

INSPECTION REPORT

ST JOSEPH'S RC PRIMARY SCHOOL

London

LEA area: Islington

Unique reference number: 100441

Headteacher: Mr Don Leavy

Reporting inspector: Mrs Lorna Brackstone
21872

Dates of inspection:
30 - 31 October 2000

Inspection number: 224431

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: 4 to 11

Gender of pupils: Mixed

School address: Highgate Hill

London

Postcode: N19 5NE

Telephone number: 02072 721270

Fax number: 02072 729728

Appropriate authority: The Governing Body

Name of chair of governors: Michael Cosh

Date of previous inspection: 4 March 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Joseph's Roman Catholic Primary School is situated on Highgate Hill, in the borough of Islington. It is a voluntary aided primary school and is in the trusteeship of the Passionist Order (Paul of the Cross). The school is dedicated to the development of the Catholic faith, and its organisation, curriculum and ethos are all devoted to the teachings of Jesus Christ. The socio-economic status of the area is below average, with the majority of pupils drawn from the local council estates of Highgate Hill and Dartmouth Park Hill. It is a big school that caters for pupils between three and 11 who come from a wide diversity of backgrounds. About 60 per cent of pupils are from a white ethnic background and 23 per cent are from black ethnic heritage. The percentage of pupils who use English as an additional language is 26 per cent and this is very high in comparison to the national average. The percentage of pupils eligible for free schools meals is 32 per cent and this is above the national average. The percentage of pupils identified as having special educational needs, including statements, is 22 per cent and this is broadly in line with the national average. Two pupils have Statements for Special Educational Need. There is a wide variation of attainment on entry into the nursery, but it is generally below that expected for their age.

HOW GOOD THE SCHOOL IS

St Joseph's is a very effective school, which provides a very good standard of education for its pupils. Pupils achieve high standards in National Curriculum tests and have very good attitudes towards their work; they are kind, courteous and very well behaved. Personal developments and relationships are excellent and pupils leave the school with maturity and confidence. Overall, the quality of teaching is very good and the headteacher and his deputy provide excellent leadership. The school benefits from the very good involvement of a supportive and very well informed governing body. The school gives very good value for money.

What the school does well

- Standards at the age of 11 in English and mathematics are very impressive and are well above the national average.
- As a result of the very good provision for pupils' social, moral and cultural development, their personal development is excellent. They learn effectively in an environment where relationships are secure and where people are respectful of others' views.
- The leadership and management of the headteacher and his deputy are excellent. There is a very clear sense of purpose and direction to the school's work.
- The quality of teaching is very good overall and pupils learn effectively, taking full advantage of the range of opportunities made available to them.
- Pupils of all ages are well behaved, highly motivated and very enthusiastic.

What could be improved

- Standards of information and communication technology are not as high as in other subjects; more use could be made of information and communication technology to support pupils' learning across the curriculum.
- The equality of opportunity for extra-curricular activities.
- The punctuality of a small minority of pupils.

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 March 1996. Since then considerable effort has been put into successfully dealing with the key issues identified in the previous report, as well as continuing to provide a very good quality of education. As a result of this sustained hard work, standards have been raised and overall are above average by the time that pupils are 11. The role of the deputy headteacher has been reviewed. She is now the special educational needs co-ordinator and is non-class based to enable the effective management and monitoring of special educational needs provision. Teachers' lesson planning has generally improved, with learning objectives clearly identified, and this has had a positive impact on pupils' learning. The role of curriculum co-ordinators has developed to include the effect of planning and checking on teaching standards. Inspection findings judge the provision of books available to the pupils as good and also recognise the great efforts that have been made to budget for the development of a new library area. The part-time employment of a music specialist has ensured that the aspects of rhythm and composition are being effectively taught. The school development plan has improved and now consists of both a long-term forward-looking plan and a shorter focus over an 18 month period which has both achievable and costed targets.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	B	A	A	A*
Mathematics	C	C	A	A*
Science	B	A	B	A

