

INSPECTION REPORT

ALEXANDRA JUNIOR SCHOOL

Sydenham

LEA area: Bromley

Unique reference number: 101585

Headteacher: Mrs Sally Bryant

Reporting inspector: Stephen Beaumont
8440

Dates of inspection: 21st - 22nd January 2002

Inspection number: 198223

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Cator Road Sydenham London
Postcode:	SE26 5DS
Telephone number:	(0208) 778 3961
Fax number:	(0208) 778 6877
Appropriate authority:	The governing body
Name of chair of governors:	Mr Douglas Barnes
Date of previous inspection:	20 th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Alexandra Junior School is an average sized primary school with 132 boys and 121 girls on roll. It is over subscribed. Pupils come from a wide range of cultural and social backgrounds. Overall, families have social and economic situations which are broadly in line with those found nationally. The proportion of pupils from ethnic minorities is higher than the national average and, within this, those of black Caribbean, and black African origin form the largest group. Nineteen percent of pupils claim free school meals, which is broadly in line with the national average. There are 62 pupils on the school's register of special educational needs, which is above the national average. Of these, six pupils have statements. Some two percent of pupils have English as an additional language, but all are well beyond the initial stages of learning to speak English. Almost all pupils transfer from Alexandra Infant School. There has been a marked increase in the number of families moving into and from the area; this means that some ten percent of pupils enter or leave other than at the ages of seven or eleven.

Pupils enter the school from the infant school with standards in English, mathematics, and science broadly in line with those gained nationally.

HOW GOOD THE SCHOOL IS

This is a good school with several very good features. The pupils achieve above average standards in mathematics and English and well above average standards in science. Teaching is good in all year groups, ensuring that pupils of all capabilities make good progress. There is a wide curriculum, and teachers are careful to include all pupils in all of the learning activities. The headteacher, governors, and senior staff give good leadership and management. Strengths greatly outweigh weaknesses and the school provides good value for money.

What the school does well

- Gains above average standards in English and mathematics and well above average standards in science. Pupils make good progress and leave with standards above the national averages.
- Staff work well together as a team and give good quality teaching.
- Provides a wide range of extra-curricular activities to extend opportunities for learning and uses visits and visitors to make learning exciting.
- Pupils have very good attitudes, they work hard, want to succeed and they enjoy their learning.

What could be improved

- The quality of writing, so as to bring attainment closer to that in reading.
- The management of subjects other than English, mathematics, and science.

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 developed well since its last inspection in October 1997. Standards have improved, notably in science. Teachers use assessment more effectively in their lesson planning and now match work closely to the needs of pupils with different levels of attainment. Although there has been more curriculum liaison with the infant school, this still needs to be extended. Parents recognise considerable improvements in the provision of computers and the teaching of information and communication technology. They also appreciate the new classroom. The school is in a good position to continue improving and has a well-constructed school development plan.

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	B	C	B	B
Mathematics	A	B	B	B
Science	B	A	A	A

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

The table shows that Year 6 pupils achieved standards in the 2001 National Curriculum tests that were above the national average in English and mathematics and well above average in science. When compared with schools with a similar number of pupils claiming free school meals, results were again above average in English and mathematics and well above average in science. Attainment in science is a strength of the school. Although results in reading are above the national average, those in writing are in line with this average and this is a comparative weakness.

Similar results have been achieved over the last three years. There is no statistically significant difference in the levels of performance of boys and girls, nor of pupils from ethnic minority groups. Results have improved in line with the national trend and the school meets, or comes close to reaching, its targets. Pupils make good progress, having entered the school with attainment in line with the national average for pupils at the end of Year 2.

The findings from this inspection show that standards in reading, listening and speaking and mathematics are above the national average. Attainment in science is judged well above the national average. Standards in writing remain in line with those gained nationally. Standards in information and communication technology have improved and are judged to be above national expectations. Attainment in other subjects is broadly in line with national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are very good. Almost all pupils come to school wanting to learn, move quickly into their activities, maintain concentration, and enjoy their learning. They are proud of their school and look after what is in it.
Behaviour, in and out of classrooms	Generally, behaviour is good. A small number of pupils present challenging behaviour. This is dealt with well, in a consistent manner, reflecting the school's behaviour policy. Pupils feel secure and know what to do if there is any bullying.
Personal development and relationships	Pupils develop well and form good relationships with each other, their teachers and all who work in the school.
Attendance	Attendance is just below the national average, mainly because parents take their children on holidays in term time. Punctuality is good.

