

INSPECTION REPORT

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Thame

LEA area: Oxfordshire

Unique reference number: 123209

Headteacher: Mr M Flannigan

Reporting inspector: Mr Keith Bardon
11807

Dates of inspection: 2nd – 3rd October 2000

Inspection number: 224722

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: Brook Lane
Thame
Oxfordshire

Postcode: OX9 2AB

Telephone number: 01844 214278

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Appropriate authority: The Governing Body

Name of chair of governors: Fr. C Marsden

Date of previous inspection: 16th April 1996

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INFORMATION ABOUT THE SCHOOL

St Joseph's is an average sized Catholic primary school serving the Oxfordshire market town of Thame. There are currently 183 full time pupils on roll in the main school and another 18 children attend the reception class on a part time basis. The school is popular with parents and is always up to capacity. Around 80 per cent of pupils are from Catholic homes. Almost all pupils live close to the school in owner occupied housing. The school also has 12 pupils from traveller families who are based close by.

Sixty pupils are registered as having special educational needs. This is relatively large number but includes pupils who are expected to stay on the special needs register for a short time and be removed when their progress has been given a boost. Included in the 60 are two pupils who have a statement of their special educational needs. This is a broadly average figure for a school of this size. There are seven pupils who speak English as an additional language but none who find the language particularly difficult. Ten pupils are eligible for free school meals, which is below the national average.

A large proportion of pupils are from advantaged homes and many children have well above average basic skills when they first join the school. This profile of the pupil population has changed little since the school was last inspected in 1996 but there has been a number of staffing changes, including the appointment of a new headteacher in 1999.

HOW GOOD THE SCHOOL IS

St Joseph's continues to be a successful school which provide its pupils with a good quality and well balanced education in a caring and supportive environment. Standards are appropriately high, the teaching is good and the school is managed well. The school spends the funds made available to it wisely and although the cost per pupil is a little above average, pupils' achievements indicate clearly that St Joseph's Catholic Primary provides good value for money.

What the school does well

- The good quality of the teaching enables pupils to attain high standards in mathematics and in most aspects of English and science.
- The very positive atmosphere the school generates encourages pupils to work hard, form good attitudes to learning and to achieve to the best of their abilities.
- Very good leadership and effective management provide the school with a clear sense of purpose and the will to continue to improve.
- Pupils are given very good support and guidance which help them to develop into caring and thoughtful individuals.
- Very effective links are forged with parents which have a positive effect on pupils' education.

What could be improved

- The quality of spelling throughout the school.
- The ability of junior pupils to carry out scientific investigations.
- The effectiveness of the school development plan .
- The attendance of some pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Although the test results of the eleven year olds remained good, in the years immediately following the last inspection in 1996 St Joseph's did not make the gains in performance that many other schools made nationally. However this slowing of development was recognised in time by the senior staff and governors and matters have been addressed. The school is now better than it was and it has made satisfactory improvement since it was last inspected.

The quality of teaching in the infant classes which was judged satisfactory in the last report is now good. This has helped increase pupils' rate of progress, and standards by the age of seven have risen. The teaching commitment of the headteacher was significantly reduced following the last inspection. This allows the current headteacher to monitor the quality of the teaching and learning far more effectively and to make management decisions that are better informed than they were. Governors have also become far more involved in monitoring the work of the school, increasing their effectiveness as a 'critical friends'. The school has continued to develop the roles of all staff with management responsibilities and the breadth and flow of information across the school as a whole has improved. The last report identified weaknesses in the school's development plan, both in its structure and the way in which it linked to financial decision making. In general these weaknesses remain and this is the one area in which there has not been enough improvement. The existing accommodation is used more efficiently than it was at the time of the last inspection and the school has well advanced plans to further improve the learning environment for its pupils.