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

This is a good set of results that generally show ongoing improvement. Children start school with attainment below that expected for their age but make good progress and, by the end of the Foundation Stage, the majority of children achieve standards expected for their age. In 1999, the performance of the pupils in the core subjects of English, mathematics and science were well above the national average. Although the results of the most recent standardised tests in May 2000 do not fully reflect these good standards displayed above, the school has clearly analysed the reasons why this has happened and know that the number of pupils with special educational needs in the cohort had a significant effect on the results. Inspection findings indicate that standards are very good in both English and mathematics and good in science. Over the last three years standards have kept pace with the national trend whilst remaining broadly average when compared to those schools across the country. The school is well placed to make further improvements in its standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have a very positive attitude to school and are enthusiastic and well motivated. They work hard and take pride in the presentation of their written work. Pupils of all ages and abilities have very good levels of concentration and are keen to learn and do well.
Behaviour, in and out of classrooms	Very good. Pupils are well behaved and polite. They respond very well to the school's high expectations of good behaviour in and around school.
Personal development and relationships	Excellent. Relationships in the school are excellent. Adults in the school provide excellent role models and there are high levels of mutual respect between pupils and their teachers. Pupils are kind and caring and take on responsibilities willingly.
Attendance	Satisfactory overall but a minority of pupils are consistently late.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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.

The quality of teaching is very good overall and has improved since the last inspection. Of the 19 lessons observed, 16 per cent were judged to be excellent, 26 per cent were very good, 42 per cent were good and 16 per cent were satisfactory. Very good teaching was seen in all key stages. The basic skills of literacy and numeracy are taught well and pupils apply their learning confidently in a range of contexts. Strengths of the good teaching include much improved planning which is based on a clearer understanding of the schemes of work, the very good relationships with pupils and the continued hard work put in by all of the teachers. Teachers also use support staff and volunteer helpers very effectively, maximising the impact of their contribution to the learning of both individuals and groups. Higher-attaining pupils are provided for well with tasks and activities that encourage them to think independently and use their learning in different situations. Pupils with special educational needs have appropriate targets outlined in their individual education plans and are supported well by support staff or teachers. There is a very positive climate for learning and pupils are confident learners.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad and well-balanced curriculum for pupils of all ages and meets statutory requirements. Appropriate emphasis is placed on developing the key skills of literacy and numeracy. However, the range of extra-curricular activities provided are organised by individuals out of school who charge fees, which some parents cannot afford to pay.
Provision for pupils with special educational needs	Very good. The school quickly identifies pupils who have difficulties and gives them high quality support. This enables them to make good progress and achieve their full potential.
Provision for pupils with English as an additional language	Good. Provision is well planned and ensures that pupils are given equal access to the curriculum.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good. The school's provision for pupils' spiritual, moral, social and cultural development underpins much of the school's life and work.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are good. Day-to-day routines are good and support a safe, calm and friendly environment where effective learning takes place. Teachers know their pupils well and quickly note any concerns that they might have about pupils' personal and academic progress. Procedures for assessing the progress of pupils are good. Training for child protection is in place, but the monitoring of health and safety procedures is informal.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher and his deputy is excellent. They have a clear vision for the school's continued development, which is shared by staff and the governing body. Co-ordinators effectively lead curriculum development within their subjects and age groups. Their role of monitoring teaching and learning is an ongoing area of development within the school.
How well the governors fulfil their responsibilities	The governing body fully meets its statutory duties and is well informed and knowledgeable about the life and work of the school. They fulfil the role of 'critical friend' and are very supportive.

