

# INSPECTION REPORT

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

Springhead Road

Northfleet

LEA area: Kent

Unique reference number: 118868

Headteacher: Miss M Jackson

Reporting inspector: Janet Sinclair

Dates of inspection: 25<sup>th</sup> – 27<sup>th</sup> September 2000

Inspection number: 225046

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Voluntary aided
School category:	Catholic
Age range of pupil:	4 to 11
Gender of pupils:	Mixed
School address:	Springhead Road Northfleet Gravesend Kent
Postcode:	DA11 9QZ
Telephone number:	01474 533515
Fax number:	01474 333404
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. Denis Balkwill
Date of previous inspection:	13/1/ 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
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	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>14</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>14</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>15</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Joseph's Catholic Primary school is an average sized primary school, which serves a fairly wide catchment area of broad socio- economic spread. There are 205 pupils on roll, of whom 18 children in the reception class are part- time. Eight per cent of the pupils speak English as an additional language, which is higher than the national average. Some of these pupils are in the early stages of learning English and receive extra support. The school has identified 48 pupils (20 per cent) as having special educational needs and this is in line with the national average. There are no pupils with a statement of special educational need; this is below average. Seventeen per cent of the pupils are eligible for free school meals – a figure that is broadly average. The results of assessments undertaken by children on entry to school show a range of ability, which on balance is average.

### **HOW GOOD THE SCHOOL IS**

This is a very effective school with many strengths. Pupils are encouraged to work hard and are very well supported in their learning. They achieve high standards In English, mathematics and science at both key stages. Teaching is very good. The leadership provided by the headteacher is excellent and underpins the drive towards excellence in all areas of school life. Funding per pupil is above average but the school provides very good value for money.

#### **What the school does well**

- Excellent leadership of the headteacher; ensures a clear focused direction on high standards across the school's work.
- Very good teaching enables pupils to make very good progress.
- Pupils achieve high standards in English, mathematics and science and this is supported by rigorous assessment procedures.
- Provision for children under five is very good and very good learning takes place.
- Pupils have excellent attitudes to their work and behaviour in class and around the school is excellent; this has a very positive impact on their learning.
- The school provides very good opportunities for personal development both within the school and through a wide programme of curriculum enrichment activities.

#### **What could be improved**

- Teachers sharing individual targets for learning with pupils and using evaluative marking to help pupils improve.

*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 significant improvement since it was last inspected in January 1997 without sacrificing the many strengths identified then. The key issues have been addressed very well. Teaching has improved and is now very good across the school. Significant improvements have been made in the provision for children under five. The curricular provision is now very relevant to their needs, teaching is very good and the provision of a safe outdoor area for outdoor play is in the final stages of development. There is now very good library provision and pupils' research skills are benefiting from this. All the curriculum requirements for information technology are now being met through a rigorous programme of improvements and curricular provision initiated by the subject co-ordinator. Standards have continued to rise in English, mathematics and science. The school is on course to meet its National Curriculum test targets for the current Year Six. The school takes good steps to make sure it is cost effective and has a very strong monitoring system in place.

## 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	A	A*
mathematics	A	B	A	A
science	B	C	A	A

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

This table shows that the school's test results were in the top 5 per cent nationally for English and well above average in mathematics and science in 1999. This represents very good progress when measured against pupils' attainment on entry. Standards in English and mathematics have remained consistently high over time. Science has improved over time. Test results for 2000 show a slight drop in the number of pupils attaining at the higher level in mathematics and science whilst the number of pupils attaining at the expected level remained high. Standards seen during inspection in the current Year 6 are high and on course to meet the school's expectations for a greater number of pupils to attain at the higher level. The school is on course to meet its targets. A strength of the pupils' work is the good quality of handwriting and presentation.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to school. They are keen and enthusiastic about learning and take pride in their work.
Behaviour, in and out of classrooms	Behaviour, both in the classrooms and around the school, is excellent.
Personal development and relationships	Very good. Pupils get on very well with adults and each other. Older pupils are very caring and supportive of younger pupils in the school.
Attendance	Very good; and this contributes to the high standards achieved.

Pupils' excellent attitudes to learning, exemplary behaviour and very strong relationships contribute effectively to the school's ethos and to pupils' learning. High levels of concentration, interest and effort are a feature of most lessons. Pupils willingly take on responsibilities and use their initiative around the school.

