

# INSPECTION REPORT

**St. JAMES R.C V.A PRIMARY SCHOOL**

Hebburn

LEA area: South Tyneside

Unique reference number: 108723

Headteacher: Mr G O'Keeffe

Reporting inspector: George Brown  
21060

Dates of inspection: 26-27 November 2001

Inspection number: 196048

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:	RC Voluntary Aided
Age range of pupils:	4-11 years
Gender of pupils:	mixed
School address:	Solway Road Hebburn Tyne and Wear
Postcode	NE 31 2BP
Telephone number:	0191 4832672
Fax number:	0191 4215151
Appropriate authority:	The governing body
Name of chair of governors:	Mrs. S Grewcock
Date of previous inspection:	June 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>12</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 James is a Roman Catholic voluntary aided junior mixed and infant school serving a relatively wide area of Hebburn in South Tyneside. The school has currently 213 pupils on roll between the ages of 4 and 11 years, most of whom have families connected to the Roman Catholic faith. There are slightly more boys than girls. Forty-two pupils are eligible for free school meals. There are no pupils for whom English is an additional language and there are 41 pupils on the school's register of special educational needs, two of whom have a statement of special education need. Children are admitted early in the autumn term of the school year in which they are five. On entry to the school, the reception class show a wide range of attainment levels, but significant numbers of children are below average in relation to their pre-school literacy and numeracy skills and personal and social development. The school attempts to develop the whole child within a caring community as set out in its mission statement. Good levels of work and self-discipline and high moral standards are of fundamental importance to the aims of the school community. The school has no staff recruitment problems, but, at the time of inspection, was awaiting the arrival of its new deputy headteacher.

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

St James is a popular school in which children are well cared for and attain broadly average standards for their age. The quality of teaching and learning and the leadership and management of the school are both satisfactory. Pupils achieve well set against their previous learning, particularly children in the reception class. The school meets effectively many of its basic aims and working principles, particularly those relating to the personal development of the pupils. It provides satisfactory value for money.

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

- Standards in mathematics are above those expected for Year 6 pupils.
- The provision for the new Foundation Stage (reception) is good and children make a particularly good start to their everyday learning.
- There is effective provision for children with special educational needs and they make good progress in their learning.
- The response of pupils to their learning is good. They are enthusiastic and behave well.
- Relationships are very good throughout the school. This helps promote an effective working environment for staff and children, in which pupils efforts are valued. The provision for the moral development of the pupils is particularly good.

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

- Standards in English need to be strengthened further, particularly in the way older pupils write.
- The quality of teaching and learning needs to be more effective, particularly among

junior pupils.

- The school is currently not rigorous or systematic enough in carrying out monitoring and self-reviews of its policies and practice, including the standards pupils reach.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997, when the quality of education and the management and efficiency of the school were in need of some improvement. Since that time, the school has made satisfactory progress in terms of the areas of weakness it had to address, as well as maintaining the overall standards of pupils noted at that time. However, some areas could have been developed even more effectively. No unsatisfactory teaching was observed during the recent inspection. New schemes of work have been developed to support the curriculum, but the impact of the Literacy and Numeracy Strategies has yet to be evaluated. The setting of the school development plan now includes a wider range of participants. However, absolute priorities are not always expressed clearly and a review of what has actually been achieved needs to be more clearly stated before moving on to new areas of development. The role of the co-ordinators has been strengthened but that of the senior management team remains difficult to track through and evaluate. Governors are more influential in their support of the school. The targets set for improving standards still further are broadly satisfactory for the stage of development the school is at.