The school's evaluation of its performance	The headteacher, his deputy, staff and governors regularly monitor, review and evaluate the school's work, to identify the next stage of development. Assessment information is used very well to help the school measure its performance.
The strategic use of resources	The school maximises its resources to ensure that it achieves 'best value' in all its work. Spending has been targeted appropriately to improve the school environment and to develop the curriculum in order to provide pupils with good learning opportunities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel that the school is well led and managed. • They are pleased with the good progress their children make. • They are pleased with the behaviour of pupils and like the way that the school fosters good values and attitudes. • The school encourages their children to achieve their very best. • Their children like school and are happy to attend. • They believe that the teaching is of a high standard. • They feel that the school helps children to become mature and responsible. • Staff are readily available to discuss concerns and they feel well-informed about their children's progress. 	<ul style="list-style-type: none"> • Some parents feel that the range of activities provided outside lessons is insufficient. • A few parents do not think the school provides the right amount of homework. • A few parents would like to see the school working more closely with them.

The inspection findings fully endorse the parents' positive views of the school. Inspectors are also able to confirm that the range, frequency and amount of homework are appropriate for all ages and ability groups and both the staff and governors do all they can to involve parents in the life and work of the school. However, inspectors support the concern about extra-curricular activities. It is considered to be an area of inequality because these activities are supplied privately and a significant number of parents are unable to afford the fees.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards at the age of 11 in English and mathematics are very impressive and are well above the national average.

1. The 1999 National Curriculum test results showed that pupils' attainment is well above the national average in English and mathematics and above the national average in science. In comparison with that in similar schools, pupils' performance was very high in comparison with the national average. Although recent standardised test results dipped in May 2000 because a significant number of pupils in this particular cohort had special educational needs, inspection findings endorse the end-of-key-stage test results in 1999.
2. Skills of literacy throughout the school are particularly good across the curriculum. Reading is taught well from an early age and high standards of reading in all age groups enable pupils to access other areas of their learning more easily. For example, pupils use books for research and know how to find and retrieve information. They are used to reading and interpreting instructions and this prepares them well for end-of-key-stage tests. Pupils gain a great deal of confidence and learn how to use clear expression when they read as part of a group. The very effective teaching of phonics in the early part of Key Stage 1 gives pupils a good start to their reading and enables them to tackle unknown words with confidence. As they move through Key Stage 2, most pupils quickly become independent readers who read a wide variety of fiction and non-fiction books. The school provides many incentives for reading and these include visits to the school by famous children's authors such as Jacqueline Wilson and Michael Murpurgo. These visits are very popular with the pupils, providing both interest and enthusiasm for reading, and have a good impact on standards.
3. Pupils' writing is often very good and work is frequently of a very high standard. By the age of 11, pupils are able to write at length on a given topic, imaginative stories and newspaper reports. They use both grammar and punctuation accurately and the content of the work is of generally of very high quality. Pupils enjoy writing and use their skills in a variety of different situations across the curriculum. They respond very well to the many varied opportunities for writing, and confidently write instructions, accounts, reports, descriptions, letters, poems and stories. Many curriculum areas provide good opportunities for pupils to practise and refine their writing skills and give them a good understanding of the importance of writing as a means of communication. For example, the very high standard and use of these skills are clearly illustrated in the work produced on Anne Frank.
4. By the age of 11, standards of numeracy are also very good and pupils confidently use their skills across the curriculum. Pupils of all ages are confident when dealing with numbers and, through the numeracy lessons, are gaining confidence in developing mental strategies. They frequently have immediate recall of number facts and this speeds up their mental and written calculations. For example, in a Year 3 lesson pupils were able to apply their very good knowledge of multiplication as a repeated addition to work out some 'real' problems. Pupils also have a very good knowledge and understanding of other aspects of the mathematics curriculum such as shape, space, measure and data handling.

As a result of the very good provision for pupils' social, moral and cultural development, their personal development is excellent. They learn effectively in an environment where relationships are secure and where people are respectful of others' views.

