

INSPECTION REPORT

VICTORIA JUNIOR SCHOOL

Workington, Cumbria

LEA area: Cumbria

Unique reference number: 112145

Headteacher: Mrs L P Steele

Reporting inspector: Mrs J Randall
1471

Dates of inspection: 16th and 17th October 2000

Inspection number: 224709

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
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Victoria Road Workington Cumbria
Postcode:	CA14 2RE
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Fagan
Date of previous inspection:	27 th February 1996

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Victoria Junior School serves an area of older terraced housing in the centre of a small coastal town. The area is experiencing considerable economic hardship. The percentage of pupils known to be eligible for free school meals is 26.6. There are 48 pupils on the register of special educational needs and this figure is increasing. Eight pupils have statements of special educational need – this is above average. The school caters for boys and girls from the age of seven to 11 and the number of pupils on roll is 322. A few pupils are from ethnic minority backgrounds but all are fluent speakers of English. Entry to the school is mainly from two separate infant schools. The school has been found to be over a pocket of methane gas and a new school is being built on the play areas of the present one. This is causing some considerable disruption and difficulty. The move into the new school is expected to take place shortly after the week of inspection. Attainment on entry to the school is broadly average but with a higher than usual incidence of minor special educational needs of various types. The attainment of the present Year 6 on entry to the school was below average.

HOW GOOD THE SCHOOL IS

This is an effective school and is committed to improving standards in all it does. This is because the quality of the leadership and management of the school is good and effective in enabling all to work well together in support of the learning needs of pupils. The systems in place for assessment and monitoring of progress are very good and support constant developments in the curriculum and improvements in the quality of teaching and learning. Target setting and planning is based on extensive information about different groups of pupils and how their particular needs may be met. This is particularly evident in the provision for pupils with special educational needs. Much is expected of all pupils and the school places a strong emphasis on their personal development and care. This leads to the very good behaviour and attitudes that enable effective learning to take place. The school gives good value for money.

What the school does well

- Standards in English, mathematics and science are well above those found in similar schools and all pupils make good progress.
- The quality of teaching is good.
- The very good quality of the assessment, tracking and associated planning procedures is a significant factor in pupils' good progress and achievement.
- Provision for pupils with special educational needs is very good.
- Leadership and management are good and are significant in their effect on pupil performance.
- Provision for pupils' personal development is very good and this leads to very good behaviour and attitudes.

What could be improved

- The quality of pupils' writing and the opportunities for pupils to write at length.
- The monitoring of teaching and its impact on progress to inform future planning.

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 made good progress since it was last inspected in February 1996. Pupils continue to achieve well in relation to their abilities in English and mathematics. High standards have been maintained and targets set. Attainment in information and communication technology has improved with the provision of an adequate amount of up-to-date hard and software and staff training. Pupils now undertake investigative work in mathematics and science and this has proved effective in improving standards. In religious education, pupils learn about faiths and cultures other than Christianity and remember this well. New equipment has been bought for gymnastics. These facilities are being extended by the extra space available in the new school. Drama now features in the English curriculum although this, at present, is limited by lack of space. The stage lights are now secure. Much work has taken place in special educational needs and this now meets the Code of Practice. Provision for special educational needs is very good. The headteacher and deputy headteacher have performance management targets. The deputy headteacher has responsibility for assessment and carries out this

role very effectively. The deputy headteacher, year group and curriculum co-ordinators have clearly defined roles and take an active part in the running of the school. They are very much aware of where the school can improve further, are well informed about current developments, in requirements and practice, and are a significant factor in the school's success.

