

## INSPECTION REPORT

**BLESSED SACRAMENT CATHOLIC PRIMARY  
SCHOOL**

London N1 0UF

LEA area: Islington

Unique reference number: 100451

Headteacher: Helen Newman

Reporting inspector: Frances Forrester  
11590

Dates of inspection: 11 – 12 November 2002

Inspection number: 246063

Short 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:	3 – 11 years
Gender of pupils:	Mixed
School address:	Boadicea Street Islington London
Postcode:	N1 0UF
Telephone number:	020 7278 2187
Fax number:	020 7278 0015
Appropriate authority:	The governing body
Name of chair of governors:	Robin Hradsky
Date of previous inspection:	November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school has 212 pupils. There are 24 children in the nursery who attend full time. The school is the only Catholic school in the area and pupils live in the parish. There are very strong and supportive links with the church. The other important information about the school is that:

- the proportion of pupils who have school meals free of charge is high at 38 per cent;
- the proportion of pupils who have special learning needs is also high at 32 per cent;
- the proportion of pupils who come from heritages other than English, and who are learning English as an additional language, is high at 35 per cent;
- pupils come from a range of heritages; there are English, Black Caribbean, Black African, Asian and other family backgrounds such as Irish;
- when the children start school in the nursery they have few skills;
- there is an imbalance of boys and girls in some year groups.

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

Blessed Sacrament Catholic Primary School is an effective school with many very successful features. The headteacher's leadership is very good, and she is the driving force behind the school's good performance. All pupils achieve well. By the time they leave the school, most of them reach the standards that are expected nationally. The teaching is consistently good throughout the school and the school provides good value for money.

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

- By the time pupils leave the school, most achieve their full potential in English, mathematics and science. Their work in other subjects is also often good.
- The racial harmony throughout the school is excellent and a great strength of the school's work.
- Pupils are valued and nurtured, and staff make sure they are well behaved and polite. They have very good attitudes and they are enthusiastic about their work.
- There is a very good range of additional learning opportunities that enhances pupils' lives.

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

- The involvement of teachers who have special responsibilities in the school in checking the quality of teaching and learning.
- Outside play in the nursery.

*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 these very successful improvements since 1997:

- standards have risen in a number of subjects because of the consistently good teaching;
- the range of additional activities organised after school is much improved and now very good;
- pupils' personal development has been enhanced and it is now very good;
- the playground is more attractive and includes an outside play area for Reception children;
- the new computer suite offers pupils very good opportunities to develop skills;
- pupils are more punctual and their rate of authorised absence has declined;
- parents have a much more positive opinion of the school;
- governors are more involved in the school's work.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	all schools			similar schools	
	Year-2000	Year-2001	Year 2002	Year 2002	
English	A	B	D	A	well above A average above B average average C below average D well below E average
Mathematics	C	C	C	A	
Science	B	B	B	A	

Pupils achieve well by the end of Year 6 and almost all of them attain the standards expected nationally. You can see in the table above that, when their results are compared with schools that serve communities with similar circumstances, these results are impressive. The school's results vary each year because classes differ. Sometimes pupils do not join the school until the older classes and so they have not had the benefit of consistently good teaching since the Reception class. This often has a negative impact on the school's overall performance. Inspectors found no evidence of any groups missing out. They felt that boys and girls have similar standards, and that the pupils with special learning needs make good progress. The pupils who speak English as an additional language are well supported. Most achieve their full potential, becoming fluent speakers of English. The school has agreed high targets for future years, and it has the capability to achieve them.

Pupils in Year 2 also do very well and the results of the 2002 national tests in reading, writing and mathematics are good. Inspectors found in lessons that, throughout the school, pupils achieve well in a range of different subjects. They are particularly good at:

- speaking confidently and contributing to class discussions;
- writing for a wide range of different reasons;
- quick mathematical calculations and problem solving;
- art, particularly painting and drawing;
- computer work now that they have regular practice in the computer suite.

The nursery and Reception children also achieve well and they make good progress in their learning. This is why they start in Year 1 with appropriate skills for their age group.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and interested in their work.
Behaviour, in and out of classrooms	Very good and sometimes excellent. The great racial harmony in classes, assemblies and around the school is an excellent example to others.