## TEACHING AND LEARNING

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

Teaching is very good overall. Teaching was at least satisfactory in all lessons. It was good or better in 83 per cent of lessons and very good or excellent in 21 per cent of lessons. Teaching in the under – fives is a particular strength. The teaching of English and mathematics is mainly good and sometimes very good. Staff have embraced the national strategies for literacy and numeracy and these are well embedded in their practice. The management of pupils is strong. Planning is detailed and rigorously monitored for appropriateness by senior staff. Questions are used effectively to check pupils' knowledge and extend their thinking. The teachers meet the needs of all pupils well.

Teachers however do not generally use marking effectively to indicate to pupils how to improve their work or to evaluate where pupils are in their learning. They give pupils too few opportunities to be actively involved in their learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well planned . Provision for extra-curricular activities, including trips, visits, visitors, and residential visits is excellent.
Provision for pupils with special educational needs	Good, well managed provision. Good levels of support enables pupils to make good progress
Provision for pupils with English as an additional language	Provision is generous and the school makes effective use of it to support pupils
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. This area fully reflects the school's strong commitment to high standards in all areas of school life.
How well the school cares for its pupils	The school takes very good steps to ensure the welfare, health and safety of its pupils. Assessment procedures are used very effectively to raise standards in the core subjects of the curriculum.

The school's planning for literacy and numeracy is detailed and these basic skills are emphasised through other subjects of the curriculum. In particular, there are good links with science, history and geography. Many opportunities are provided for pupils to become mature and responsible members of the community. Qualities such as honesty and thoughtfulness towards each other are promoted strongly. The extra-curricular activities provided by the school provide a high level of enrichment for the pupils, both academically and personally.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school is very good. The leadership of the headteacher is excellent. She has high expectations and a clear vision for the school's development. The senior management team and a committed staff all work very effectively together to provide high quality education for the pupils.
How well the governors fulfil their responsibilities	Very well. The governors are very enthusiastic and are well informed about standards and the work of the school. They work very effectively through their committee structures and improve their expertise through regular attendance at training courses.
The school's evaluation of its performance	Very good. The school gives a very high priority to maintaining and improving its high standards through rigorous evaluation.
The strategic use of resources	Good use is made of funding for specific purposes. The budget is planned and monitored carefully to ensure that funds are available to meet the school's priorities.

The school is aware of its strengths and weaknesses through a systematic process of monitoring the quality of teaching and the standards achieved. Comparisons are made with other local schools, using figures provided by the local education authority, to judge its effectiveness. When planning spending, the governors seek to gain value for money. The accommodation is good and maintained to a high standard by the school's premises officer Displays are used very effectively to enhance the school environment and stimulate pupils' interest.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children achieve good standards in their work</li> <li>• Their children enjoy reading</li> <li>• There is a good ethos in the school and the children are happy to attend</li> <li>• Behaviour is very good</li> <li>• The residential visits the school provides are excellent</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework</li> </ul>

Inspectors endorse the positive views of parents except that they found many of these aspects to be even better than indicated by parents. The amount of homework given is similar in amount to that found in most schools and it is well managed and organised by the school to maximise its benefit to the pupils. However the school is consulting parents on its homework policy to ensure as good a match as possible.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Excellent leadership of the headteacher ensures a clear focused direction on high standards across the school's work.**

1. The headteacher provides excellent leadership: she has a clear vision for the school, which includes both high academic and personal achievement. This aim is well met and exemplified by the excellent ethos that pervades the school. This could not be achieved without the good support of the senior management team, staff and governors who all share the same commitment to providing high quality education for the children in their care. The headteacher regularly and rigorously monitors the quality of teaching and learning and has a clear view of the future development of the school. She ensures that the school's clearly stated aims are fully reflected in its work and she does all of this with great sensitivity and consideration for all members of the school community. Staff at all levels are fully supported and enabled to carry out their roles under her direction. The senior management team fulfils a very important role in supporting the school's drive for excellence. They monitor the curriculum, analyse test results to identify areas of weakness, and support staff in delivering a broad and balanced curriculum. All staff are committed to improving pupils' attainment and are good at critically analysing the effects of their teaching. There are very good relationships within the school and there is a strong sense of teamwork among the staff. Day-to-day routines are well managed by an efficient administrative system.
2. A clear commitment to improvement is evident in the way in which curriculum developments are managed. For example in the recent work on information and communication technology the co-ordinator has played a very effective role in providing clear guidelines for all staff and meets regularly with the support staff who teach small groups of pupils to help them plan their work. Staff still need training to increase their expertise, and this is being provided, but a good framework is in place to support them and all staff are now using information technology across the curriculum. The monitoring of the quality of teaching and learning by subject co-ordinators reflects the priority placed on recent national initiatives in literacy and numeracy. Co-ordinators for English, mathematics and science have all observed lessons and provide effective support to colleagues based on the information gained from their monitoring. Governors have an important role to play in monitoring. For example the numeracy governor has attended training and undertaken classroom observations of numeracy and reported back to the governing body.