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	A*	A	C	A
mathematics	A*	A	A	A*
science	A*	A*	A	A

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

The results of the 1999 tests at the end of Key Stage 2 show that standards in mathematics and science were well above the national average. In English, standards were in line with those found nationally. In all three subjects standards were well above those found in schools with pupils from similar backgrounds and in mathematics were in the highest five per cent nationally when matched against similar schools. Unvalidated data for 2000 indicates that the school is maintaining its high standards. It almost met its challenging targets in English and exceeded them by six points in mathematics. The findings during the inspection are that attainment in English in the present Year 6 is in line with national expectations and above average in mathematics. Standards in the science lesson observed in Year 6 were above average. Although the expected results of these pupils are lower than in previous years, they have made good progress during their time in the school. Extensive evidence from previous tests and assessments shows that the average level of the group on entry was significantly lower than usual and the number of pupils with special educational needs is significantly higher. Although the trend in results over time is below that found nationally, this is because the school was already achieving results that were higher than average. All groups of pupils, including those pupils with special educational needs, achieve well in relation to their prior attainment. There are no significant differences in the attainments of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They enjoy school and participate willingly in all aspects.
Behaviour, in and out of classrooms	Behaviour is very good at all times and this contributes well to the climate for learning. This is notwithstanding all the difficulties of the building and the current lack of adequate play space.
Personal development and relationships	Personal development and relationships are very good. Pupils are respectful of adults, property and each other. They are taught to value all as individuals.
Attendance	Attendance is satisfactory. Authorised absence is just below the national average mainly due to term time holidays. Unauthorised absence is very low.

TEACHING AND LEARNING

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

During the inspection teaching was never less than satisfactory. Fifty-two per cent of lessons were good and 14 per cent very good. Teaching is particularly effective in Year 6 where the well-experienced co-ordinators for English and mathematics work well together. The good pace of work, the high expectations of effort and participation, and the consolidation of previous learning are particular features in ensuring that pupils reach their highest potential by the end of the key stage. All levels of planning are good and very good in Year 6. Literacy and numeracy skills are taught well throughout the school. Evaluation of lessons and pupils' response in literacy and numeracy ensures that the learning of key lesson objectives has taken place before the next steps are taken. Year groups 5 and 6 are set in ability groups for English and mathematics and this is helpful in matching work to pupils' levels of prior attainment. On occasions some specialist teaching takes place. This enables pupils to be taught by teachers who have a special interest, enthusiasm or aptitude for a subject. The emphasis on the teaching of key vocabulary and its meaning and the constant revision and reinforcement of this is effective in ensuring retention of knowledge and understanding in all subjects. The very good quality of assessment leads to planning that focuses on the specific learning needs of all groups of pupils and the small steps of learning required to ensure success. The assessment and provision for pupils with special educational needs is a significant feature in their good progress and achievement. All teachers make sure that these pupils develop good self-esteem. Teachers work very hard to improve their own skills and those of the pupils, often giving freely of their own time to do so.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and enriched by a wide range of extra-curricular activities and visits. It covers all areas of the National Curriculum and religious education.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. They achieve well in relation to their prior attainment and are well integrated into the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good and is a strength of the school. There are many opportunities for pupils to reflect on values related to everyday experiences. Pupils discuss a variety of issues with maturity and confidence.
How well the school cares for its pupils	The school cares for its pupils well. Monitoring of pupils' academic performance is very good and information is used effectively to improve teaching and learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management are good. There is a clear vision of what the school needs to do to develop further.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and have a good level of involvement in all its aspects.
The school's evaluation of its performance	The school evaluates its performance well. It uses this evaluation effectively to make improvements in teaching and learning and the care and welfare of pupils.
The strategic use of resources	Staff and governors have a clear understanding of value for money and the budget is securely linked to current needs and development. Principles of best value are well applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">Parents are pleased with all aspects of the school. They are particularly pleased with the quality of teaching, the high expectations of achievement and behaviour and the quality of the leadership and management of the school.	<ul style="list-style-type: none">No issues were raised.

The inspection team fully supports the positive views of parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are well above those found in similar schools and all pupils make good progress.