Pupils' prompt and, for the most part, very regular attendance reflects their positive attitudes to coming to school and helps them to gain high standards. Relationships are good and this has a very positive

effect on the quality of learning.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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 in all year groups; in English and mathematics it is very good throughout the school. Teachers understand the national strategies well and apply them very effectively. Although the skills of numeracy and literacy are very well taught, they are not used enough in other subjects. The teaching of science is very good.

Teachers have very good knowledge and plan their teaching very well, focusing on specific objectives for each lesson, which are shared with pupils.

Teachers use humour well and have high expectations of how their pupils will perform. All teachers use a variety of techniques to maintain interest and change activities effectively to lengthen concentration. Generally, they use questioning well, which checks on understanding, and makes pupils think. However, sometimes, pupils' first responses are accepted, without requiring extension and this means that learning opportunities are missed. Homework is used appropriately and extends learning.

There are weaknesses in the quality of learning, notably in Years 3 and 6, where pupils present challenging behaviour, or will not take part in activities. This slows the pace of teaching and has a negative effect on progress and attainment. Overall, the quality of learning is good, with work set at levels well matched to pupils' stages of learning. Pupils of all abilities make good progress and reach the targets that are set for them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The National Curriculum and the Bromley Syllabus for religious education are in place, ensuring that a wide curriculum is taught. The school places a strong emphasis on the teaching of English and mathematics, which limits the amount of time available for other subjects. Very good provision of extra curricular activities extends the range and depth of learning opportunities to very good effect.
Provision for pupils with special educational needs	Good; pupils are well integrated into all activities and they make good progress. Support assistants are well trained and are very effective in the support they give.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is a new policy and a scheme of work which clearly states what is to be taught and when. Assemblies are very well planned and provide good opportunities for reflection. Pupils consider the needs of those less fortunate than themselves and raise large sums for local and international children's charities. The school is developing its programme for citizenship and is planning to form a School Council.
How well the school cares for its pupils	Required procedures for child protection are in place. All staff have been recently trained, but the policy is in draft form, awaiting governors' adoption. Pupils are well cared for by all staff.

The school works well in partnership with parents. Reports are regular, detailed and clearly identify each

pupil's strengths and weaknesses. The very good provision of extra curricular activities with high levels of attendance on them has a very positive effect on the quality and range of learning opportunities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives good, clear, leadership and provides effective management. She is particularly skilled at developing teaching skills in those new to teaching. The deputy headteacher works well with her and brings good leadership and management skills, notably in assessment and in personal, health, and social education. The subject leaders for science and English give very effective leadership. Because of the high number of recently qualified teachers who have not yet been trained to take on full subject responsibilities, leadership in the foundation subjects is not sufficiently effective.
How well the governors fulfil their responsibilities	The governors use their own business and other skills to good effect. They have a clear strategic vision and provide good critical support. They ensure that all statutory requirements are met and check that expenditure is resulting in best value. Where possible, new expenditure is tested against improving standards.
The school's evaluation of its performance	The school works very effectively with the borough in undertaking a yearly, thorough, self-analysis of its strengths and weaknesses. It uses available data effectively and involves governors and staff in the process.
The strategic use of resources	The school gains all available grants and spends them effectively, usually in the year in which they are allocated. The school has good accommodation, which is well used. The very extensive grounds are underused as a learning resource.

There has been a considerable recent change in teaching staff, with several experienced teachers leaving, being replaced by those newly qualified. The school is fully staffed, but the high proportion of relatively inexperienced teachers means that there is a weakness in the leadership of some subjects. Learning assistants are working effectively alongside teachers and giving good support to pupils with statements of special need.

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 like school • Children make good progress • Teaching is good • Behaviour is good and children are expected to work hard • Interesting range of activities outside lessons • School well led and managed 	<ul style="list-style-type: none"> • Information on how child is getting on • Homework not the right amount

Inspectors endorse the parents' positive comments. Teachers set homework in accordance with the school's policy. Inspectors consider the amount and range are appropriate for the year groups identified. There is very effective use of research homework in Years 4, 5 and 6. Inspectors scrutinised annual reports and find them to be detailed, helpful and in accordance with national recommendations. Parents have three formal opportunities to discuss their children's progress each year and teachers make themselves available at other times to meet with any parents seeking fuller details.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Gains above average standards in English and mathematics and well above average standards in science. Pupils make good progress and leave with standards above the national averages.