## 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	
	1999	2000	2001	2001	
English	B	C	C	A	well above A average above B average C below average D well below E average
mathematics	A	C	B	A	
science	A	C	C	A	

In the National Curriculum tests for 2001, pupils in Year 6 achieved broadly average standards in

English and science and above average standards in mathematics. They achieved particularly well in all these subjects when compared to schools in a similar setting. Over the period 1997 to 2001, the performance of pupils in these core subjects as a whole, exceeded the national average, with girls doing marginally better than boys, particularly in English and science. Standards in English have been particularly vulnerable, with quite wide variations in pupils' attainment year on year. It is quite frequently the number of pupils who fail to reach the higher levels for their age that keeps the school's average points score down. Children in the new Foundation Stage (reception), enter school with slightly below average standards and achieve well in their first year at school. They are on course to attain the levels anticipated for their age in all areas of learning. The inspection also confirmed that infant pupils attain

broadly average standards in reading, writing, mathematics and science by the end of Year 2. Standards in mathematics could be improved by extending the range of work attempted by all pupils. Significant numbers of pupils across the school achieve well measured against their previous learning, including those with special educational needs. Standards in general would improve still further if the school addressed the needs of its higher attaining pupils a little more accurately and rigorously.

#### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. Pupils enjoy coming to school and are enthusiastic learners. They respond particularly well during the best taught lessons.
Behaviour, in and out of classrooms	Very good during lessons and good elsewhere. Pupils respond positively to the high expectations of their teachers in this respect.
Personal development and relationships	Relationships are very good and are influential on pupils' learning. The personal development of pupils is good, although more could be asked of the pupils' own initiative in learning.
Attendance	Slightly below average. The school attempts to monitor and improve its attendance on a regular basis. Pupils are prompt in arrival.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Satisfactory

*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 good in the new Foundation Stage and satisfactory elsewhere. However, there are some significant strengths and weaknesses in teaching and learning across the school. In the reception class, the teacher is very confident with the skills children have to learn and provides a well-balanced curriculum firmly based on the areas of learning anticipated for their age. Teaching and learning among infant pupils is also effective with good, brisk use made of the time available. The use made of support staff and learning resources is also an everyday strength, as is the general management and organisation of the pupils. The teaching of junior pupils is sound and no unsatisfactory teaching was observed. As with other age groups, the short-term planning presented by teachers is good, showing their practical knowledge of the wider needs of the pupils. However, in some classes, teachers' expectations as to what the pupils can and should achieve, are not high enough. Where this occurs, there is some under achievement, particularly among the higher attaining pupils. There is also a need for teachers to reflect on their use of the Literacy and Numeracy Strategies as, despite being satisfactory overall, the lack of a whole school approach affects the consistency of pupils' learning. Pupils with special educational needs are well taught and make good progress in much of their learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall but good in the Foundation Stage. Pupils' learning is well supported by a sound range of outside visits and by some extra-curricular activities, mainly of a sporting nature. The breadth and balance of learning opportunities are satisfactory, but clearer, consistent provision is needed in personal and social education.
Provision for pupils with special educational needs	Good. Pupils' difficulties are identified at an early age and their needs are well met by an experienced co-ordinator who ensures the staff work towards very specific learning targets. Good use is made of support staff, including some from the local authority.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. This is a prime aim of the school and personal development is seen as an important aspect of the growth of the whole child. The provision for spiritual and cultural development is sound and good attention is paid to social development, mainly by giving pupils many opportunities to work in pairs or groups. The provision for the moral development of the pupils is very

	good and given high priority.
How well the school cares for its pupils	Staff are very caring and the pupils' needs are known and acted upon. Child protection measures are adequate. Assessment is satisfactory.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The strengths of the school are well known. The areas for improvement need to be more closely prioritised and acted upon following more rigorous monitoring of standards and any shortcomings noted in the curriculum. The role of the co-ordinators has been partially strengthened and plans for the development of the senior management team are now in hand.
How well the governors fulfil their responsibilities	Satisfactory. Governors meet their statutory requirements and the organisation of the work they need to carry out, has been streamlined more efficiently.
The school's evaluation of its performance	A relatively weak area and one requiring further attention from all those holding management roles. The school's self-review procedures are not robust, particularly the monitoring of standards in classrooms.
The strategic use of resources	Good. The annual budget is well targeted and monitored. Available grants are spent appropriately and the school has efficient day-to-day administration. More needs to be done on applying the principles of best value. Staff and learning resources are well deployed.