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	B	A	A
mathematics	A	B	A*	A
science	A*	A	A	A

Key

well above average A

above average B

average C

below average D

well below average E

Pupils attain high standards. In 1999, pupils' performance in the national mathematics test for eleven year olds put St Joseph's in the top five per cent of all primary schools. Results in the English and science tests were almost as good and well above the national average. Interim results for 2000 indicate that performance levels are being maintained and that eleven year olds have again performed very well in the national tests. Recent results have been well above the targets the school set itself. However, these targets were far too low for the attainment of the pupils and did not provide a sufficient level of challenge. This has been recognised by the headteacher and governors and far more appropriate targets have been set for future years which will help the school to maintain high standards.

When they first enter the reception class most children have basic skills which are well above average. Good teaching in the reception and infant classes enables pupils to build effectively on this good start and to achieve well. Consequently seven year olds perform well in the national tests and the results they attain are often better than those of other schools with a similar intake of pupils. By the time they leave the school at the age of 11 many pupils are attaining standards in reading, writing, mathematics and most aspects of science that are generally well above the national average. However pupils' ability to spell common words is only average and not as good as their other literacy skills. The school has recognised the problem and is implementing plans to address it. There is also some unevenness in science, particularly in the junior classes where pupils' understanding of how to investigate is not as good as their knowledge of scientific facts. There is no unevenness in mathematics and pupils' attainment in the different aspects is equally strong.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils of all ages are happy in school. They are keen to learn and apply themselves well to the challenging tasks teachers set them.
Behaviour, in and out of classrooms	Very good. Pupils have a clear understanding of what is expected and behave well with a minimum of supervision.
Personal development and relationships	Relationships between pupils and staff and between the pupils themselves are excellent. The school is harmonious and a pleasant place to be. When given the opportunity to take on responsibilities or to make an individual contribution, pupils respond well. Pupils' personal development is very good.
Attendance	Unsatisfactory and below the national average. A significant number of pupils are taken on family holidays during term time and children from traveller families do not always attend as often as they could.

TEACHING AND LEARNING

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

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Eight out of ten lessons seen were good or better with a third being very good or excellent. The teaching in the reception and infant classes is consistently good. In the junior classes the quality of teaching ranges from satisfactory to excellent and is good overall. There was no unsatisfactory teaching in any of the lessons seen.

Mathematics is particularly well taught. Teachers provide a wide range of interesting activities through which pupils develop a very good understanding of numbers and acquire a range of strategies for making calculations. Reading and writing are also taught very effectively, not only in English lessons, but in all subjects where pupils are required to use their developing literacy skills. The teaching of spelling is not as good and the approaches teachers use lack the consistency and progression found in other aspects of the English curriculum. The knowledge aspects of science are also taught well but the teaching of investigation skills is somewhat less effective.

Teachers have high expectations of all pupils. They set them clear targets and then teach them in constructive ways how the objectives can be achieved. Pupils respond well to this challenge, concentrate hard, and are fully prepared to think for themselves. This makes for effective learning. A strength of the teaching is the manner in which teachers' modify activities to ensure that pupils of differing attainment have work that is at an appropriate level.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils are provided with a wide range of well resourced learning activities and encouraged to participate fully. Provision for extra curricular activities is good for the junior age pupils but there are too few opportunities for the infants.
Provision for pupils with special educational needs	Very good. Pupils are supported very well by teachers and classroom assistants and given work that is carefully matched to their specific needs. Their individual education plans are very thorough and achievement targets are well structured and clear.
Provision for pupils with English as an additional language	Very good. Pupils are given full access to the broad curriculum the school provides and are fully integrated into the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school promotes pupils' personal development well and helps them grow into mature, sensible and responsible young people. Pupils are regularly given time for reflection and taught strong moral values. They are encouraged to work together and help each other and to make the most of the cultural opportunities open to them.
How well the school cares for its pupils	The school provides a good level of care within its strong Catholic ethos. Pupils academic and personal development are closely and constructively monitored.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership provided by the headteacher is very good. He has a clear vision for the future of the school, firmly based on high standards. In the past senior staff have been given insufficient responsibility but this is being corrected and the senior management team of the school is beginning to function effectively.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. They monitor the work of the school thoroughly and this enables them to make well informed decisions.
The school's evaluation of its performance	Very good. The headteacher and the governors use a wide range of information to assess how well the school is doing and to identify areas in need of further development.
The strategic use of resources	Good. Funds allocated to the school are generally spent well to raise attainment and to provide pupils with a good quality education.

