

INSPECTION REPORT

**ST JOSEPH'S ROMAN CATHOLIC PRIMARY
SCHOOL**

Putney, London

LEA area: Wandsworth

Unique reference number: 101045

Acting Headteacher: Mr J Grogan

Reporting inspector: Mrs A Coyle
20603

Dates of inspection: 17 - 18 September 2001

Inspection number: 196734

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 to 11 years

Gender of pupils: Mixed

School address: 90 Oakhill Road
Putney

Postcode: London
SW15 2QD

Telephone number: 020 8874 1888

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Appropriate authority: Governing body

Name of chair of governors: Mr J McHugo

Date of previous inspection: 14/04/97

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Joseph's Roman Catholic Primary School is a voluntary aided community school serving the needs of families from three parishes. It is situated within the Wandsworth area of London. It is smaller than most other primary schools and has 210 girls and boys between the ages of three and 11 years. The recently built nursery accommodates a full-time equivalent number of 23 children under the age of five. Children are admitted into the school after their third birthday, and attainment on entry is below average overall. The school has a rich ethnic diversity; 40 per cent of its pupils are from ethnic minority backgrounds, which is a high figure compared to other schools, and 18 per cent learn English as an additional language. The main languages spoken by pupils at home, other than English, are Bengali, Portuguese, Lugandan, Patois, French and Spanish. The percentage of children who have special educational needs is similar to the national figure, at 20 per cent, but a higher than average three per cent have statements for their needs. Thirty-eight per cent of children are known to be eligible for free school meals, which is high compared to the national average.

HOW GOOD THE SCHOOL IS

This is a good school in which pupils make good progress overall and achieve standards that are generally better than the national picture. The school's very strong emphasis on promoting high self-esteem and confidence amongst its pupils leads to excellent relationships and personal development. The school is managed well and it provides good value for money.

What the school does well

- Pupils achieve good standards. They make good progress during the Foundation Stage and at Key Stages 1 and 2. Particularly high standards are achieved in science by the end of Year 6; this subject is a major strength of the school.
- Pupils' attitudes and behaviour are very good. Relationships and personal development are excellent.
- The quality of teaching is good overall and often very good. Excellent teamwork between teachers and learning support staff leads to well managed lessons and staff are good role models for their pupils.
- The school is led and managed well; there are clear procedures for monitoring the work of the school and the development plan provides secure direction for future improvements.
- The school takes very good care of the pupils, and its good partnership with parents has a positive effect on learning.

What could be improved

- The curriculum for physical education does not meet the statutory requirements to include swimming at Key Stage 2.
- The school has no central library for pupils to use and this restricts the opportunities for them to conduct research.
- Levels of attendance are too low.

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 April 1997. Since then, the key issues identified in the inspection report have been addressed well. Standards have risen steadily through the better use of assessment procedures and the close analyses of test results. The provision for the most able pupils, those with special educational needs and pupils who learn English as an additional language has been developed to include extra support, clear targets for learning and increased involvement of parents. The school has also developed its provision for the youngest children in the Foundation Stage¹ by building a nursery with a separate outdoor area and introducing appropriate curriculum planning in line with the recommended Early Learning Goals². In addition, the school has achieved the 'Investors in People' status, the 'School Achievement Award' and a 'Health Promoting School' award. It has also been recognised as a national centre of excellence in environmental studies and has achieved the European Community's ECO School award.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests³.

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

The above table shows that pupils achieved the expected standards in English and mathematics in relation to the national average in 2000. Standards were above average in science. When compared to similar schools, the results were above average in English and mathematics, and they were well above in science. Overall trends indicate that the school has improved standards over the last four years, and it has identified suitable targets for continuing to raise standards generally. Children enter the school at the age of three and they make good progress in their learning, so that by the time they reach the end of the Foundation Stage, they achieve the Early Learning Goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development. They make notably good progress in personal, social and emotional development because all adults teach these aspects particularly well and work hard to develop a wide range of skills. Pupils continue to build

¹ Foundation Stage - the Foundation Stage begins when children reach the age of three and ends at the end of the reception year. It is a distinct stage in preparing children for later schooling.