#### **Very good teaching enables pupils to make very good progress.**

3. The quality teaching is very good and has improved significantly since the last inspection. The very good teaching in the school is characterised by good, consistent planning and thorough preparation. Key stage and subject co-ordinators play an important role in ensuring consistency in the planning and preparation of lessons through regular attendance at weekly planning meetings. Teachers clearly identify their learning objectives in the planning and, in most classes, share them with pupils at the start of lessons so that the purpose of the work is made very clear. During the important plenary session at the end of lessons, when learning is reviewed, teachers often make good links to the learning objectives set out at the start of the lesson and this effectively reinforces pupils' learning. The skills of literacy and numeracy are taught in a thorough, well planned, structured way, with a good emphasis placed on the use of technical vocabulary specific to the subjects. As a result, pupils confidently use terms such as "*connectives*" when discussing linking sentences and "*condensation*" in science work.
4. Significant strengths in the teaching are good subject knowledge combined with good assessment records which enable teachers to focus clearly on the learning needs of the pupils. They have high expectations of what pupils can do and challenge them well in most lessons. Pupils respond well and put a great deal of effort into their learning.

5. In almost all lessons pupils are very well managed. The very good working atmosphere created through high expectations of pupils' behaviour, mutual respect between teachers and pupils and clearly established classroom routines enables all pupils to concentrate on their work and to make good very progress. All pupils are valued and teachers ensure that the less able or less articulate pupils are given time to answer questions or make their contribution in lessons.
6. Homework is generally well used to supplement and reinforce what is learned in class. It is also used effectively to improve learning across the curriculum. For example current homework for pupils in Year 2 included spelling and mathematics, which was carefully matched to pupils differing learning needs.

**Pupils achieve high standards in English, mathematics and science and this is supported by rigorous assessment procedures**

7. At both key stages, the pupils attain high standards in English, mathematics and science in their National Curriculum tests. Standards achieved in the tests were confirmed by inspection evidence, which shows that skills in all elements of English, mathematics and science are systematically developed as pupils' progress through the school. Standards in English are a particular strength. The school makes very good use of regular assessments and tests to identify where pupils are overall in their learning. They use these effectively to set targets for improvement.
8. Skills in speaking and listening are very well developed. Teachers plan effectively for the development of pupils' speaking and listening skills, ensuring an appropriate emphasis and 'Circle Time' is used well to give pupils the opportunity to articulate thoughts and express feelings. From an early age pupils are good at listening, and answer questions clearly and sensibly. By the end of Key Stage 2 they clearly articulate their views during discussions. They confidently use a wide range of vocabulary, including technical terms, and speak with clarity and good use of grammar. For example, during a Year 6 English lesson, a pupil responded to the teacher's question on how to correctly use the connective 'notwithstanding' in a sentence with this – 'He was a good boxer notwithstanding his small stature'. Year 4 pupils who had to find alternatives to 'said' for the text they were using, quickly identified words such as 'wailed', 'advised,' 'announced'
9. Skills in reading are excellent. Very detailed records are kept of pupils' developing skills across all aspects of reading and this enables teachers to focus on improving areas of weakness. Teachers promote enjoyment in reading and from an early age pupils are confident in their ability as readers. They use a wide range of strategies to decipher unfamiliar words and are confident in their use. For example, one Year 2 pupil who reads by herself at home commented that when she did not know a word 'she sounded it out'. By the time they are in Year 6, most pupils read fluently and expressively. They confidently compare and contrast the styles of different authors and describe their views on what makes books interesting. Support from parents, both at home and in school, and a wide range of reading activity throughout the school supports the pupils' developing reading skills. An indication of the very high standards of reading in the school is shown in the results for Year 6 pupils in the Year 2000 tests where all pupils achieved at least the expected level and 68 per cent of pupils achieved at the higher level.
10. Writing skills are well taught across the school and good opportunities are provided for pupils to use their skills in many other subjects. For instance in a science lesson, pupils in Year 5 recorded their findings on condensation. A very good feature of writing across the subjects is the good handwriting and clear presentation of work in a variety of forms. For example, factual accounts and diary writing in history. Throughout the school, work is well punctuated. Pupils in Year 2 are confidently using capital letters and full stops and by Year 6 punctuation within sentences is well established. Evidence from previous work shows that by the end of Year 6 many are writing in paragraphs and producing well structured work. They use descriptions well in their work, for example, 'the moon's reflection emerged', or 'massive, green, slimy beast.' In an effort to improve the structure in writing staff in the school are experimenting with the use of writing frames across

subjects and this is proving effective not only for writing but for developing logical thought as in mathematics.