- 1 The results of the 1999 tests at the end of Key Stage 2 show that standards in mathematics and science were well above the national average. In English, standards were in line with those found nationally. In all three subjects standards were well above those found in schools with pupils from similar backgrounds and in mathematics were in the highest five per cent nationally when matched against similar schools. Unvalidated data for 2000 indicates that the school is maintaining its high standards. It almost met its challenging targets in English and exceeded them by six points in mathematics. The findings during the inspection are that attainment in English in the present Year 6 is in line with national expectations and above average in mathematics. Standards in the science lesson observed in Year 6 were above average. Although the expected results of these pupils are lower than in previous years, they have made good progress during their time in the school. Extensive evidence from previous tests and assessments shows that the average level of the group on entry was significantly lower than usual and the number of pupils with special educational needs is significantly higher. Although the trend in results over time is below that found nationally, this is because the school was already achieving results that were higher than average. All groups of pupils, including those pupils with special educational needs, achieve well in relation to their prior attainment. There are no significant differences in the attainments of boys and girls.
- 2 Pupils use literacy and numeracy skills well in other subjects. In a history lesson on Ancient Greece pupils used good reading and writing skills to tackle the task of describing a house. Good use of numeracy skills was demonstrated in an information and communication technology lesson on spreadsheets and formulas. Data handling skills were used well to graph results in science.

The quality of teaching is good.

- 3 During the inspection teaching was never less than satisfactory. Fifty-two per cent of lessons were good and 14 per cent very good. Teaching is particularly effective in Year 6 where the well-experienced co-ordinators for English and mathematics work well together. The good pace of work, the high expectations of effort and participation, and the consolidation of previous learning are particular features in ensuring that pupils reach their highest potential by the end of the key stage.
- 4 All levels of planning are good and very good in Year 6. Literacy and numeracy skills are taught well throughout the school. Evaluation of lessons and pupils' response in literacy and numeracy ensures that the learning of key lesson objectives has taken place before the next steps are taken. Year groups 5 and 6 are set in ability groups for English and mathematics and this is helpful in matching work to pupils' levels of prior attainment.

- 5 On occasions some specialist teaching takes place. This enables pupils to be taught by teachers who have a special interest, enthusiasm or aptitude for a subject. It also facilitates the use of blocks of time for some subjects in order to allow extended work of quality to emerge. This was evident in an art lesson in Year 5 where pupils were continuing an extended theme of still-life sketching. After some lively recapping on previous learning, pupils were encouraged to practise and experiment in their sketchbooks to draw the difficult parts of their chosen still-life. They experimented with shading and pencils of different degrees of hardness and softness before attempting their more final piece of work. Pupils made gains in confidence and skill through this approach.
- 6 The emphasis on the teaching of key vocabulary and its meaning and the constant revision and reinforcement of this is effective in ensuring retention of knowledge and understanding in all subjects. In a religious education lesson on the Muslim faith new words and concepts were constantly reinforced during the lesson with good use of artefacts and pictures. Each new word was displayed on a card and these and cards containing the meanings of the words were used in a quick game at the end of the lesson to recap and assess learning. Teachers have a good variety of strategies to interest pupils and to ensure good learning. Lessons are lively and interesting. Questioning extends thinking and assesses learning. In an English lesson in Year 6, for example, the teacher used a 'senses' chart with pupils to focus their ideas for description during a lesson on metaphor and simile. This was effective in eliciting a good range of descriptive words from pupils.
- 7 The very good quality of assessment leads to planning that focuses on the specific learning needs of pupils and the small steps of learning required to ensure success. This was demonstrated in a mathematics lesson to introduce and secure learning about ratio and proportion. This began in the previous lesson with an introductory video recording. The teacher recapped on this well using skilled questioning to check understanding and to encourage pupils to relate this to previous work on fractions. She slowly but surely developed the concept of ratio and proportion in relation to both decimal and vulgar fractions. This was then followed by practical work involving measurements of parts of the body such as arm span and height and working out ratio and proportion.
- 8 Provision for pupils to experiment and take part in open-ended investigations is now well established in mathematics and science. A good example of this was observed in a science lesson in Year 6 when pupils worked in small groups to make a prediction based on previous work on balanced and unbalanced forces, plan an experiment and present the resulting information to the rest of the class. A mathematics lesson in Year 4 provided opportunities for pupils to make three-dimensional shapes and their nets. Pupils made increasingly complex shapes according to their levels of ability and lower attaining pupils were supported well with word and picture cards.
- 9 The assessment and provision for pupils with special educational needs is a significant feature in their good progress and achievement. All teachers make sure that these pupils develop good self-esteem. Teachers work very hard to improve their own skills and those of the pupils, often giving freely of their own time to do so.