5. In an environment where people really care for each other, the pupils are encouraged to grow and develop as members of a community that goes beyond the school. The self-confidence of all pupils is developed from the time that they start nursery. This is achieved by the teachers, who sensitively make them aware of the strengths and weaknesses in their learning and engage in positive discussion with them or communicate suggestions for improvement through detailed marking. Pupils are valued as individuals and are continually encouraged by their teachers. The school expects pupils to do their best and celebrates and values the successes of all pupils.
6. The pupils are expected to behave well, be kind and caring and work hard from the time that they start school. These expectations follow them through school. Pupils quickly learn to be sensitive to each other's needs, learning from the very good role models teachers and other staff provide. They help wherever possible, be it friends, teachers or inspectors. For example, older pupils look after younger children during dinner time and this helps the younger ones settle into school routines. Pupils are helped to gain confidence and are encouraged to seek help when necessary. During the inspection, they were polite and friendly, and engaged in conversation enthusiastically.
7. Pupils enjoy the friendships they have with adults and with each other. They clearly know the difference between right and wrong and they are keen to please. Throughout the school the pupils show good levels of self-discipline, settle quickly to work and take pride in what they present. Their behaviour in and around school is very good and, although the inspection took place during the worst storms seen for a decade, they were delightful to be with.
8. Pupils have opportunities to learn about, experience and reflect on the richness and diversity of cultures and communities through a good range of visits that are offered by the school and from the visitors to the school. One very strong feature of the curriculum is the research undertaken on the life of Anne Frank. This has a considerable impact on the pupils' appreciation of different faiths, and they gain a good understanding of racism, which they maturely link with recent events such as the murder of Stephen Lawrence.
9. The school successfully provides a curriculum from which all are able to benefit. Parents and other members of the local community are invited to special times when pupils share their learning with others. Specialist music and football tuition are offered privately but provide further opportunities for pupils to achieve success. As a result, they leave the school mature, confident and responsible.

The leadership and management of the school by the headteacher and his deputy are excellent. There is a very clear sense of purpose and direction to the school's work.

10. The leadership and management of the headteacher and his deputy are excellent and this is a crucial factor in the high standards of work, the very good quality of teaching, the excellent relationships within the school, and the very good attitudes and behaviour of the pupils. Both the headteacher and deputy headteacher maintain a high profile within the school and are well known to all of the pupils. For example, the deputy headteacher works regularly with both small groups of pupils and classes and

this ensures that she has a very good overview of the life and work of the school. The headteacher monitors teaching and learning closely and knows exactly where the relative strengths and weaknesses are in the school's work. All decisions made are carefully and thoughtfully considered.

11. The headteacher and deputy headteacher, together with the governing body and key members of staff, very carefully evaluate the school's work on a regular basis. They are all fully involved in the process of monitoring standards. Governors are very well informed about the school's performance in relation to the national picture and talk knowledgeably about the strengths and weaknesses in pupils' attainment on the basis of the test results. They take a full and active role in setting targets for improvement and have a good understanding of its importance.
12. The headteacher, staff and governing body aim to provide a well-balanced curriculum, which fully meets the personal and academic needs of all pupils. Parents are viewed as partners in the education process and are consulted fully about major decisions. The school has a clear educational direction, which is fully reflected in practice.

The quality of teaching is very good and pupils learn effectively, taking full advantage of the range of opportunities made available to them.

13. The quality of teaching is very good overall. This is a good improvement since the last inspection when teaching was judged to be good overall. This improvement is due to the teachers' hard work and commitment to maintaining the good standards. They are keen to help pupils achieve the best they can and are well rewarded by the very positive response from the pupils. The basic skills of literacy and numeracy are taught well and pupils apply their learning confidently in a variety of different contexts. For example, pupils write for a different number of purposes in their work about Anne Frank. These include newspaper reports and both imaginative and descriptive pieces of writing. Work includes high quality art, very good use of information skills, with both information and communication technology and library skills, and a clear understanding of mapping skills.
14. Teachers' lesson planning has improved since the last inspection. In the vast majority of lessons it is clear what is being taught and pupils of differing abilities are generally well provided for. Lessons are generally linked well to schemes of work, and pupils usually understand what they are learning and why. In many of the lessons seen, teachers related new work effectively to what pupils already knew. Plenary time is well used to consolidate current learning and set the scene for the next lesson. The pace of lessons is generally good and subject knowledge confident. Teachers make good use of questioning to encourage pupils to recall and apply prior learning. For example, in a very good literacy lesson in Year 6, pupils skills in biographical writing were developed to a high standard through very challenging questioning.
15. Teachers use support staff and volunteer helpers very effectively, maximising their contribution to lessons. This is especially valuable in helping individuals and specific groups of pupils learn and achieve success. They enjoy the same excellent relationships seen elsewhere and pupils appreciate the extra help by responding enthusiastically to the work set. This was well illustrated in the nursery where very good use was made of support staff to interact in small groups with the very young children.
16. The basic skills of literacy and numeracy are taught well from early on in the school and the added value of the implementation of the National Literacy and Numeracy

