraged to think about their behaviour and the impact it has on others. Pupils develop their moral values well. As a result pupils always behave well and show consideration for others in the way they talk and play with their friends. One of the ways the school encourages this is that staff provide good role models in their dealings with each other and with pupils. By treating pupils fairly and respecting their ideas and contributions to lessons, teachers set a strong example for pupils to follow. Similarly, in the playground, the school provides lots of games and equipment

and as a result boys and girls and children of different backgrounds play together well. A good example was girls and boys of different ages playing skipping games together: everyone was part of the game.

18. Much of this moral and social framework is the result of the school's strong commitment to being a Catholic community. This underpins much of what the school does and how it does it. There is a tradition, for example, of prayers in the playground before school starts. As long as it is not raining, all pupils, and their parents, join the head in saying a prayer. What this achieves is two-fold: it starts the day with a clear moral and spiritual focus so that pupils know what the school expects of them; second, it draws in parents into a partnership with the school and an understanding of what it stands for. Again, the result of such a clear message about values is that pupils know how to behave, how to treat others with respect and why these are important.

Assessment is used well to plan work for children so that no child falls through the net.

19. One of the most important characteristics of the school's assessment is that teachers have a very accurate knowledge of what pupils do and do not know. They find out what pupils know by regular testing and checking up on what they have learnt. To do this teachers use the optional standardised tests to find out what pupils can do and they plan activities during topics of work to check up on what they have learnt and what they need to learn next. By the end of every half term teachers assess how pupils are getting on in their learning and then plan their next piece of work accordingly. Teaching assistants use teachers' weekly plans to see what pupils are to learn and they help during lessons by recording the achievements of the pupils with whom they have worked. Teachers' mark books show these careful records.

20. Clear records of individual pupils' achievements and the National Curriculum levels reached with dates are also kept so a good eye can be kept on whether each child is making the progress they should. When Year 1 teachers were checking that pupils were making appropriate progress they noticed that generally pupils needed more help with writing and they adopted some strategies such as using whiteboards in lessons that have been very successful. Pupils are given individual targets in mathematics and literacy and this ensures they focus their efforts appropriately and lets them feel they have the ability to influence their own learning.

21. Teachers also use the information they have about what pupils know and can do to group them for work. In mathematics and English lessons pupils in Years 5 and 6 are grouped together in classes according to their achievements and in each class are divided further into three groups. This lets the teacher match work as accurately as possible for each child. This happened in Year 6 mathematics where both classes were using their calculation skills to tackle a range of increasingly difficult number problems: in one class the difficulty of the problems increased more quickly than in the other. As a result, all pupils, whatever their previous learning of mathematics, were given work that stretched them and developed their understanding.

WHAT COULD BE IMPROVED

Most of the teaching is very good but a few lessons are not as effective and children are not being stretched enough.

22. In the small number of lessons that are only satisfactory, the work is not demanding enough or else there are too many activities going on at the same time. Both of these lead to children not being stretched enough and so they learn relatively slowly. In a mathematics lesson, for example, the brightest pupils finished the work set for them earlier than the rest of the class but the extra work they were given was not thought through very well to give that extra push to stretch them. In another class, younger pupils were given too many activities to work through: as a result pupils' learning was superficial and their response was mixed with some finding it difficult to share equipment.

Practical work in science is not as good as the high quality work in the other parts of science or as in other subjects.

23. Pupils do well in science: this is confirmed by the results of the national tests at the end of Year 2 and Year 6 and by looking at pupils' work. However, these high standards are mainly because pupils do well in their knowledge of science and they are not as good at carrying out scientific experiments and investigations. In one lesson, for example, an investigation into sound was not as effective as it should have been in helping pupils apply their understanding because there were too many tasks: pupils did not get enough opportunity to develop their skills of observation and investigation. This happened in another class, higher up the school, where too little care was taken in measuring water resistance because the experiment had not been set up carefully enough. Again, this restricted the development of pupils' science skills and few had a really secure understanding of how to carry out a fair test.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. The school and governors should:

- (a) improve the teaching in those lessons that are not as effective as the best by:
 - setting work that stretches all pupils;
 - using the available time to best effect;
 - setting clear learning objectives for every lesson.

- (b) improve the quality of practical work in science by:
 - ensuring that science investigations are planned for fully;
 - developing teachers' expertise and confidence in science investigations.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	12	17	4	0	0	0
Percentage	6	34	49	11	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	468
Number of full-time pupils known to be eligible for free school meals	0	15

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	73

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	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%
School data	4.8
National comparative data	5.6

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
	2001	29	31	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	26	28
	Girls	30	30	31
	Total	57	56	59
Percentage of pupils at NC level 2 or above	School	95 (97)	93 (97)	98 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	28	28
	Girls	30	31	31
	Total	56	59	59
Percentage of pupils at NC level 2 or above	School	93 (97)	98 (100)	98 (100)
	National	85 (84)	89 (88)	89 (88)

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
	2001	17	36	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	17
	Girls	36	33	36
	Total	49	46	53
Percentage of pupils at NC level 4 or above	School	92 (91)	87 (78)	100 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	15
	Girls	35	33	34
	Total	46	45	49
Percentage of pupils at NC level 4 or above	School	87 (88)	85 (82)	92 (86)
	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	4
Black – African heritage	11
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	5
White	321
Any other minority ethnic group	13

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	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	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: YR – Y6

Total number of qualified teachers (FTE)	16.4
Number of pupils per qualified teacher	28.5
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	207

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	36
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	955,916
Total expenditure	970,512
Expenditure per pupil	2,211
Balance brought forward from previous year	61,168
Balance carried forward to next year	46,572

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	468
Number of questionnaires returned	146

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	36	3	1	1
My child is making good progress in school.	53	38	6	2	1
Behaviour in the school is good.	40	49	5	4	1
My child gets the right amount of work to do at home.	41	37	16	3	3
The teaching is good.	57	34	7	2	1
I am kept well informed about how my child is getting on.	39	45	14	1	1
I would feel comfortable about approaching the school with questions or a problem.	59	32	7	3	0
The school expects my child to work hard and achieve his or her best.	63	32	3	1	1
The school works closely with parents.	42	42	9	3	3
The school is well led and managed.	49	37	6	3	4
The school is helping my child become mature and responsible.	56	37	1	3	3
The school provides an interesting range of activities outside lessons.	25	46	19	5	5