The very good quality of the assessment, tracking and associated planning procedures is a significant factor in pupils' good progress and achievement.

- 10 The school has extensive procedures for assessment and tracking of pupils' progress. This is a significant improvement since the previous inspection when there was a lack of co-ordination and an inconsistency of approach. Entry levels, the results of optional tests in each year group, and other assessments are drawn together well to give a clear picture of the gains that pupils make and to focus on areas for improvement. Target setting for each year group is based on clear and quantifiable information. For example, the results of the present Year 6 group in English on entry to the school were exceptionally low and the good progress they made as they moved through the school is clear.
- 11 The information gained from the procedures for assessment and tracking is used purposefully. Individual pupils can be identified for extra support – for assessment as pupils with special educational needs for example, or for candidates for the 'booster classes' (for those pupils needing some extra support to help them reach national expectations). Tracking of progress also focuses well on different groups of pupils. For example, the present Year 6 was identified as having a large number of boys with reading difficulties. The school analysed why this should be and targeted extra efforts and teaching at this group. This included the use of members of the local fire brigade in reading with pupils to provide a role model for boys who were reluctant readers. Because of this reading improved significantly. Teachers evaluate lessons and pupils' response in literacy and numeracy and use this well to plan further work.
- 12 The assessment co-ordinator works closely with the co-ordinators for English, mathematics, science and special educational needs so that their work is mutually effective in improving standards.

Provision for pupils with special educational needs is very good.

- 13 Provision for pupils with special educational needs is very good and this is a significant improvement since the previous inspection. The role of the co-ordinator has been developed well. There is a good over-view of the issues within the school and the Code of Practice is well met. The co-ordinator is in the process of revising the policy that existed prior to her arrival in the school. There is clear planning to meet the needs of these pupils and a good level of extra support that is used well. Twice termly staff meetings are devoted to special educational needs.
- 14 The individual educational plans are of good quality with clear and achievable targets. The objectives for pupils' learning are well linked to these. Pupils are assessed both by class teachers and by specialist teachers. There is a good level of parental involvement and the school is now sending review documents to parents for their views. There is a parent feedback form to seek views on progress, confidence and other comments. The documentation relating to statemented pupils is very well organised and includes records of interviews with a pupil following inappropriate behaviour where the statement is linked to behavioural needs.

- 15 Governors are well aware of issues relating to special educational needs. The link governor takes an active part in monitoring and reporting back to governors and has attended training. Funds are used effectively to buy in extra support.
- 16 The school is fully committed to including pupils with special educational needs in all aspects of school life and their self-esteem is good. Samples of work indicate that pupils enjoy the full range of curriculum opportunities. They are often enabled and supported in class by well-briefed and effective support assistants. For example, in a literacy lesson two pupils wrote a Haiku poem jointly with the teaching assistant. They were pleased with their efforts and gained confidence in reading this together to the rest of the class. Pupils with writing difficulties use laptops to ensure that their work is well presented and slow working does not hinder them.
- 17 When working with a specialist teacher, pupils gained confidence from a well-structured lesson that moved pupils skilfully from reading a poem together into work on rhyming words. This combined both reading opportunities and spelling rules well. Pupils were greatly encouraged by much praise.
- 18 Resources for pupils with special educational needs are good and the school continues to allocate a good level of funding to this aspect. Pupils with special educational needs make good progress and the school is welcoming to pupils with difficulties who transfer from other schools.