Personal development and relationships	Very good. Older pupils clearly understand the school's mission statement and they value their religion. They treat each other with dignity and respect.
Attendance	The school does everything it can to improve attendance. It discourages parents from taking their children out of school during term time.

Pupils' attitudes, behaviour, relationships and personal development are all very good. The authorised absence rate could be better, but many families take their children away to visit family overseas, often this is at times of crisis. The figures for unauthorised absence are very much improved from last year, and are now good; most parents are rigorous about notifying the headteacher when they take their children away.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.*

Teaching and learning is good and, in over a third of the lessons, it was very good or excellent because:

- the teachers have strong class management and high expectations of the pupils;
- teachers are skilled at connecting work with different subjects, and this makes the topic more interesting;
- basic skills in literacy and numeracy are generally taught very well;
- pupils are given work that stretches them and challenges them to think hard;
- most teachers know their pupils well so activities are matched to individual needs;
- pupils support each other and they say they never fear they will look silly if they make a mistake;
- most pupils want to do well at school and they are eager to learn.

The very few lessons which were only satisfactory lacked pace and challenge. As a result, pupils made little progress and lost concentration at times. There was also too much time spent sitting on the carpet listening to the teacher.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Throughout the school there is a good range of learning opportunities. There is also a very good range of other activities, including educational and cultural visits; these positively enhance pupils' life experiences.
Provision for pupils with special educational needs	Very good. Pupils are supported very well, and they have realistic targets for improving their skills. Their parents and carers are kept fully informed about their progress. This means pupils are well motivated to work hard.
Provision for pupils with English as an additional language	Very good. The school's successful support is reflected in the results in national tests. In 2002, most Year 6 pupils who were learning English as an additional language attained the standards expected nationally in English. This is a particularly impressive achievement, as many pupils join the school other than at the usual time of first admission.



Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good provision is made for pupils' personal development and their spiritual, moral, social and cultural development. The school celebrates its religious faith and the community's cultural diversity.
How well the school cares for its pupils	Good. The good lines of communication are an underlying strength.

A priority is the promotion of a wide range of cultural and character-building experiences such as being able to contribute to the debate in the school council, responsibility as a member of the Friendship Squad, and taking part in visits to places of interest. The school meets all legal requirements for the curriculum. The care that is shown for pupils ensures they feel well supported.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very strong leadership of the headteacher guarantees a very positive educational vision for the future. Staff have a shared commitment and the capability to improve further.
How well the governors fulfil their responsibilities	The governors do their job effectively and they successfully fulfil their legal responsibilities. The chair of governors is supportive and active in the school.
The school's evaluation of its performance	The school regularly checks how well it is doing, and staff are not complacent about the need to continually strive for the highest standards. However, the staff with special responsibilities are not sufficiently involved in checking the quality of teaching and learning
The strategic use of resources	The school makes the best use of any available resources.

The good leadership and management ensure pupils get a good deal. The school regularly looks at ways it can improve by talking with pupils in the school council. It provides extra activities for pupils and generally makes sure it uses its budget wisely. However, there is a growing fund reserve, currently in excess of that normally expected in a school of this size.

### 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.</li> <li>• There are lots of after-school activities.</li> <li>• They say that the computer suite is 'wonderful'.</li> <li>• Their children want to come to school and they are enthusiastic about their work.</li> <li>• The caretaker is always willing to help.</li> </ul>	<ul style="list-style-type: none"> <li>• The school's communication with working parents.</li> <li>• The perceived bad behaviour in Year 6.</li> <li>• Information about vetting visiting support teachers.</li> </ul>

Parents hold the school in high regard. The inspection team agrees with all the strengths parents identified. Inspectors looked at examples of letters and other communications to parents, and they felt that the school tries hard to keep parents well informed. Inspectors observed pupils working in

Year 6; they work very hard and the teacher clearly has good class management and enjoys working with them. Inspectors felt that their bad reputation is unjustified. Parents should be reassured that visiting support teachers are always vetted by their employers, although there is no requirement for the school to give parents this information.