## 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>• Children enjoy school and lessons are helping them to become mature and responsible</li> <li>• The school is well led and managed</li> <li>• Teaching is effective and children make good progress</li> <li>• The behaviour of the pupils is good</li> <li>• Parents help with their children's education. Large sums have been raised to support the school and its resources.</li> </ul>	<ul style="list-style-type: none"> <li>• More opportunities to find out how children are getting on at school</li> <li>• Increase the range of activities available to pupils outside the normal curriculum.</li> </ul>

The inspection bears out many of the positive points made here by parents, although some work still needs to be carried out on teaching and learning and the general management of the school, in order to raise standards still further. In relation to perceived weaknesses, the school has regular open sessions for parents and is an 'open school,' in that parents are welcome to query or confirm their child's progress at any time. The format of school reports on the progress of individual pupils, should be improved. The range of extra-curricular

activities is about average given the size and nature of the school. However, most are of a sporting nature and they could be usefully extended to include other areas of pupils' interests.

## **PART B: COMMENTARY**

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

#### **Standards in mathematics are above those expected for Year 6 pupils**

1. Since 1999, Year 6 pupils at the school have scored in line with or above the national average in the annual tests of mathematical attainment. In 2001, pupils' scores were again above the national average. Pupils did well in both the percentage reaching the higher as well as the expected levels for their age. In relation to similar schools, pupils performed well above the national average. Girls outperform boys slightly in mathematics over a four-year period.
2. Significant numbers of pupils have a good grasp of basic number work and can add, subtract, multiply and divide to a good level. Most pupils are well aware of the relationships between these major number operations. Much of their work is orderly and thorough. Although not always presented neatly, the work is generally completed on time and pupils gain obvious pleasure from getting their work right and drawing on the support and marking of their teachers. Pupils experience a wide range of work covering the accurate handling of both small and larger numbers. Their work on decimals is very thorough and indicates good knowledge and understanding of the topic. Similarly, they are confident with percentages, ratio and proportion. In one lesson, they were observed working successfully with square and triangular numbers.
3. By the end of Year 6, pupils have built successfully on their earlier work on shape. They show good recall of the basic properties of several shapes and move on well to experiment with more complex shapes such as trapeziums and parallelograms. There was rather less evidence during the inspection of pupils solving a wide range of mathematical problems, but their earliest work from this term suggests that they can apply basic skills well to such work. Similarly, their work on data handling and the use of the computer to extend mathematical understanding are, as yet, a little thin. The teaching of mathematics is generally sound in the junior years with teachers planning their work well and providing a range of extended activities to help higher attaining pupils, although this practice is not common in all classrooms. The use of the Numeracy Strategy has improved pupils' mental skills and helped develop the necessary strategies to calculate answers using a variety of methods.

#### **The provision for the new Foundation Stage (reception) is good and children make a particularly good start in their everyday learning**

4. Many children enter the reception class with slightly below average skills, including their personal and social development. They make mainly good progress, achieve well and are set to attain the early learning goals anticipated for their age in all areas of learning. This is partly because of their own very good attitudes to learning combined with good teaching and curriculum provision. The teacher organises a strong team of support staff to work alongside the children and herself. Adult roles are well thought through in order to get the possible use from resources and the time available. This was very evident in a good lesson involving experiences with early number, including children counting into sets the right number of objects to match a number between 1 and 10. Four adults worked intensely with small groups and, as a result, children extended their knowledge of number considerably.

5. Children receive a very balanced curriculum that helps support their mathematical, creative, physical and other development. The teacher helps all children to explore new relationships and they are quick to show increasing awareness of the needs and rights of others. The work of children is greatly valued and wall displays reflect the effort and care they exercise. The families of the children are explored and illustrated through painting and carefully mounted collage work and their earliest attempts at writing are carefully stored or assessed and recorded before the children take them home.
6. The quality of teaching and learning is helping children to grow in confidence and to enjoy their early school days. The teacher encourages them to talk about their work and during selected periods during the week, the children have to plan their own choice of activities and see the programme through. Each child has its own folder of completed work that acts as an early record of achievement. Resources are bright, well chosen and attractive for children to use on a daily basis. Following an excellent fund raising effort involving many thousands of pounds, the children are soon to reap the benefit of a 'Kids under Cover' campaign that will provide a dry and attractive outside area which is anticipated to add greatly to the opportunities for the children's physical development.