As mentioned earlier in this summary the school development plan has weaknesses that significantly

reduce its effectiveness. Principally it fails to project far enough forward and to identify how the school intends to meet the challenging targets it is setting itself.

Senior staff and governors are becoming increasingly skilful at obtaining the best value for the money they spend. However, a relatively large surplus of funds has accrued. Some of this surplus has been put aside for necessary building work but governors have yet to decide how to get the best value from the remainder.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are taught well and make good progress. • The school cares for their children as individuals and helps them to develop good attitudes and values. • The school is very welcoming and staff very approachable. • They feel the school is well managed and that their children enjoy coming to school. 	<ul style="list-style-type: none"> • While there is a good range of extra curricular activities open to the older pupils, there are too few for the younger ones. • Some parents feel that the school gives pupils too much homework and does not allow sufficiently for children's interests outside of school.

The inspectors share parents' positive views of the school and of the good quality of education it is providing for their children .

The school recognises that the marked imbalance in extra-curricular provision is unsatisfactory and is looking at ways of improving the provision for the younger pupils.

Inspectors feel that the homework provision is satisfactory in both quantity and content and the school intends to consult parents on this subject in the near future.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The good quality of the teaching enables pupils to attain high standards in mathematics and in most aspects of English and science.

1. As many of St Joseph's pupils come from advantaged homes and have a good range of basic skills when they first enter the reception class they can be expected to do well at school. Teachers and governors have appropriately high expectations of the standards pupils will attain and work hard to ensure that they have every opportunity to achieve them. The school's performance in the 1999 national English, mathematics and science tests for eleven year olds was very good, particularly in mathematics. Although the national results for 2000 have still to be verified early indications are that the school has again done very well in comparison with the national averages. Pupils leave St Joseph's well equipped for the demands of secondary education.
2. Teachers build a high level of challenge into the work they provide and move pupils' knowledge and understanding along at a good pace. For example, children who know numbers to ten when they enter the reception class are able to add, subtract, multiply and divide simple numbers by the time they are seven and work accurately to two places of decimals by the age of eleven. Teachers generate a very positive atmosphere in classrooms, which encourages pupils to be industrious and to involve themselves fully in the lessons. Classrooms are organised well. In most lessons, teachers strike a good balance between giving instruction to the whole class and periods when pupils work independently or in small groups. Through well structured group activities teachers challenge pupils at an appropriate level and help ensure that pupils of differing attainment maintain a good rate of progress.
3. Pupils of all ages show good understanding of the text when reading aloud and are often able to add interest through the way they express themselves. For example, Year 2 pupils roared in appropriate places when reading a story about a monster, which added much to their enjoyment and to that of the listeners. Teachers make good use of the opportunities that different subjects provide to extend pupils' reading and writing. They encourage pupils to research information using reference books, for example in science, and to look carefully at the ways in which different styles of writing are used. Year 6 pupils looking at the contents of the Bible as part of a religious education lesson were able to recognise stories, letters, historical accounts, poems and other styles of writing and understand how they had been used to good effect. A systematic approach to the teaching of writing enables most pupils to acquire a clear and fluent handwriting style and to gain a very good understanding of sentence structure and punctuation.