1. Pupils transfer from the infant school at the end of Year 2 with standards in English, mathematics and science broadly in line with those attained by pupils of this age nationally. They make good progress and, at the end of Year 6, achieve standards that are above the national average in English and mathematics and well above the national average in science. Higher attaining pupils are challenged and the percentage of pupils gaining the higher Level 5 is above the national average in all the tested subjects. The school meets, or comes close to meeting, the challenging targets set. There is no significant difference in the attainment of boys and girls, nor of pupils from families from ethnic minorities.
2. Teachers use direct instruction to very good effect and this helps pupils to gain above average standards in reading. The national literacy strategy is used daily and additional periods in each day are allocated to individual and group reading. All pupils take their books home and most read on a daily basis. Teachers give individual support to pupils who are not yet fluent readers. Phonics and other techniques for making sense of text are taught in an interesting manner. These activities help pupils to become effective readers who are able to gain information for themselves from books; using an index, contents page and by looking for appropriate paragraphs. Research homework, set in Years 4, 5 and 6, gives pupils further opportunities to develop and use these skills. In many cases, pupils' research skills are very well advanced for their age. At the start of the day, during registration, pupils choose books to read from the class libraries, assisted by class librarians. Book weeks and visits by authors help to make reading attractive and enjoyable. Computers are used well to help pupils gain particular reading skills and to practise what has been recently taught. Pupils also use the Internet to gain up to date information, again using their research and reading skills. All of these strategies ensure that pupils read for enjoyment and gain information effectively.
3. At the end of Year 6 pupils are confident in using mathematics. They have appropriate mental skills, being able to add three two-digit numbers accurately. Pupils in Year 4 can add such numbers as 29 and 17 in their heads, and explain how they do so. They enjoy the challenge of the daily mental activities and delight in using whiteboards. Teachers ensure that pupils understand what they are doing and this helps their learning. Pupils are made to think for themselves, as in a Year 4 class where pupils were asked to predict if they added any even number of odd numbers together whether the answer would be odd or even. Although pupils gain high level mathematical skills, they do not use them enough in subjects other than science.
4. Standards in science are well above those achieved nationally. At the end of Year 6, most pupils have many of the skills and much of the knowledge expected in Year 8. They have a good knowledge of light, the planets and gravity and friction. They understand what constitutes a balanced diet and can explain the functions of human organs. They show a good knowledge of electricity and use scientific vocabulary accurately, readily using such terms as 'terminal velocity'. Pupils have well-developed skills in predicting, setting up fair tests and experimenting for themselves. Standards are notably high in science because the subject is very well led and managed. The subject leader has excellent scientific knowledge and high expectations of what pupils can achieve. She has revised the scheme of work so that topics are revisited; gives demonstration lessons to her colleagues and provides detailed guidance to teachers on how to teach particular aspects of the syllabus. She teaches Year 6 classes herself and monitors the teaching of others, giving feedback on particular strengths and weaknesses. She carefully checks on pupils' progress, analysing written work on a regular basis. She is enthusiastic, uses humour well and instils in pupils the fact that it is perfectly acceptable to make mistakes, as often they lead to better learning.

Staff work well together as a team, and give good quality teaching.

5. Teaching is of good quality in all year groups. Almost half of the lessons inspected were judged to be very good. Almost all literacy and numeracy sessions and all science lessons were very well taught. Teaching in other subjects was, in almost all cases, good or satisfactory. There has been considerable movement of staff since the last inspection. Five experienced teachers have left on promotion and four newly qualified teachers appointed in their place. The headteacher and other senior staff support them well and they quickly develop their skills. All teachers work very well together as a team, sharing their knowledge and specific skills and helping each other through jointly planning lessons. Teachers work closely with classroom and learning assistants, and this has a very positive effect on the quality of teaching.
6. Where teaching was judged to be very good, teachers demonstrated very good subject knowledge and used this well. This was particularly noticeable in a Year 4 English lesson, where the teacher used her wide knowledge of authors and literature to inspire pupils and to get them to see themselves as authors, using their own jointly written story as the text to be studied. Her accurate use of vocabulary enabled these eight year old pupils to explain that, "We can make our writing more interesting if we use adjectival clauses, alliteration or similes". All teachers plan their lessons very thoroughly, based around clear learning objectives which are shared with the pupils. Teachers are careful to provide different work for pupils of different capabilities to make sure that they are working at the level that is right for them. Teachers use assessment well to decide what these levels are and to plan future work.
7. Teachers are very enthusiastic, expect highly of their pupils, use a variety of activities in their lessons to maintain interest and use humour to good effect. A good example of this was in a Year 3 music lesson in which the teacher had chosen examples of rhythms, progressing in difficulty. She moved the pupils on, through activities of performing and conducting, to complex rhythms requiring very close listening and playing skills. The pupil chosen as conductor relished the power. Teachers generally use questions very well, both to check on understanding and to develop learning. For example in a Year 4 English lesson, the teacher, in developing pupils' imagination, did not accept the first answers given, but asked pupils to 'tell me more', or asked 'who can add to this?' Similarly, in a mathematics lesson, pupils were asked to predict "why will this happen?" These techniques made pupils think and deepened their understanding. However, in some lessons, first answers were accepted and pupils were not given enough time to think before they responded.
8. Homework is used effectively to extend learning opportunities and to involve parents in their own children's learning. Pupils in Years 4,5 and 6 are given research projects to do at home, usually over a holiday period. Inspectors examined some of these and found that they had been completed with great enthusiasm and in very imaginative ways. Work included researching historical periods and, in addition to written or word-processed work, involved the making of models and very good use of artistic and presentation techniques. Pupils of all abilities completed work of high quality, written in their own words and presented in very imaginative ways. They had clearly learned from the tasks set and enjoyed the activities.