² Early Learning Goals - from September 2000, the Qualifications and Curriculum Authority have introduced a set of 'Early Learning Goals for children's learning'. These goals are a set of skills, knowledge and understanding that children might be expected to achieve by the end of the reception year in the areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development and personal, social and emotional development.

³ Levels - By the end of Key Stage 1, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. By the end of Key Stage 2, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who achieve Level 5 are therefore attaining above nationally expected levels.

well on their knowledge at Key Stages 1 and 2, so that they achieve average standards by the end of Year 2, and above average standards overall by the end of Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show very good attitudes to learning. They participate well in activities and are keen to learn.
Behaviour, in and out of classrooms	Standards of behaviour are very good. Pupils listen carefully to their teachers and respond well to instructions.
Personal development and relationships	Pupils form excellent relationships. They are very polite and caring. Their personal development is outstanding.
Attendance	Levels of attendance are unsatisfactory. Although pupils enjoy coming to school, the absence rate is higher than the national figure.

The school's emphasis on promoting pupils' confidence has led to exceedingly high standards of personal development and mature attitudes.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 - 2	Years 3 - 6
Quality of teaching	Good	Good	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.

The quality of teaching is good overall, with a significant amount of very good teaching. All of the teaching observed during the inspection was at least satisfactory, or better. Teachers and learning support staff work in excellent partnership to provide exciting opportunities for the pupils, whom they value highly as individuals. This helps to provide a caring environment in which all pupils can thrive and achieve their full potential. The basic skills in literacy and numeracy are taught well, so that pupils build steadily on their knowledge and understanding, and these skills are promoted very well across the whole curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is planned well to the Early Learning Goals in the Foundation Stage. At Key Stages 1 and 2, good quality planning covers the National Curriculum Programmes of Study, but there are no opportunities for pupils to experience swimming. This is a statutory requirement at Key Stage 2.

Provision for pupils with special educational needs	Pupils with special educational needs are supported well by staff. The school responds well to the Code of Practice ⁴ for these pupils and provides good individual education plans to aid learning, as well as keeping in close contact with parents.
Provision for pupils with English as an additional language	Sound provision is made for children who learn English as an additional language.
Provision for children's personal, spiritual, moral, social and cultural development	The school makes very good provision for children's spiritual, moral, social and cultural development.
How well the school cares for its children	Children are very well cared for, in a secure and stimulating environment.

The school provides useful information about the curriculum and daily routines through newsletters and informal discussions with parents. It works well in partnership with parents; these good links help the school to provide a caring, welcoming ethos by building on good relationships formed when children first enter the nursery.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher, deputy and senior managers effectively undertake the leadership and management of the school, and provide good support to colleagues.
How well the governors fulfil their responsibilities	Governors are actively involved in monitoring the work of the school and they take their responsibilities seriously. They provide good support to the school.
The school's evaluation of its performance	The procedures for monitoring and evaluating the school's provision are good.
The strategic use of resources	The funds available for resources are managed well and the school ensures cost effectiveness of the financial decisions taken.

The school's accommodation is clean and well maintained. All of the resources are managed well and the governors ensure that best value principles are applied.

⁴ SEN Code Of Practice - the Code of Practice gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that children who have special educational needs receive the most appropriate help to further their learning and personal development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents and carers most	What parents and carers would like to see improved
<ul style="list-style-type: none">• The school is a caring and welcoming environment.• All members of staff are friendly and approachable.	<ul style="list-style-type: none">• A few parents would appreciate more information about the work of the school.• They would like more extra-curricular activities.• Homework is considered to be inconsistent.

Inspectors support all of the positive views expressed by parents. The school is a friendly, caring and welcoming environment in which staff are very helpful and approachable. They do not support the negative views of a few parents, but find that the amount of information and homework provided is appropriate, and the school provides an extensive range of extra-curricular activities. However, the inspection also finds that parental concerns regarding the lack of swimming are justified. The school does not meet the statutory requirements to provide swimming for pupils at Key Stage 2.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve good standards. They make good progress during the Foundation Stage and at Key Stages 1 and 2.