**There is effective provision for pupils with special educational needs and they make good progress in their learning.**

7. This aspect of school life has remained a strength since the previous inspection. Although the percentage of pupils identified as having special educational needs, including statements, is below the national average, the school gives high priority to this aspect of its work. Pupils experiencing difficulties are identified at an early stage and are placed on the school's register as a recognition of the additional support they may well require. Parents are informed and there are regular reviews of a child's progress to which parents and carers are invited to attend and make a contribution. Where outside agencies are involved, the work is well co-ordinated for the benefit of the pupil.
8. Where a statement is applied, available finance is well targeted in order to maximise the support given to any one pupil. A particular strength is the targets set by teachers and others in order to ensure a pupil's learning is clearly set out in small, manageable stages. These are carefully presented on individual educational plans and become sound working documents for the pupil's teacher to follow. The co-ordinator for special educational needs is an experienced teacher who works hard to ensure that all pupils on the school's register are supported in the best possible way. Her workload is considerable but she communicates very well with all the adults involved with any one pupil and is instrumental in helping all pupils make good progress over time.

**The response of pupils to their learning is good. They are enthusiastic and behave well**

9. Parents agree that their children enjoy coming to school and give of their best for most of the time. The inspection found this to be true with pupils showing a healthy interest in their work and being enthusiastic in their efforts. Most take great pride in what they do and are pleased to show visitors their everyday achievements. Their attitudes towards learning are positive and very few have to be reminded to work hard and to please their teachers. They are also very helpful to others and share in their pleasure when others are being praised for doing well. During the achievers' assembly some of the heartiest applause was saved for pupils who had excelled themselves in doing quite ordinary things well.

10. The behaviour of pupils is also a strength of the school and this impacts positively on the quality of their learning. Pupils respond well to the high expectations of their teachers in this respect. Most pupils are extremely trustworthy and can be relied on to behave well at important times, including the lunch hour and during acts of worship. The school lays considerable emphasis on the benefits of good behaviour and pupils can receive appropriate rewards for following the school's code of conduct. Although playtimes can be inevitably boisterous for some pupils, no unacceptable behaviour was observed during the inspection period and no examples of bullying were recorded.

**Relationships are good throughout the school. This helps promote an effective working environment for staff and children in which pupils' efforts are valued. The provision for the moral development of the pupils is particularly good**

11. The school is rightly proud of its caring ethos, a characteristic that is rooted in its role of Christian outreach to children and their families. Children's needs are well known and they feel secure in the very good relationships they make with the staff and each other. Pupils are praised when they do well or have made a special effort. This is also reflected in the good levels of children's work on display throughout the school. All these factors have a strong bearing on the self-esteem of the pupils and make them want to work well and to achieve even better things.
12. Within the school's code of conduct, is an assumption that pupils will be reliable and trustworthy and, given a choice, will want to do the right thing. To this end, most pupils have a keen sense of right and wrong for their age and teachers report that many pupils are open and fair regarding their actions, particularly when these can effect others. The provision for the moral development of the pupils is therefore very good. Most pupils understand and appreciate the beliefs and rights of others and there is a generally harmonious feel to school life.