Provides a wide range of extra-curricular activities to extend opportunities for learning and uses visits and visitors to make learning exciting.

9. Teachers take great care to make sure that lessons are interesting. Many visitors come into the school to share their particular skills and this makes learning exciting. Recently, a team of professional musicians from St John's, Smith Square came and worked with pupils in making instruments, composing a work and performing it. Theatre groups visit the school regularly, as do the local vicar, representatives from Childline and the Fire Service. The school arranges a wide range of visits to enliven learning. Recent visits have included Knole Park, The British Museum and a local restaurant to learn how to make and market pizzas. Pupils in Year 6 have the opportunity to go on a residential journey each year and this is well supported. Pupils can learn to play the piano, trumpet, violin, clarinet, guitar, or flute. These instruments are taught by teachers attending the school on a weekly basis. The choir takes part in local festivals and groups have danced at

jazz festivals and performed at the Dome.

10. A notable strength of the school is the wide range and high level of attendance on extra curricular and after school activities. The school has a very good mix of those provided without charge, mainly led by teachers and those run by outside agencies against payment. When new clubs are formed they are usually subsidised from school funds to get them started and then continue if they are viable. After-school clubs vary throughout the year and include cross-country, girls' sports, cricket, netball, athletics and basketball in the sporting area. Choir, drama and craft clubs cater for creative needs. In addition, there are activity groups for information technology, French, and mathematics. An analysis of 'take up' on these activities reveals that 72% of pupils attend at least one club each week, 76% of the boys and 68% of girls. Inspectors sampled a choir and a football club and found them to be very well arranged and extending pupils' learning in a very positive way.

Pupils have very good attitudes, they work hard, want to succeed and they enjoy their learning.

11. Pupils are proud of their school, want to come and look after the resources they use well. They are punctual, get straight down to work and generally work hard throughout the day. This is because teachers expect highly of them and provide interesting activities. This helps to ensure good behaviour and perseverance in completing tasks. In almost all lessons inspected, pupils were enthusiastic and keen to take part. However, in good lessons in Year 3 some pupils were very reluctant to join in. In a Year 6 class, pupils' poor behaviour and lack of enthusiasm slowed the pace of the lesson, making the quality of learning unsatisfactory. Overall, pupils throughout the school enjoy their tasks, are eager to talk about their successes and learn with a smile.
12. Generally pupils co-operate very well with each other. They respect the feelings of their friends and work well in small groups. This was particularly noticeable in a Year 6 lesson, using computers, both in the computer suite and in their own classrooms. Pupils supported and helped each other very well, sharing tasks and agreeing decisions. Pupils show initiative and become independent learners. They collect and return materials well and use dictionaries, thesaurus, and calculators efficiently to check their work. They take on responsibilities within their classes, for example as librarians and in the total life of the school, as in setting up and operating CD players and overhead projectors in assemblies.

WHAT COULD BE IMPROVED

The quality of writing, so as to bring attainment closer to that in reading.