4. Teachers prepare their lessons carefully and provide pupils with resources that stimulate their interest. In a mathematics lesson paper snakes encouraged Year 3 pupils to estimate, measure and calculate and a range of newspapers helped Year 4 pupils to understand the difference between fact and opinion in a literacy lesson. Pupils use of spoken language is very good. They are encouraged to answer questions, contribute to discussions and as they grow older to explain their thinking and ways of working. This was illustrated well in Year 1 when pupils were asked to identify the object the teacher was thinking about by asking questions rather than guessing. This stimulated a great deal of thought and produced some well constructed questions which were articulately presented for such young pupils. Considering the high standards of pupils' reading, writing and speaking it is a little surprising that their ability to spell accurately is only average and not of a better standard. (See paragraph 17)
5. Pupils are provided with a wide range of mathematical experiences which helps them develop a very good, all round understanding of numbers and of other aspects of the subject. Teachers encourage pupils to learn basic number facts, such as numbers that add up to ten for younger pupils and multiplication tables for the older ones. They often start mathematics lessons with stimulating mental exercises that help pupils to recall these facts quickly and to employ them accurately. As a result pupils learn many different ways of manipulating numbers and by Year 6 most have become competent and confident mathematicians with good problem solving abilities. Teachers place strong emphasis on pupils learning the basic principles of science and as a result, pupils' knowledge of scientific ideas develops well. However, less emphasis is placed on pupils acquiring the skills of science and this aspect of their learning is not as well developed. (See paragraph 18)

The very positive atmosphere the school generates encourages pupils to work hard, form good attitudes to learning and to achieve to the best of their abilities.

6. The value the school places on high achievement and good work habits is made clear to pupils in many ways. It is very evident in the challenging targets teachers set their pupils at the beginning of lessons, the constructive help they give them to meet those targets, and the praise they give when objectives have been achieved. This encourages pupils to work at pace and to retain their concentration for good lengths of time. Pupils listen carefully to what the teachers are saying so that they can grasp what is required of them and understand how they are to go about the task. Being told convincingly at the beginning of a piece of work "You can do this!" gave Year 6 pupils the confidence to try things they might otherwise not have attempted and to think hard about what they are doing.
7. The skilful way in which teachers modify lessons so that pupils with differing levels of attainment have work that is challenging but within their capabilities has a significant influence on the pupils' progress and success. This is particularly important to pupils who find learning difficult and have special educational needs. With the constructive help they often receive from learning support assistants, these pupils learn that they can achieve and apply themselves very well despite their difficulties.

8. Teacher often encourage pupils to work together and to share what they are learning. This results in lively classrooms in which ideas are continually passing backwards and forwards and understanding is developing at a good rate. Pupils learn to use a wide range of sources of information to help them gain knowledge and understanding, including their fellow pupils. Relationships throughout the school are very good and pupils readily help each other in natural and constructive ways.

Very good leadership and effective management provide the school with a clear sense of purpose and the will to continue to improve

9. The style of management the headteacher adopted on taking up his appointment a little over a year ago is proving very effective. This is built on high levels of consultation and open discussion which helps ensure that all those with a vested interest in the pupils' education are actively involved when key decisions are taken. The result is a staff and governing body who work closely as a team and who share a common desire for the school to continue to improve.
10. In recent years the targets the school set itself for pupils' performance in the national tests provided insufficient challenge and were exceeded by a considerable margin. There was a danger that the school would become complacent and there were some signs that this was starting to happen. The headteacher recognised the danger signals and identified them for governors. New and very effective systems for monitoring the school's performance and tracking pupils' progress have been introduced which provide senior staff and governors with good quality information. This information is used well and the school has set itself far more challenging targets for the future to help it to maintain high standards. Some improvements are needed to the school development plan to ensure that targets can be met (See paragraph 19) but St Joseph's is a school with clear and realistic ambitions and the drive to achieve them.
11. The teaching commitment of the headteacher was significantly reduced following the last inspection. This has allowed more time for the headteacher to monitor the quality of the teaching during lessons and to evaluate its impact on pupils' learning. This was a key issue in the last inspection report and has been successfully addressed. This monitoring is also carried out by other senior members of staff and subject coordinators, which helps to broaden the school's perspective of its work and makes good use of the expertise of individual members of staff. Along with the information the school is accumulating about the progress pupils are making, this is enabling the senior staff to make well informed management decisions. The introduction of booster support for some pupils and the identification of spelling as an area for development are just two examples. The headteacher has recognised that future lesson observations need a specific focus if the process is to continue to develop.
12. The school has the advantage of a governing body that is well informed and keen to play a productive role in the school's management. Governors are actively involved in monitoring and evaluating the work of the school, ask searching questions about its performance and carry out their responsibilities as a 'critical friend' of the school well.