1. Although children under five enter the school with limited skills in literacy and numeracy, from the time they join the nursery, they are taught to build effectively on their knowledge and understanding. Pupils' academic progress is maintained as they move through Key Stage 1, so that, by the time they reach the end of Year 2, all pupils attain Level 2 in science and many achieve the expected level in reading, writing and mathematics. The school has identified the need to further improve attainment in writing at Key Stage 1, and targets have been appropriately developed in order to raise standards.
2. The school has improved the standards achieved by pupils in Year 6 since the previous inspection in 1997. In particular, standards have risen well at the end of Key Stage 2 over the last two years in English and mathematics. Particularly high standards are achieved in science by the end of Year 6; this subject is a major strength of the school. When compared to the national results, the percentage of pupils achieving the expected Level 4 or above in the 2000 National Curriculum tests was average in English and mathematics and above average in science. However, when compared with the results of similar schools, the percentage of pupils attaining the expected levels for English and mathematics was above average at the end of Year 6, whilst standards in science were well above average.
3. The inspection findings agree that the standards of pupils approaching the end of Key Stage 2 are above the nationally expected levels. Pupils make notably good progress throughout their time at the school. For example, literacy and numeracy skills are very well developed across the curriculum in all year groups, whilst pupils with special educational needs and those who learn English as an additional language make as much progress as their peers.

Pupils' attitudes and behaviour are very good. Relationships and personal development are excellent.

4. Pupils demonstrate very good attitudes to learning. They are eager to come to school and are usually punctual for their lessons. Pupils pay good attention to their teachers and follow instructions well. This helps them to make good progress in lessons.
5. There is a consistent approach to discipline across the school and pupils respond very well. Behaviour is very good. Pupils generally co-operate with their teachers in establishing conditions in which they, and others, can work productively without fear of interruption or distraction. They are particularly well behaved when moving around the school at break times, and many pupils show considerable maturity beyond their years; for example, when greeting visitors, helping the youngest children and in caring deeply for their environment.
6. Relationships and personal development within the school are excellent. Teachers and pupils relate exceedingly well to one another and the friendly, caring ethos is built on a basis of mutual respect that children pick up very quickly after joining the

school. Pupils are very supportive of one another and in all lessons are prepared to listen to others' views. The high degree of racial harmony in the school enables all pupils to feel valued.

The quality of teaching is good overall, and often very good. Excellent teamwork between teachers and learning support staff leads to well managed lessons and staff are good role models for their pupils.

7. Since the previous inspection, the school has improved the quality of teaching, which is now good overall. In the 20 lessons observed, one in four were very good indeed with excellent features. Literacy and numeracy skills are particularly well taught, enabling pupils to make rapid progress in their learning and apply their skills well across the curriculum. Teachers are hard working, dedicated and committed to their pupils. All adults engage in excellent team work to the benefit of the pupils.
8. The quality of teaching in the Foundation Stage is good. In the best lessons, opportunities are used very well to teach and emphasise new ideas. Adults have high expectations of behaviour and challenge the children to do their best. Quiet, calm approaches and kind but firm discipline sets the tone well for children's future learning. Classroom support staff give willingly of their time and energy to help children of all abilities to do their best.
9. At Key Stage 1, teaching and learning are good because lesson plans identify clearly what the teachers expect pupils to learn. Good use is made of questioning to check that pupils understand what they have been taught. Teachers have a secure knowledge and understanding of the curriculum. Specific subject vocabulary is used well and activities motivate pupils effectively. Lessons are structured well and are completed at a steady pace. Appropriate targets have been set to raise standards in writing and teachers are careful to promote pupils' skills accordingly.
10. The quality of teaching at Key Stage 2 is good overall; it is often very good indeed, because lessons are well organised and managed skilfully. Very good classroom control techniques are used consistently and pupils are given a lot of praise for their work. This has a positive effect on standards of behaviour and attainment, as pupils try hard to gain their teacher's approval. In all classes, relationships between teachers and their pupils are friendly, positive and focused on learning. Classroom support assistants are well briefed and deployed carefully to make a positive contribution to pupils' learning. An appropriate amount of homework, in the form of spellings, reading and an occasional piece of topic work, is set for pupils to enable them to extend their learning. The accommodation is used well; classrooms are tidy, well-organised environments with resources clearly accessible.