Leadership and management are good and are significant in their effect on pupil performance.

- 19 The new headteacher is well aware of the school's strengths and weaknesses. The headteacher and the deputy headteacher work well together to give effective guidance and support. The format for school development planning is being revised to take account of a longer-term view of development and spending although problems relating to the building and the subsequent decision to build a new school have needed to take precedence. Recent priorities have been the development of the provision for special educational needs and the procedures for assessment and tracking of pupils' progress. Both these initiatives are now strengths of the school and contribute significantly to pupils' achievement.
- 20 The leadership of subject, year group, assessment and special needs co-ordinators is good and has improved since the previous inspection when there were no clear roles defined. The English and mathematics co-ordinators have had a significant effect on teaching and learning through leading the school into the use of the National Literacy and Numeracy Strategies and developing whole school policies. Their work continues to be a key factor in the good levels of achievement. The numeracy co-ordinator is also a lead teacher for numeracy training for teachers from other schools. The co-ordinator for information and communication technology has been very successful in improving the provision and the quality of planning and teaching for the subject.
- 21 Governors are very supportive of the school and have a good level of involvement. They receive good information from the headteacher to enable them to understand the school and to take decisions. They have a good understanding of value for money, the budget and its relationship with development planning. Performance management procedures are in place. The governing body has a good understanding of the action plan resulting from the previous inspection and the action taken following the key issues. Link governors for special educational needs, literacy and numeracy

are fully involved in the introduction of new strategies. Governors have a good knowledge and approval of policies. All concerned with the school are proud of its achievements and the climate for learning within it.

Provision for pupils' personal development is very good and this leads to very good behaviour and attitudes.

- 22 The school provides numerous opportunities for pupils' personal development. Extra-curricular activities such as various sports, choir, instrumental lessons, and computer club give opportunities for pupils to extend their skills and experiences. Visits to places of interest such as the Stadium of Light broaden horizons. Involvement in local initiatives such as the 'Young Citizen' competition and a jazz workshop help an understanding of the local culture. The annual visits to Holland for pupils in Years 5 and 6 enable pupils to experience life in another country and gain valuable experience in living together away from home. The school is made very attractive by the quality of display. Interesting posters, beautiful drapes and artefacts make the building a pleasant place in which to work. Pupils' work is displayed with care, valuing effort and adding to self-esteem.
- 23 Insights into the culture of others are provided in religious education lessons where pupils study both Christianity and other world faiths. Art, music geography and history also make a contribution to learning about other cultures. Acts of collective worship give opportunities for reflection on the 'Lord's Prayer' and the theme of 'forgiveness'. In a personal and social development lesson, bullying was a theme that gave rise to discussion not only on what to do if faced with this problem but also on what might be causing a person to be a bully. Visitors to the school such as the local fire brigade and the railway police help pupils to learn about safety aspects of life, and the talks by the architect about the new building have proved very effective in avoiding some of the problems that might otherwise have arisen during this difficult time. There are strong links with local churches and the 'After School' club takes place in the premises of one of these.
- 24 In discussion, pupils in Year 6 were articulate and proud of their school. They spoke with maturity about respect and difference in life, referring to the work of Helen Keller, Creation Stories from different religious faiths and responsibility for people in need. They described aspects of the curriculum that had particularly interested them such as the fascination of gravity and favourite songs. They were approving of the idea of playground monitors whose job it is to look after younger pupils in the playground. The school is committed to equal opportunities in all it does and has welcomed a number of pupils who were about to be excluded from other schools. Behaviour is very good at all times and particularly so in relation to the present difficulties with space. The confidence and maturity of pupils, the way in which they listen to teachers and others and the good relationships in the school are significant features in the climate for learning.

WHAT COULD BE IMPROVED

The quality of pupils' writing and the opportunities for pupils to write at length.