Pupils are given very good support and guidance which help them to develop into caring and thoughtful individuals

13. Teachers and other staff know the pupils well and are able to respond to their individual needs. The very constructive way in which the work given to pupils is matched to what they, as individuals, need to learn next has already been mentioned. However this is only one aspect of the very effective support and guidance pupils receive. In lessons teachers give clear instructions and sensitively assist pupils who are finding the work difficult. This acts as an effective model for the pupils themselves, who readily help each other to overcome problems. Pupils of all ages listen to each other carefully and respond thoughtfully to what they have heard.
14. The school's community spirit is very apparent and actively promoted through its normal daily routines. Older pupils are expected to help the younger ones, in the same way that staff help them. They do this readily and conscientiously, not as a chore but as something they enjoy and take pleasure in doing. The result is a very harmonious school in which all age groups work and play happily together. Teachers enhance pupils' personal development by giving them increased responsibilities as they grow older. For example, when Year 6 pupils are holding group discussions the teacher appoints a group coordinator through which issues can be channelled. Pupils chair discussions in a very mature manner and participants respect the coordinator's authority. As with all other interested parties the pupils have been consulted on what the school development plan should contain. Pupils were able to raise issues of concern to them in a mature and sensible manner. The school listened carefully to their views and some improvements to school practices have resulted.

Very effective links are forged with parents which have a positive effect on pupils' education

15. Through its open door policy the school makes parents feel welcome at all times. The invitation to join assemblies is regularly taken up by a good number of parents and information evenings are well attended. New initiatives, such as the introduction of booster support for pupils in need of a little extra help, are fully explained to ensure that parents have a clear understanding of the rationale behind them. The climate of consultation introduced by the current headteacher is extended fully to parents and they appreciate being asked for their opinions on such important matters as the school's future priorities. Having such a good understanding of what the school is trying to achieve encourages parents to help and they regularly raise large sums of money to provide additional resources.
16. Seeing their parents around the school and hearing them talk knowledgeably about its work and their achievements helps pupils to appreciate their education at school and at home as a continuation of the same process. They view all experiences as learning opportunities and often refer to things they are learning at home while carrying out work in class. The individual targets pupils take home each term strengthen the educational links, giving parents a clear picture of what their children need to learn next and how they can help them achieve these objectives. A very effective partnership between school and parents has been established and this is continuing to strengthen.

WHAT COULD BE IMPROVED

The quality of spelling throughout the school

17. Although broadly average, pupils' spelling is not of the same standard as their reading and writing. Their ability to spell common words improves steadily as they get older but mainly because they are able to memorise and recall a wider range of words. The school's approach to the teaching of spelling techniques lacks cohesion and consistency. For example, the spelling homework pupils are given does not always relate well to what they have been taught about word structure in their literacy lesson. Consequently pupils' understanding of the rules of spelling and how to apply them does not build as systematically as it should. This evaluation will come as no surprise to the school as the teaching of spelling has already been identified as an area for development. The subject coordinator has carried out a constructive analysis of the school's current position and strategies to bring about improvement now need to be formulated and agreed.

The ability of junior pupils to carry out scientific investigations

18. By the age of eleven most pupils have a satisfactory range of science skills and are able to participate fully in investigations. However they are still too reliant on their teachers for the procedures they need to use and have not yet become independent investigators who can ask their own questions and make decisions for themselves. This contrasts significantly with pupils' knowledge of scientific ideas, which is well above average, and their ability to investigate in mathematics, which is very good. By the age of seven many pupils have a grasp of basic investigative procedures but the teaching in the junior classes fails to take full advantage on this sound start and pupils' further learning is somewhat disjointed. Pupils are not provided with a sufficiently clear picture of the processes that they must follow to get from question to answer by investigation. Subsequently many pupils find the more advanced skills, such as drawing informed conclusions based on scientific understanding, somewhat difficult to acquire.