## **WHAT COULD BE IMPROVED**

### **Standards in English need to be strengthened further, particularly in the way older pupils write**

13. Standards in English, as reflected in the annual National Curriculum tests between 1998 and 2001, have continued to fluctuate for both Year 2 and Year 6 pupils. The results of the 2001 tests were broadly average for pupils at the end of both key stages. For Year 6 pupils, comparisons with similar schools indicate above average scores. The inspection confirmed that standards of writing among Year 6 pupils could be strengthened. This judgement is also verified by the school in its own development plan, which indicates writing to be an important area for improvement during the current academic year.
14. In general terms, standards in writing among junior pupils have not kept pace with those in other areas of language, such as speaking and listening and reading. Pupils receive a good grounding in grammar and vocabulary but often fail to include good examples of these elements in their general writing. Standards in spelling are extremely variable and many pupils do not consult dictionaries on a sufficiently regular basis. Errors in spelling and grammar are repeated, despite the teacher correcting these the first time round. A further weakness is in the development of a cursive style in handwriting. Too many pupils do not build on their handwriting skills from lower down the school and frequently resort to printing when an established form of handwriting would be more appropriate. General standards of presentation could also be improved.

15. Most pupils can write to average standards in a range of different styles. For example, they make up their own narratives after reading extracts from 'Treasure Island' and the famous poem 'The Highwayman.' However, even these stories lack some richness of vocabulary, which, if added, could excite the reader more. In a different context, pupils provide a written review of completed reading books and, while this is a good idea, the reviews are short, very similar and fail to get to the heart of why the book was a favourite or an 'also ran.' The individual writing targets for some pupils are not followed through in sufficient detail by the teacher. When this occurs, pupils do not build up their skills in a systematic way. The Literacy Strategy is providing a good range of writing opportunities for pupils, but many need additional help to make their imaginative or report writing a little more interesting or convincing.

**The quality of teaching and learning needs to be more effective, particularly among junior pupils**

16. This short inspection recorded some 22 lessons across the school, all of which were at least satisfactory, with approximately half being good. Although this represents an overall improvement since the previous inspection, there remain areas for development in this, the most critical aspect of the life of a school. Some of the strengths in teaching are recorded in the report summary. In some junior classes, the pupils are not sufficiently challenged by either the pace of learning or the activities provided for them. This is particularly true of the more able pupils who need sometimes work that would stretch and challenge them more. Although low expectations as to the pupils' response and behaviour are rarely an issue, this does apply to the quality of finished work, particularly in English. In several lessons, much more could be asked of the pupils' initiative and decision making in their own learning.
17. A further area for improvement is in the planning of the Literacy and Numeracy Strategies. Although satisfactory overall, there is an increasing reliance on commercial texts to give the general shape to a lesson, rather than use an established framework for overall planning and delivery of individual sessions. Although teachers need to use all available material in a flexible manner, the quality of teaching and learning would be improved with a more consistent form of planning and assessment in literacy in particular. This would help ensure that lessons are not too long and that the work prepared for pupils with different levels of attainment, was at the right level to make good progress almost inevitable.

**The school is currently not rigorous or systematic enough in carrying out monitoring and self-reviews of its policies and practice, including the standards that pupils reach**

18. The school has taken only tentative steps towards monitoring and evaluating its past and present performance. This is a vital stage of its growth towards self-review, with the aim of improving still further the standards that pupils reach and the quality of education provided. Although the arrangements for performance management will soon aid the process of monitoring and evaluation, this has not been particularly rigorous or systematic in the past. The headteacher and subject leaders have been unable to monitor classroom practice on a regular basis and the best of practice has therefore not been disseminated regularly around the school. A close analysis of pupils' work in their exercise books is not undertaken on a regular basis and this is something of a lost opportunity to detect any weaknesses in both teaching and learning as well as the standards pupils have reached. It is also unclear if some of the points raised for improvement in the school's annual development plan, have in

fact been thoroughly reviewed and evaluated before further action is taken. This would help prioritise what still needs to be done. The school has recently begun to analyse carefully the pupils' results in standardised tests and is now beginning to act on the results of these assessments. For example, staff are now more aware of the potential to raise standards in writing and those of boys in particular. A working party of staff and governors has begun to monitor the school development plan and report back to the full governing body, and this is another important step in creating improved forms of self-review.