- 25 Although standards in English are well above those found in similar schools they are lower than the school's results in mathematics and science. The school has completed an extensive analysis of the results of the tests and of pupils' work and realises that the quality of writing is the area where some attention could raise attainment further. The work scrutiny completed during the inspection confirms these judgements. The co-ordinator has identified a number of sharply focused learning goals on which teachers throughout the school will focus more thoroughly. These include the improvement of complex sentence structure and narrative skills. The scrutiny of work revealed limited evidence of extended, imaginative writing although this is better in the work of pupils with higher attainment. Some work remained unfinished through lack of time. The school has begun to tackle the task of improvement by in-service training for teachers on the development of shared writing and by using Local Education Authority expertise to support their work. Teachers are beginning to seek ways in which writing skills may be extended in other subjects. A good example of this was observed in a history lesson when pupils analysed the descriptions of houses in estate agents' documents and wrote a description of a house in Ancient Greece in the same way.

The monitoring of teaching and its impact on progress to inform future planning.

- 26 Although subject and year group co-ordinators monitor teachers' planning and have an informal view of work in classrooms, the planned implementation of a programme for the monitoring of teaching and its impact on learning and attainment has been delayed by the imminent move to the new building. Training for this development has begun with the co-ordinator for mathematics attending a course to develop her skills. Co-ordinators intend to use these opportunities to identify areas for future training and development in their subjects.

WHAT THE SCHOOL SHOULD DO TO IMPROVE FURTHER

28. Improve the quality of pupils' writing by:

- *providing more opportunities for pupils to write at length for different purposes and audiences;*
- *seeking links with other subjects to support this.*

(Paragraph 25)

Put into action the plans made for the monitoring of teaching and the use of this information to improve future planning.

(Paragraph 26)

These issues are securely contained within the school's development planning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	14%	52%	33%	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	322
Number of full-time pupils eligible for free school meals	N/a	79

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/a	8
Number of pupils on the school's special educational needs register	N/a	48

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence	%
School data	6.4
National comparative data	5.4

Unauthorised absence	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999 (1998)	36 (29)	27 (34)	63 (63)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30 (21)	35 (28)	34 (28)
	Girls	24 (31)	25 (30)	25 (32)
	Total	54 (52)	60 (58)	59 (60)
Percentage of pupils at NC level 4 or above	School	86 (83)	95 (92)	94 (95)
	National	70 (64)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27 (21)	33 (21)	33 (21)
	Girls	20 (28)	23 (28)	25 (29)
	Total	47 (49)	56 (49)	58 (50)
Percentage of pupils at NC level 4 or above	School	75 (78)	89 (78)	92 (79)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	321
Any other minority ethnic group	0

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: Y3 – Y6

Total number of qualified teachers (FTE)	12.9
Number of pupils per qualified teacher	23
Average class size	29.3

Education support staff: Y3 – Y6

Total number of education support staff	3
Total aggregate hours worked per week	52

Financial information

Financial year	1999/2000
	£
Total income	509,142
Total expenditure	457,265
Expenditure per pupil	1,534
Balance brought forward from previous year	43,534
Balance carried forward to next year	95,411

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	322
Number of questionnaires returned	157

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	36	5	1	0
My child is making good progress in school.	48	41	3	1	8
Behaviour in the school is good.	49	41	3	0	6
My child gets the right amount of work to do at home.	29	52	10	1	8
The teaching is good.	61	34	0	0	4
I am kept well informed about how my child is getting on.	41	43	8	1	8
I would feel comfortable about approaching the school with questions or a problem.	68	25	4	1	2
The school expects my child to work hard and achieve his or her best.	73	25	1	0	1
The school works closely with parents.	43	45	4	1	6
The school is well led and managed.	56	36	1	1	7
The school is helping my child become mature and responsible.	57	35	1	0	8
The school provides an interesting range of activities outside lessons.	32	45	6	0	17