The effectiveness of the school development plan

19. The school has started to set itself challenging targets and both staff and governors are keen to see the school continue to improve. However, while the school development plan effectively details how this year's targets are to be achieved it fails to identify how long term goals will be met. This weakness in the forward planning inhibits the school's views of its future needs and makes the taking of key decisions more difficult than it should be.

The attendance of some pupils

20. The school's overall attendance figures are below the national average. Pupil illnesses cannot be avoided and account for a normal proportion of the absences, but the figures are depressed by two other factors: a significant number of pupils are being taken out of school during term time for family holidays and children from traveller families do not always attend as regularly as they could. The school has attempted to raise parent's awareness of the impact that non-attendance has on pupils' education but with only limited success.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. The headteacher, staff and governors should:
- (1) Raise standards of spelling by:
 - identifying effective methods for the teaching of spelling and applying them consistently in all classes (Paragraph 17)
 - ensuring that pupils' understanding of spelling rules builds progressively as they move through the school (Paragraph 17)
 - (2) Increase the ability of junior pupils to carry out scientific investigations by:
 - adopting a more systematic approach to the teaching of science skills, particularly those relating to the interpretation of data and the drawing of informed conclusions (Paragraphs 5 and 18)
 - providing more opportunities for pupils to make their own decisions about what to investigate and how to go about it (Paragraph 18)
 - (3) Improve the effectiveness of the school development plan by providing a longer term view of the school's priorities and the routes it intends to take to meet them (Paragraph 19)
 - (4) Work with parents to improve the attendance of those pupils whose absence gives cause for concern (Paragraph 20)

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	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	27	47	20	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)		201
Number of full-time pupils eligible for free school meals		10

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		60

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	6.5
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	19	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	19	19	19
	Total	33	33	33
Percentage of pupils at NC level 2 or above	School	97 (93)	97 (100)	97 (96)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	19	19	19
	Total	33	33	33
Percentage of pupils at NC level 2 or above	School	97 (93)	97 (97)	97 (97)
	National	82 (81)	86 (84)	87 (85)

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	13	12	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	11
	Girls	11	11	11
	Total	22	22	22
Percentage of pupils at NC level 4 or above	School	88 (81)	88 (87)	88 (94)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	10
	Girls	10	11	10
	Total	20	22	20
Percentage of pupils at NC level 4 or above	School	80 (84)	88 (84)	80 (94)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	1
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	196
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	3	
Other minority ethnic groups		

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)	7.5
Number of pupils per qualified teacher	25.6
Average class size	28.7

Total number of education support staff	9
Total aggregate hours worked per week	158

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	NA
Number of pupils per qualified teacher	NA

Total number of education support staff	NA
Total aggregate hours worked per week	NA

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

Financial information

Financial year	1999/2000
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	£
Total income	367,353
Total expenditure	357,930
Expenditure per pupil	1,836
Balance brought forward from previous year	27,163
Balance carried forward to next year	36,586

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	213
Number of questionnaires returned	67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	37	0	0	0
My child is making good progress in school.	61	39	0	0	0
Behaviour in the school is good.	48	52	0	0	0
My child gets the right amount of work to do at home.	44	36	14	3	3
The teaching is good.	74	26	0	0	0
I am kept well informed about how my child is getting on.	51	40	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	64	25	4	6	0
The school expects my child to work hard and achieve his or her best.	67	30	1	0	1
The school works closely with parents.	42	43	13	0	1
The school is well led and managed.	54	36	9	0	1
The school is helping my child become mature and responsible.	66	31	1	0	1
The school provides an interesting range of activities outside lessons.	24	30	33	10	3