13. Standards in reading are above average. At the end of Year 6, pupils' reading skills are above those achieved nationally. However, standards in writing are only in line with the national average. The school is aware of this and is looking for reasons for this comparative weakness and for remedies. Inspectors looked particularly at writing throughout the school. Spelling, punctuation, and grammar are well taught and pupils' skills in the process of writing are satisfactory. Some pupils are over-concerned with accuracy in spelling more interesting words and this leads to insecurity and the use of simpler, but known, words. Handwriting is very variable and although presentation of work is good, formation of letters and the use of a neat cursive script are only satisfactory. The poor pen or pencil grips of many pupils, together with unnatural postures, slow down the process of writing.
14. Although teachers work hard to develop pupils' imagination, many pupils find difficulty in expressing interesting ideas or looking at situations in different ways. This was particularly noticeable in a Year 6 class where the teacher was getting pupils to construct interviews, using open questions. The teacher's input was good, but the responses lacked imagination. Similarly in a Year 4 lesson, the teacher worked very hard to 'drag out ideas' in getting pupils to describe a wizard in his castle, but what was said and recorded in many cases was very ordinary.
15. Inspectors scrutinised the use made of writing skills in other subjects of the curriculum. With notable exceptions, as in a history topic, writing skills are not used enough. This is because

teachers often require pupils to complete work sheets, or to write in one-word answers. This means that teachers are often doing the thinking for pupils, or not demanding enough of them. This was particularly noted in a Year 5 religious education lesson, but is common throughout the school. Relevant texts from history, geography, or religious education are not used enough in literacy hours and skills gained in these hours are not sufficiently used across the curriculum.

The management of subjects other than English, mathematics, and science.

16. There is good subject leadership for English and science. Mathematics is, at present, satisfactorily led by the headteacher awaiting the appointment of a subject leader. Leadership in information and communications technology is developing strongly. In other subjects, because subject leaders are very recently qualified, mostly in their second year of teaching, leadership is weak. In these subjects, teachers do not yet have the skills to revise schemes of work, advise colleagues, monitor the quality of teaching, check on standards and report to governors. They are not given time to do this and this has a negative effect on developing the quality of teaching and learning in these subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- i. Improve the quality of writing by:
- using the skills which pupils have more fully in all subjects in the curriculum;
 - ensuring that handwriting skills are taught consistently;
 - further developing pupils' imaginations.

(paragraphs 13 – 15)

- ii. Train recently appointed subject leaders and make time for them to:
- review schemes of work;
 - advise colleagues;
 - evaluate the quality of teaching and check on standards.

(paragraph 16)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	9	3	1	0	0
Percentage	0	45	37	13	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.

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)	253
Number of full-time pupils known to be eligible for free school meals	49

Special educational needs

	Y3 – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	62

English as an additional language

	No of pupils
Number of pupils with English as an additional language	10

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	21

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	26	32	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	24
	Girls	25	26	30
	Total	45	46	54
Percentage of pupils at NC level 4 or above	School	78 [76]	79 [76]	93 [89]
	National	75 [75]	71 [72]	82 [79]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	23	24
	Girls	27	29	29
	Total	46	52	53
Percentage of pupils at NC level 4 or above	School	79 [67]	90 [76]	91 [73]
	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	35
Black – African heritage	19
Black – other	18
Indian	3
Pakistani	0
Bangladeshi	2
Chinese	3
White	166
Any other minority ethnic group	0

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)	9.7
Number of pupils per qualified teacher	24.9
Average class size	31

Education support staff: Y3 – Y6

Total number of education support staff	6
Total aggregate hours worked per week	80

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	5	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	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.

Financial information

Financial year	2000-2001
	£
Total income	509383
Total expenditure	498595
Expenditure per pupil	2002
Balance brought forward from previous year	61531
Balance carried forward to next year	72319

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	3
Total number of vacant teaching posts (FTE)	0
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	253
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	3	0	0
My child is making good progress in school.	38	63	0	0	0
Behaviour in the school is good.	40	53	3	0	5
My child gets the right amount of work to do at home.	25	48	23	5	0
The teaching is good.	55	45	0	0	0
I am kept well informed about how my child is getting on.	35	43	18	3	3
I would feel comfortable about approaching the school with questions or a problem.	55	43	3	0	0
The school expects my child to work hard and achieve his or her best.	73	25	3	0	0
The school works closely with parents.	35	53	13	0	0
The school is well led and managed.	63	38	0	0	0
The school is helping my child become mature and responsible.	50	48	3	0	3
The school provides an interesting range of activities outside lessons.	63	35	3	0	0

Summary of parents' and carers' responses

Parents support the school well. They recognise the quality of teaching and the wide range of learning activities provided which helps their children make good progress. Several parents are critical of the amount of homework set. Almost all parents state that their children enjoy coming to school, work hard and behave well.