11. Skills in numeracy are well developed and teachers provide good opportunities for pupils to practise what they have learned in a variety of practical situations. Good use is made of mental arithmetic sessions at the start of lessons to reinforce learning. Many pupils in year 2 are able mathematicians and clearly enjoy the subject. Scrutiny of previous work shows good coverage of the subject with most pupils achieving at the expected level and a good number of pupils exceeding this. Pupils' good attainment in mathematics helps them with their work in other subjects. For example, pupils in Year 5 produced accurately drawn line graphs and bar graphs as part of their work in science.
12. Information from tests is well used to plan work at an appropriate level for all pupils and this is effective in maximising their progress within lessons.
13. Skills of scientific enquiry are well developed. By the time pupils are in Year 6 they are knowledgeable and experienced across the breadth of the curriculum. They are secure in their understanding of the principles of fair testing and achieve good standards in a range of topics from electrical circuits and the practical applications of conductors and insulators to the study of food chains.

#### **Provision for children under five is very good**

14. The teacher in the reception class has a very clear understanding of the needs of these children and provides a very rich and balanced curriculum for them. She already has in place very detailed planning to chart progress towards the Early Learning Goals through the stepping stones provided as guidance. The classroom environment is bright, stimulating and well organised to encourage independent learning. Regular parents meetings are held in order to familiarise them with the curriculum provided and to solicit their help in the classroom.
15. Her teaching is very good, and at times, excellent. The teaching style completely engages the interest of the children who respond enthusiastically to all the activities on offer. Lessons are meticulously planned, organised and managed and this enables the children to make very good progress across all areas of learning. A particular strength is the provision for personal, social and emotional development. The teacher makes sure that all children are welcomed into school and her warm and friendly attitude helps them to settle very quickly and happily. She uses praise very well to achieve desired behaviours and reward good work. The children are already conforming well and have a good understanding of classroom routines and expectations. Stickers are given to children, for instance, for 'brilliant handwriting' or 'completing sentences well' and the children positively glow as a result of the teacher's praise. Good use is made of resources to support the lesson content, for example, puppets to support literacy. All tasks are purposeful, challenging and well matched to their needs

#### **Pupils have excellent attitudes to their work and behaviour in class and around the school is excellent; this has a very positive impact on their learning.**

16. Throughout the school, pupils' attitudes to learning, their behaviour, the quality of relationships and their personal development all contribute to an orderly and welcoming environment in which effective learning can take place. Pupils enjoy coming to school and being at school.
17. Attitudes to work are excellent. Without fail, pupils settle well at the beginning of lessons and are eager to learn. They listen extremely well and carefully watch any demonstration given by their teachers and, as a result, they are able to settle to their tasks very quickly because they know what they have to do. They are keen to tackle new work, confidently share their ideas with others and show a real desire to improve. For example, during a Year 1 literacy lesson pupils were confident in reading the shared text, keen to make sense of jumbled sentences and concentrated hard to make sure that they successfully unravelled them. Teachers' high expectations of their

pupils are reflected in the very good standards of presentation of work. Pupils are proud of their efforts and are eager to share their work with adults.

18. Pupils' behaviour is excellent. They move around the school sensibly and show consideration towards others. Pupils enter and leave the hall at the beginning and end of assemblies quietly. They work and play well together, even when not directly under adult supervision. There is a high level of maturity demonstrated in the behaviour of the pupils and older pupils provide very good role models for younger pupils. Relationships in the school are very good. Pupils relate very well to each other and to all adults in the school. They are polite, friendly and well mannered.

**The school provides very good opportunities for personal development both within the school and through a wide programme of curriculum enrichment activities.**