## **PART B: COMMENTARY**

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

**By the time pupils leave the school most achieve their full potential in English, mathematics and science. Their work in other subjects is also often good.**

1. The evidence shows that pupils are achieving well. Despite the fact that many of them have special learning needs or are learning English as an additional language, most achieve the expected standards for their age group by the end of Years 2 and 6. The teachers and class assistants work hard to match work to pupils' levels of ability and also to give good individual support to all pupils. This pays off when the national tests are taken. Comparing the school's results with other schools with similar circumstances confirms that the school is doing well, particularly by the end of Year 6. By the time they are 11, pupils speak confidently and listen well. They write neatly and for a variety of reasons. They enjoy books and read appropriately. In mathematics, pupils calculate quickly and accurately, and they successfully tackle a range of increasingly difficult number problems. A very good lesson in Year 3 is a good example of this. The pupils were considering coinage and calculating simple money problems. The teacher encouraged them to work these out in their heads and, in the final plenary, pupils calculated the cost of providing ten-penny bars of chocolate for the whole class. Although most of the class calculated by adding 30 tens together, there were several who saw the opportunity to take a short cut and multiplied 30 by 10 and proudly announced the answer to the class.

2. To reach these standards, there has been a concerted effort by everyone concerned, including the pupils. When the children first start school in the nursery, they have only limited skills. They also very often lack confidence, have little experience of books and cannot count. Many find it difficult to share toys or play with other children. The nursery and Reception class successfully prepare the children for Year 1. All children make good progress, so that by the time they reach Year 1, they have acquired the skills expected nationally. Their personal, social and creative development is particularly well developed and good, because these areas of learning are covered very well.

3. This good start makes it easier for teachers of older classes to build on and develop further skills. This is very much the case in art. Although inspectors observed no practical art lessons, displays of pupils' paintings, drawings and prints are strong evidence that they reach high standards. In the younger classes, teachers expect the best standards of work; for instance, the expressive self-portraits in the Reception class. Other good examples in Years 1 and 2 were observational playground drawings and designs from nature in charcoal. By the time they reach Year 4, pupils use paintbrushes with skill and they take account of the effects of different brush strokes. They have a good understanding of shade and colour. A display of paintings of sunflowers in the style of Van Gogh demonstrates this well. The careful shading effectively brings the petals of the flower to life and ensures the vase looks curved. The two oldest classes continue in this high tradition. One example is the detailed and closely observed pencil drawings of pairs of shoes. A display of work from the after-school club shows effective use of different media in portrayals of elephants.

4. Parents acknowledge the high standards of work that pupils are achieving in information, communication technology [ICT]. They recognise the rapid progress pupils are making. During the inspection, it was very interesting to see Reception children, many of whom are still only four years old, confidently moving shapes around the computer screen with a mouse. They also enjoyed using a simple number program, which the teacher projected onto the large interactive white board in the computer suite. They enthusiastically added up the dots on pictures of dominoes. Another example in Year 6 was inspirational. The class were designing a contents page as part of the preparation for a multimedia presentation. The pupils had to insert their own hypertext links, which meant they had to use their imagination to produce an original page of information. For instance, they could include animated cartoon characters to illustrate their text. Some more mature boys

were so enthusiastic that they began to surf the Internet for more exciting pictures and text to insert into their contents page. The teachers make some good links between ICT and art. For instance, in Year 2 a program was used very effectively to create pictures in the styles of Mondrian and Jackson Pollock.

5. There are some other important factors that account for the pupils' good achievement. The pupils who have special learning needs are well supported and the teacher often gives them individual support during a lesson by sensitive intervention or providing additional support from a class assistant. Specialist teachers in physical education and music are other ways that the school boosts pupils' attainment.

6. Throughout the school, it is very noticeable that all pupils have very good attitudes; they are enthusiastic and anxious to do well. They take a pride in the presentation of their work, and they set out diagrams and write neatly. The regular spelling tests pay off because older pupils can spell accurately. Pupils of all ages concentrate hard and they are usually willing to try new challenges. For example, in an excellent music lesson in Year 2, the pupils' singing was tuneful and they concentrated hard as they listened and clapped to a rhythm. In this lesson, pupils repeatedly demonstrated complex patterns with accuracy. They were also able to select and name an instrument, and to identify high, middle and low notes. This was a great achievement for pupils of this age.