Strategies is clear. Pupils take on the challenges presented by some enthusiastic teaching and enjoy systematic practice of new skills and the application of new learning. For example, in a Year 5 mathematics lesson on 'thousands and millions', the teacher recognised very early on that the pupils' knowledge of this was insecure. However, as a result of very clear learning objectives, secure knowledge of the subject and the use of a very good range of activities to suit the differing abilities, the pupils achieved well. Pupils have very good opportunities to present their work to their peers and they receive appreciative comments from them. Teachers throughout the school provide some very good opportunities for pupils to develop their literacy and numeracy skills across the curriculum and this is particularly evident in their topic work. However, although some teachers provide regular opportunities for pupils to use computers to support their learning, they are not always used enough in some classes.

17. There is a very effective climate for learning. Pupils are encouraged to ask questions and do so confidently, even as early as the nursery class. They work effectively in collaborative activities and take very seriously the high expectations placed on them as members of a group. For instance, in a Year 6 music lesson pupils worked very well together in the preparation for a group composition. They are confident learners and take positive pleasure in being praised for their hard work and effort. Their attentiveness to staff and each other's presentation is generally very good and, as a result, pupils not only learn from teachers, but by listening to each other's interpretations they also learn effectively from each other.

Pupils of all ages are well behaved, highly motivated and very enthusiastic.

18. From an early age, pupils are encouraged to treat one another with consideration and to be polite, friendly and caring. Christian values and attitudes are promoted through all aspects of the school's life and work. There are outstanding levels of mutual respect amongst pupils and between pupils and their teachers. The quality of life in the school is excellent and there is a happy and purposeful atmosphere, which makes pupils want to come to school.
19. Behaviour is very good and is the result of a consistent and thoughtful approach to behaviour management by the headteacher, his deputy and staff. Consistently good behaviour is celebrated and incidents of misbehaviour are dealt with swiftly and sensitively. Parents confirm that behaviour is of a good standard. Pupils are encouraged to take responsibility for their own actions and to conform to the school's high expectations of behaviour. Playtimes are generally calm social occasions where pupils take part together in both activities and dialogues with each other. The headteacher and deputy are regular visitors to the playground and their presence has a very positive impact on behaviour.
20. Pupils' attitudes to work are very good and this has a significant impact on their progress. They are well motivated and keen to succeed. They settle quickly in lessons, are conscientious and work hard. They take a full and active part in all activities and display high levels of enthusiasm. They produce good amounts of neatly presented work, are very independent in their learning and work in small groups out of their teachers' vision because they are trustworthy. Pupils enthusiastically listen to the views of others and willingly share resources.

WHAT COULD BE IMPROVED

Standards of information and communication technology are not as high as in other subjects; more use could be made of information and communication technology to support pupils' learning across the curriculum.

21. Standards in information and communication technology at the end of both key stages are broadly in line with the national expectation, but given the high standards in other areas of the curriculum they could be even higher for most pupils.
22. Teachers ensure that activities involving information and communication technology are meaningful and useful. Although computers are used to control some floor toys, this is currently the weakest area of the school's information technology provision. The school aims to increase the extent to which pupils use computers to support their learning across the curriculum and plan to create an information and communication technology suite. They have raised sufficient funds to match a specific fund but have yet been unsuccessful in their bid. However, staff work very hard using the limited numbers of class computers to teach whole group sessions.