19. A very good programme of educational visits and high-quality experiences provided by visitors to the school enrich the curriculum and provide valuable stimuli for pupils. Residential visits make a significant contribution to the curricular provision and to pupils' personal development. For example, the annual Year 5 residential visit to Kingswood provides an important part of the Key Stage 2 physical education curriculum, through activities such as climbing, caving and archery. It is also used to develop pupils' information technology skills. In Year 6 the visit to the Isle of Wight enables subjects such as geography to be studied in a practical way as pupils study the geology, conservation and farming of the island. Pupils in Year 3 and 4 have the opportunity to experience a spiritual retreat as their residential visit. They take part in team - building games, outdoor pursuits, spiritual growth, dance and drama.
20. Visitors to the school, such as the author Anthony Lishak, help pupils to a clearer understanding of the process of writing. For example, pupils in Year 6 discovered that drafting and re-drafting work was very much an author's lot. They also discovered that surprisingly, most sentences in the famous 'Harry Potter' books are only seven and a half words long. Book Weeks are used effectively to nurture the pupils love of literature and both pupils and teachers dress up as book characters. Pupils in the school take part regularly in school performances such as the very successful Deanery Millennium Concert and the Jonah –Man jazz musical.
21. Pupils' cultural development is enhanced by the experience of live performance such as African Dancers, Roman soldiers, Vikings and theatre groups such as 'Blunderbuss'. Visits include a trip to Kentwell Hall as part of Year 5's study of the Tudors, a trip to St. Botolph's to celebrate religious festivals and a Good Friday procession as part of the Easter celebrations. Links with all churches in the parish and the wider community are very strong. Visitors have included a football coach and a falconry display team. An impressive range of activities outside lessons also underpins the curriculum. These activities are very well supported and include football, netball, dance, French and Holy Communion.
22. A strong Catholic ethos permeates all the school's work. There are strong positive links between the school and Parish, and these are supported by Father Victor who is a positive influence in both. Pupils learn to have care and consideration for one another and develop good skills of citizenship. Charity fund-raising, such as Catholic Aid for Overseas Development, is used to support good causes. During the school's harvest celebrations food is given to the elderly in the local community. These are indicative of the school's caring ethos. Staff know their pupils very well and provide a secure environment in which all pupils flourish.

## **WHAT COULD BE IMPROVED**

**Teachers sharing individual targets for learning with pupils and using evaluative marking to help pupils improve.**

23. Teachers are good at using skilfully phrased questions to assess the development of pupils' skills, knowledge and understanding in lessons, they use assessment information well to plan work, have clear objectives for lessons which they share with pupils and regularly discuss the quality of on-going work with pupils. However, most do not mark their pupils' work in a manner, which will help them to improve or set targets for their learning, which are shared with the pupils. The samples of pupils' work scrutinised showed that in general, marking consists of ticks or crosses, with few useful comments for future development or targets for improvement noted. On some occasions, comments made on pupils' written work tend to focus solely on the quality of handwriting or on the presentation of the work, rather than on the quality of the content. The school is aware of this weakness in its overall assessment policy and has plans in place to address it through the current school development plan.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

The school should now:

- (1) Review its marking policy to ensure that:
  - (a) pupils' work is more thoroughly marked and that marking helps pupils to make better progress.
  - (b) targets for learning are shared with pupils so they are clear about what they need to do to improve.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	7

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	17	62	17	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)		196
Number of full-time pupils eligible for free school meals		35

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		48

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	19

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	3.9
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	14	17	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	13
	Girls	17	17	16
	Total	31	31	29
Percentage of pupils at NC level 2 or above	School	100	100	94
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	13	14
	Girls	17	16	17
	Total	31	29	31
Percentage of pupils at NC level 2 or above	School	100	94	100
	National	82	86	87

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	9	14	23

National Curriculum Test/Task Results		English	Mathematics	Science
	Boys	9	9	9
	Girls	12	12	14
	Total	21	21	23
Percentage of pupils at NC level 4 or above	School	91	91	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	12	12	12
	Total	21	21	21
Percentage of pupils at NC level 4 or above	School	91	91	91
	National	68	69	75

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



**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	182
Any other minority ethnic group	7

*This table refers to pupils of compulsory school age only.*

**Teachers and classes****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	22.8
Average class size	28

**Education support staff: Y R – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	89

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

**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.*

**Financial information**

Financial year	99/00
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	£
Total income	401031
Total expenditure	404692
Expenditure per pupil	1839.51
Balance brought forward from previous year	4524
Balance carried forward to next year	863

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	220
Number of questionnaires returned	57

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	44	2	0	2
My child is making good progress in school.	67	25	4	0	5
Behaviour in the school is good.	67	32	0	0	2
My child gets the right amount of work to do at home.	39	47	9	2	4
The teaching is good.	72	26	0	0	2
I am kept well informed about how my child is getting on.	51	37	11	0	2
I would feel comfortable about approaching the school with questions or a problem.	61	26	5	5	2
The school expects my child to work hard and achieve his or her best.	77	21	0	0	2
The school works closely with parents.	51	35	9	2	4
The school is well led and managed.	60	33	0	5	2
The school is helping my child become mature and responsible.	54	44	0	0	2
The school provides an interesting range of activities outside lessons.	44	44	9	0	4

### Other issues raised by parents

None raised