**The racial harmony throughout the school is excellent and a great strength of the school's work.**

7. The headteacher's clearly expressed values and vision for the school set the tone for excellent racial harmony. The governors and staff are fully committed to supporting this ethos. Pupils from a wide range of different backgrounds work and play together very well indeed. Watching them as they play outside in the playground, there is no evidence of any racial harassment. In lessons, boys and girls of different races work closely together and they often give each other support if there are difficulties. Inspectors talked to a group of the oldest pupils who said that they could not remember an occasion when they felt too embarrassed to contribute an idea or to suggest an answer. This is backed up by inspectors' observations. Although pupils sometimes give incorrect answers, the others are too busy trying to solve the problem for themselves to comment. Pupils treat each other with great respect. A good example of this is the 'Friendship Squad' who take time patrolling the school playground to give guidance and support for any pupil who is feeling lonely. This initiative is successfully promoting pupils social development and also encouraging older pupils to take responsibility. The school ethos is calm, and the racial harmony is obvious to all and something to be truly proud of. It is outstanding.

**Pupils are valued and nurtured, and staff make sure they are well behaved and polite. They have very good attitudes and they are enthusiastic about their work.**

8. The school's ethos is based on fundamental Christian values and a firm belief in the principles of good quality education for all pupils. A strong partnership has been established with the parish. The community spirit and the nurturing care that the staff show for pupils is evident in the school's work. This has a very positive influence on pupils' attitudes and behaviour. The partnership between staff and pupils is well-established and built on mutual respect, a celebration of cultural diversity and an effective partnership between the school, the home and the parish. Pupils understand the school's mission statement and, during the inspection, Year 6 pupils talked to inspectors and said they believed that school rules were important. They said they supported the school's mission statement: 'treat others with dignity and respect'. One proudly announced that she has attended the school since the Reception class. She said 'All that I know is, I've enjoyed it!' Throughout the inspection it was impressive to note the pupils' politeness to visitors.

9. The school has introduced various strategies to give pupils a democratic voice in school policy. The school council has representatives from every class, and provides a forum for pupils to

give their opinions about a variety of issues. The recent improvements in the playground were a case in point. The headteacher consulted pupils before agreeing landscaping plans. The 'Friendship Squad' is another initiative, which seems to be proving effective. Each day a group of the oldest pupils set off into the playground. They wear yellow caps so that lonely or unhappy youngsters can easily spot them and go to them for support.

10. In lessons, pupils' very good attitudes are a significant factor in their rate of progress. In the very best lessons and in school assemblies, their attitudes are exemplary. Pupils participating in a whole school assembly were respectful and silent as they listened to the headteacher. Their singing was very spiritual as they tunefully sang a hymn with genuine sincerity, even though they were unaccompanied.

### **There is a very good range of additional learning opportunities, which enhances pupils' lives.**

11. The school believes that pupils benefit from as many different experiences as possible, and a very good range of activities is planned to support and extend the normal school work. After school clubs provide a wide range of activities including an oversubscribed Spanish class and a club for older pupils who have been identified as gifted and talented. The art club is particularly successful and is making a positive impact on pupils' performance. The Year 6 residential visit to Dorset is regarded as an essential part of their development. All pupils attend and participate in a wide range of activities including abseiling. These experiences help pupils to become self-disciplined and independent and able to make choices and to stand by their decisions. A wide range of cultural opportunities is also taken up, such as taking pupils to a concert at the Barbican Centre.

12. In its constant endeavours to raise pupils' standards, the school provides 'Booster Classes' in English and mathematics to help pupils to improve their basic skills in these subjects. These help the oldest pupils to revise their work while reinforcing their understanding.

### **WHAT COULD BE IMPROVED**

#### **The involvement of teachers who have special responsibilities in the school in checking the quality of teaching and learning.**

13. Teachers with special responsibilities examine pupils' books to check work coverage and marking, and they make sure the planning clearly meets legal requirements. An example is in religious education where the subject manager has a useful format for recording her comments, including the quality of pupils' written work. However, there is no ongoing programme for them to monitor the quality of teaching in their specialist subject areas. There are no opportunities for subject managers to report on the results of any monitoring to inform the senior management team and the governing body. The headteacher is the only person who makes regular classroom observations as part of the school's performance management policy; most staff have had only limited opportunities to observe other teachers' lessons. When observations do take place, there is no written report and the feedback to the teacher is informal.