The school is led and managed well; there are clear procedures for monitoring the work of the school and the development plan provides secure direction for future improvements.

11. The leadership and management of the school are good. The very recently appointed acting headteacher is supported conscientiously by the deputy, and management responsibilities are delegated well to the subject co-ordinators, as well as to the senior management team. Since the previous full inspection of 1997, subject co-ordinators have been increasingly empowered to lead and manage their subject areas, and to take responsibility for monitoring teaching and learning. Their subject reviews and input to the good school development plan demonstrate their

high level of responsibility and accountability. The well-planned introduction of the National Literacy and Numeracy Strategies has been very effectively led.

12. The governors contribute substantially to the effectiveness of the school. They share with the acting headteacher a clear vision for future developments. Reports, given by staff at governors' meetings, keep them well informed about curriculum development and help them to monitor the standards and quality of education the school achieves. School developments are discussed carefully and prioritised well. The large sum of money carried forward in the school's finances has been targeted appropriately for the improvement of the premises.
13. The management of the provision for pupils with special educational needs is good. The co-ordinator is well qualified, very experienced, enthusiastic and diligent in her co-ordinating role. She ensures that all pupils have access to any necessary support and that their needs are met in lessons. The co-ordinator liaises well with fellow teachers and support staff and is in regular contact with concerned external agencies such as the learning support service, educational psychology service, social services and relevant doctors. Early contact is made with all parents as soon as concerns are noted about their children and there is evidence of parental involvement in all stages of the Code of Practice.
14. A strength of the school is the provision of a good number of very experienced and effective classroom support assistants. They work very closely with the teachers and provide high quality assistance, particularly when supporting literacy and numeracy with pupils on the special educational needs register.

The school takes very good care of the pupils, and its good partnership with parents has a positive effect on learning.

15. The school has good procedures for ensuring pupils' health and welfare whilst they are on the premises. Teachers know their pupils well and they are trusted to deal effectively with any concerns. Pastoral care is one of the school's strengths. Good school procedures are in place to promote good behaviour and to monitor this. The school has high expectations and the discipline policy is well known and effective.
16. The school has good systems to assess and track pupils' academic performance and their personal development, and these are reviewed and adapted regularly. Notes are made by diligent classroom support assistants about pupils' achievements, and teachers use the information well to record individual progress and social development. Entry assessments for children in the Foundation Stage, carried out during their first term, provide good information for teachers on which to plan. Optional tests are taken by pupils in Years 3, 4 and 5, and the information is analysed carefully to identify possible gaps in the curriculum. Pupils also evaluate their own work, and the work of others, to see where improvements can be made. Good, analytical marking and useful verbal comments made by teachers in lessons ensure that pupils understand how well they are achieving and where they need to improve.
17. School procedures for monitoring and supporting pupils' personal development are good. All pupils are expected to help one other and to assist adults when they are asked to do so. Assemblies and circle time sessions highlight social and moral issues and result in thoughtful and thought provoking discussions. Pupils are regularly consulted through the school council about relevant issues.

18. The school has established good links with parents and is committed to improving this already good relationship. Parents support the school's aims and ambitions for their children and are pleased they attend this popular local school. They offer their assistance willingly, and those who regularly help in classes are deployed well by the teachers. Parents help their children with work at home, and their assistance makes a positive contribution to their children's achievement and to their personal development.
19. Parents receive good quality information from the school. The exceedingly well-written brochure, the governors' annual report, weekly news and other letters ensure that all are aware of diary dates and happenings at the school. Parents appreciate the school's 'open door' policy. Teachers are approachable and will always speak to parents about any concerns they may have.

WHAT COULD BE IMPROVED

The curriculum for physical education does not meet the statutory requirements to include swimming at Key Stage 2.