The equality of opportunity for extra-curricular activities.

23. The school offers opportunities to older pupils to participate in after-school activities, which include music tuition, a football club and an opportunity to learn French. These sessions are organised by well-qualified private individuals who charge termly for their services. There are no free activities provided by the school. Twenty-one per cent of the questionnaires returned from parents raised concerns about the range of extra-curricular activities that were provided and, at the parents' meeting, a significant minority of parents spoke to the registered inspector regarding the payment of these extra-curricular activities. They found the amount of money required to enable their children to attend one or more of these activities was difficult to find. As a result of the costs involved, a small number of parents experience real financial difficulties or are unable to send their children to these activities.

The punctuality of a small minority of pupils.

24. A few pupils are persistently late for school and miss the start of lessons. The school has good procedures for monitoring attendance but will require continued effective support from outside agencies to follow up concerns.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. In line with the school development plan, the headteacher, staff and governing body should ensure that:
 - (1) Standards in information and communication technology are improved by:
 - pupils gaining the necessary breadth of experience and knowledge in information and communication technology as they move through the school;
 - supporting pupils' learning across the curriculum by completing the implementation of plans to fund an information and communication technology suite;

- developing teachers' knowledge and expertise in information and communication technology;
- (2) All eligible pupils are involved in extra-curricular activities by:
- completing the implementation of plans to fund after-school clubs;
- (3) The punctuality of the pupils is improved by:
- working with the newly appointed education welfare officer.

In addition the school needs to:

- ensure that checks on electrical appliances are formalised and take place regularly.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
16	26	42	16	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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)	28	373
Number of full-time pupils eligible for free school meals	0	120

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	82

English as an additional language	No of pupils
Number of pupils with English as an additional language	104

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence	%
School data	5.9
National comparative data	5.4

Unauthorised absence	%
School data	0.5
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	29	29	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	28	28
	Girls	29	29	27
	Total	57	57	55
Percentage of pupils at NC level 2 or above	School	98 (94)	98 (94)	95 (87)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	27	27
	Girls	26	26	26
	Total	52	53	53
Percentage of pupils at NC level 2 or above	School	90 (89)	91 (87)	91 (89)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	24	34	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	20	23
	Girls	32	27	33
	Total	53	47	56
Percentage of pupils at NC level 4 or above	School	91 (88)	81 (58)	97 (90)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	21
	Girls	30	25	31
	Total	48	43	52
Percentage of pupils at NC level 4 or above	School	83 (88)	74 (83)	90 (83)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	7
Black – African heritage	75
Black – other	11
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	208
Any other minority ethnic group	42

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)	22
Number of pupils per qualified teacher	22.5
Average class size	26.6

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	192.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28.0: 1

Total number of education support staff	2
Total aggregate hours worked per week	47.5

Number of pupils per FTE adult	9
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	1,007,625
Total expenditure	958,518
Expenditure per pupil	2,199
Balance brought forward from previous year	33,065
Balance carried forward to next year	82,172

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	401
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	22	0	0	4
My child is making good progress in school.	73	26	1	0	0
Behaviour in the school is good.	73	25	0	0	3
My child gets the right amount of work to do at home.	45	40	5	1	9
The teaching is good.	65	31	0	0	4
I am kept well informed about how my child is getting on.	55	38	6	0	1
I would feel comfortable about approaching the school with questions or a problem.	75	19	5	0	1
The school expects my child to work hard and achieve his or her best.	75	23	1	0	0
The school works closely with parents.	52	39	6	0	3
The school is well led and managed.	70	29	1	0	0
The school is helping my child become mature and responsible.	69	26	1	0	4
The school provides an interesting range of activities outside lessons.	32	41	13	8	6