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

In order to raise still further, the pupils' standards of attainment and the quality of education provided by the school, the governors, headteacher and staff should:

### **1. Raise pupils' standards in English by**

- Increasing the opportunities for older pupils in particular to write in a range of styles and for different reasons and audiences
- Ensuring that good spelling routines are carefully integrated into the everyday work of the pupils
- Raising teacher expectations as to the standards pupils should reach in their handwriting and in the general presentation of their work.

### **2. Improve the quality of teaching and learning by**

- Ensuring that prepared lessons have sufficient pace and challenge for good learning to occur and that the activities given to pupils closely match their individual learning needs;
- Ensuring that all pupils have clear targets for improving their work and that these be referred to as frequently as possible. In the case of older and higher attaining pupils in particular, more initiative should be asked of the pupils themselves as part of their own learning;
- Reviewing the longer term planning for the teaching of both literacy and numeracy. Ensure that this is well structured and, wherever possible, closely follows the recommended pattern for pupils learning.

### **3. Improve the means and frequency by which the school reviews its past and present performance by**

- Paying particular attention to the standards that pupils reach together with the monitoring and evaluation of teaching and learning across the school;
- Involving, wherever possible, senior staff, subject leaders and governors in the review process
- Recording the results of review initiatives in the school development plan as a benchmark of what has been achieved and as an indicator of what has yet to be done.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

22

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

10

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	10	11	0	0	0
Percentage	0	4.5	45.5	50	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 4 percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Y R – Y6
Number of pupils on the school's roll	213
Number of full-time pupils known to be eligible for free school meals	42
<b>Special educational needs</b>	Y R – Y 6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	41
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	6

### *Attendance*

#### **Authorised absence**

	%
School data	6.2
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0.9
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
	2001	13	15	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	14	15	15
	Total	25	26	28
Percentage of pupils at NC level 2 or above	School	89 ( 88 )	93 ( 97 )	100 ( 94 )
	National	84 ( 83 )	86 ( 84 )	91 ( 90 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	13	12
	Girls	15	15	15
	Total	25	28	27
Percentage of pupils at NC level 2 or above	School	89 ( 91 )	100 ( 91 )	96 ( 91 )
	National	85 ( 84 )	89 ( 88 )	89 ( 88 )

*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
	2001	12	14	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	10
	Girls	12	12	13
	Total	20	22	23
Percentage of pupils at NC level 4 or above	School	77 ( 80 )	85 ( 76 )	88 ( 92 )
	National	75 ( 75 )	71 ( 72 )	87 ( 85 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	9	10
	Girls	12	12	13
	Total	18	21	23
Percentage of pupils at NC level 4 or above	School	69 ( 80 )	81 ( 76 )	88 ( 92 )
	National	72 ( 70 )	74 ( 72 )	82 ( 79 )

*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	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	
Any other minority ethnic group	NIL

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

### ***Teachers and classes***

#### **Qualified teachers and classes: Y R – Y 6**

Total number of qualified teachers (FTE)	8.3
Number of pupils per qualified teacher	25.7
Average class size	29

#### **Education support staff: Y R – Y 6**

Total number of education support staff	9
Total aggregate hours worked per week	104

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
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)	0

*FTE means full-time equivalent.*

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
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.*

### ***Financial information***

Financial year	2000/2001
	£
Total income	382332
Total expenditure	373162
Expenditure per pupil	1820

*Results of the survey of parents and carers*

**Questionnaire return rate**

Number of questionnaires sent out	213
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	4	0	0
My child is making good progress in school.	54	42	4	0	0
Behaviour in the school is good.	28	56	9	0	7
My child gets the right amount of work to do at home.	32	58	9	0	2
The teaching is good.	58	37	2	0	4
I am kept well informed about how my child is getting on.	51	33	14	2	0
I would feel comfortable about approaching the school with questions or a problem.	77	18	2	0	4
The school expects my child to work hard and achieve his or her best.	68	30	0	0	2
The school works closely with parents.	37	46	16	0	2
The school is well led and managed.	54	37	7	0	2
The school is helping my child become mature and responsible.	50	45	4	0	2
The school provides an interesting range of activities outside lessons.	18	30	23	5	23