20. The school offers an appropriate range of activities for physical education, which is enhanced by an extensive range of extra-curricular opportunities. This includes games, athletics and gymnastics, as well as clubs for sporting activities such as, football, cricket, rounders, netball and track events. However, the curriculum does not meet the statutory requirements to include swimming at Key Stage 2. This element of physical education has not been taught for several years due to difficulties with transport and supervision. The acting headteacher is aware of this shortcoming and is committed to resolving the situation as soon as possible.

The school has no central library for pupils to use and this restricts the opportunities for them to conduct research.

21. The school provides plenty of books for pupils to use in their classrooms, including fiction and non-fiction texts. These are enjoyed and shared by pupils of all ages. In addition, pupils are taken to the local public library regularly to help them find suitable books for topics and research projects. However, there are occasionally difficulties when bad weather or time tabling prevents these visits from taking place. The school has no central library on site to which pupils can go easily, and this restricts their opportunities to search out texts quickly for themselves.

Levels of attendance are too low.

22. The school has established good procedures for monitoring pupils' attendance. Registers are looked at regularly, by governors as well as staff in school, and an absence file is kept up to date. Responsible parents inform the school when their children are absent. However, the overall levels of attendance are well below the national average, because a number of families frequently take holidays during term time and a few pupils are not punctual in the mornings.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. The acting headteacher, staff and governors should further improve the school's provision by:

- (1) meeting the statutory requirements for teaching swimming at Key Stage 2;
- (2) improving the school's library facilities;
- (3) raising the levels of attendance.

(paragraphs 20, 21 and 22)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	6	6	0	0	0
Percentage	0	40	30	30	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 five 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)	23	187
Number of full-time pupils known to be eligible for free school meals	6	75

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	2	41

English as an additional language

	No of pupils
Number of pupils with English as an additional language	38

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.2

Unauthorised absence

	%
School data	1.9
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	17	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	17
	Girls	9	9	9
	Total	21	21	26
Percentage of pupils at NC level 2 or above	School	78 (97)	78 (97)	96 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	16	17
	Girls	10	10	10
	Total	24	26	27
Percentage of pupils at NC level 2 or above	School	89 (97)	96 (97)	100 (97)
	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	11	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	11
	Girls	11	10	12
	Total	20	18	23
Percentage of pupils at NC level 4 or above	School	83 (64)	75 (72)	96 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	11
	Girls	11	10	12
	Total	20	18	23
Percentage of pupils at NC level 4 or above	School	83 (72)	75 (58)	96 (92)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	45
Black – African heritage	23
Black – other	6
Indian	0
Pakistani	3
Bangladeshi	0
Chinese	0
White	102
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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)	9
Number of pupils per qualified teacher	20
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	181

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23
Total number of education support staff	2
Total aggregate hours worked per week	40
Number of pupils per FTE adult	7

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	616,432
Total expenditure	555,747
Expenditure per pupil	2,514
Balance brought forward from previous year	37,540
Balance carried forward to next year	98,225

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	0
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	210
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	56	38	0	0	7
Behaviour in the school is good.	53	44	0	0	2
My child gets the right amount of work to do at home.	33	40	18	2	7
The teaching is good.	67	29	0	0	4
I am kept well informed about how my child is getting on.	42	33	18	4	2
I would feel comfortable about approaching the school with questions or a problem.	69	24	4	2	0
The school expects my child to work hard and achieve his or her best.	69	27	0	0	4
The school works closely with parents.	51	33	9	2	4
The school is well led and managed.	53	38	0	2	7
The school is helping my child become mature and responsible.	69	27	2	0	2
The school provides an interesting range of activities outside lessons.	33	31	16	11	9

Other issues raised by parents

Sixteen parents attended a meeting held at the school and four wrote to the registered inspector. The majority of comments made were positive and many parents expressed their satisfaction with the quality of education provided by the school. In particular, they expressed the views that their children like school, the teaching is good and staff are approachable. Pupils are expected to work hard and they are encouraged well to become mature and responsible. A few parents expressed concerns about the amount of homework provided, and they felt that there were too few extra-curricular activities and not enough information provided for them about the work of the school.