#### **Outside play in the nursery.**

14. The nursery has a good-sized outside play area which children use on most days. They take part in a wide range of activities, including playing on a large purpose-built climbing frame. There is also a range of good quality trucks, bicycles and scooters and a good-sized sand tray for them to play with. Other play resources are rather shabby; these include plastic foam-filled shapes and a ladder support frame. The outside play area is available to children for most of the day, and they are able to choose their activities. However, there is too little structure to the organisation, and the children choose randomly. They move to another activity without tidying up or putting away their toys.

15. The nursery staff plan their activities in line with the national guidance for this age group. These activities are often linked effectively to a topic. For example, during the inspection the children were looking at stories about Spot the dog and there was a range of literacy and numeracy activities connected with this. For example, outside in the sand tray, children had to search for Spot's bones, and count and match them with a number card. This was a good way to reinforce their understanding of number. Indoors, the plans include two focus groups that work with the teacher and her assistant to reinforce a learning objective. The teacher carefully ensures that each child has an opportunity to cover this activity. However, this is not the case outdoors. Although the outside area is appropriately supervised, there are so many children playing that it is difficult to track what each child covers.

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

In the context of the school's strengths, the following points for improvement should be included as part of the school's action plan:

- i. The introduction of a programme for monitoring the quality of teaching and learning for subject managers and other teachers with special responsibilities. This should include opportunities to report findings to governors and the senior management team.
- ii. Improve the outside play activities in the nursery, by:
  - improving the resources;
  - ensuring that the planning supports good quality teaching and learning through play, in all areas of the children's development.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

24

Number of discussions with staff, governors, other adults and pupils

6

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	12	2	0	0	0
Percentage	4	38	50	8	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	188
Number of full-time pupils known to be eligible for free school meals		73

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6]
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	50

English as an additional language	No of pupils
Number of pupils with English as an additional language	67

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	10

### Attendance

Authorised absence	%
School data	7.0
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 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	8	21	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	6	7
	Girls	19	21	19
	Total	24	27	26
Percentage of pupils at NC level 2 or above	School	83 (93)	93 (100)	90 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	6	6
	Girls	20	20	19
	Total	25	26	25
Percentage of pupils at NC level 2 or above	School	86 (93)	93 (100)	86 (96)
	National	85 (85)	89 (89)	89 (89)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	5	25	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	5
	Girls	22	20	24
	Total	25	24	30
Percentage of pupils at NC level 4 or above	School	83 (86)	80 (69)	97 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	5
	Girls	22	20	24
	Total	25	24	29
Percentage of pupils at NC level 4 or above	School	77 (90)	87 (69)	93 (97)
	National	73 (72)	74 (74)	82 (82)

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



### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	67	0	0
White – Irish	13	0	0
White – any other White background	11	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	5	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	11	0	0
Black or Black British – African	42	0	0
Black or Black British – any other Black background	8	0	0
Chinese	0	0	0
Any other ethnic group	12	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	8
Number of pupils per qualified teacher	26
Average class size	26

### Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	121.5

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	2
Total aggregate hours worked per week	37.5
Number of pupils per FTE adult	12

*FTE means full-time equivalent.*

## Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

*FTE means full-time equivalent.*

## Financial information

Financial year	2002
	£
Total income	670,777
Total expenditure	655,570
Expenditure per pupil	2,914
Balance brought forward from previous year	41,091
Balance carried forward to next year	56,297

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	212
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	26	2	0	2
My child is making good progress in school.	54	38	3	2	3
Behaviour in the school is good.	54	38	0	2	6
My child gets the right amount of work to do at home.	38	48	11	2	2
The teaching is good.	55	37	3	2	3
I am kept well informed about how my child is getting on.	46	46	2	6	0
I would feel comfortable about approaching the school with questions or a problem.	54	37	5	3	2
The school expects my child to work hard and achieve his or her best.	55	42	0	2	2
The school works closely with parents.	48	38	6	2	6
The school is well led and managed.	63	29	0	2	6
The school is helping my child become mature and responsible.	51	42	0	0	8
The school provides an interesting range of activities outside lessons.	46	26	11	3	14

### Other issues raised by parents

Parents appreciate the caretaker's commitment to the school  
 They appreciate the crèche facilities during parents meetings