

INSPECTION REPORT

ST MARY'S RC PRIMARY SCHOOL

Whickham

LEA area: Gateshead

Unique reference number: 108396

Headteacher: Mrs M McMillan

Reporting inspector: Ms S Billington
4343

Dates of inspection: 5th – 6th June 2000

Inspection number: 182228

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Duckpool Lane
Whickham
Newcastle-upon-Tyne

Postcode: NE16 4HB

Telephone number: 0191 420 5828

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Appropriate authority: The Governing Body

Name of chair of governors: Mr P Cunningham

Date of previous inspection: 5th – 9th December 1994

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's is an average size primary school with 217 pupils on roll aged from four to eleven years. Pupils are taught in eight classes based on year groups, with class sizes varying from 19 to 32. The school serves the Roman Catholic community and draws most of its pupils from two local parishes, although a small number come from areas outside of Whickham.

The proportion of pupils eligible for free school meals is just under five per cent, which is below average. The proportion of pupils with special educational needs is also low at less than four per cent and most of these children have learning difficulties. One child has a statement of special educational needs. No pupils speak English as an additional language.

The majority of children have pre-school experience before starting school. On entry, the majority have skills that are above average for four-year-olds.

HOW GOOD THE SCHOOL IS

This is a good school. Standards in mathematics and science are well above the national average. Standards in English are above the national average but there is scope for further improvement. Most of the teaching is good and in some lessons is very good. The school is well led and managed and provides good value for money.

What the school does well

- Standards are consistently high in mathematics and science
- The head and deputy provide good leadership and a clear sense of direction
- Teaching is good and at times very good
- There is very good provision for pupils' personal development
- Pupils are very well behaved and have good attitudes to learning

What could be improved

- The range of reading books and children's knowledge about books and authors
- Procedures for registration

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was inspected in December 1994 there has been satisfactory improvement; the rate of improvement has increased with the added rigour brought to the school in the last two years. Above average standards have been maintained, science has improved in the last two years and there have also been some improvements in mathematics. Standards in writing are improving as the result of the attention given to increasing the range of opportunities for pupils to write, but there is scope for further improvement.

The weaknesses in leadership identified in the last inspection have been addressed. The role of senior staff has been clarified and co-ordinators have clear responsibilities for leading developments in their subjects. The governing body is organised into committees and governors now play a more active role in forward planning.

STANDARDS

The table shows the standards achieved by eleven-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	B	C
mathematics	C	A	A	B
science	B	A	A	B

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

Good standards are achieved in mathematics and science by seven and eleven-year-olds.

In English, almost all pupils achieve at least average standards by the age of seven but the proportion who achieve above the average could be higher. Similarly, while standards achieved by eleven-year-olds are above average, there is scope for further improvement. There have been improvements in the range of written work and in pupils' skills in spelling, punctuation and presentation but there is still a need to further improve the content. All pupils make the progress that they should in learning to read, but their knowledge of books and authors is limited because they do not read widely enough.

Pupils' skills in information and communication technology are at least in line with expectations and are improving rapidly as a result of lessons taking place in the new information technology suite. Pupils make good use of their skills in subjects such as science and mathematics.

The under-fives start school with a good base of skills and are well prepared for learning. They make steady progress and by the age of five almost all achieve the targets set for children of this age and many are working in the early stages of the National Curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to school. They are enthusiastic learners and work well together in pairs and small groups.
Behaviour, in and out of classrooms	Very good in classrooms and around the school.
Personal development and relationships	Very good. Children readily take on responsibility, work well together in pairs and small groups and respond well to opportunities to participate in activities in the school and community.
Attendance	Attendance levels are good but there is a need to tighten up on registration procedures.

Children's attitudes, behaviour and personal development are strengths of the school. By the time they leave, pupils are mature, sensible, have good work habits and are well prepared for the next stage in their learning.

TEACHING AND LEARNING

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

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

All the teaching is at least satisfactory and in sixty per cent of lessons teaching is good. There is good teaching throughout the school, but it is particularly strong in Years 5 and 6. Classes are well managed and teachers make good use of resources and of techniques such as questions and demonstration to help children to learn. Some very good teaching in science and in information technology is raising standards.

Most teachers are making effective use of the national strategies for literacy and numeracy to guide their planning and teaching. Much of the teaching of numeracy is good and expectations of pupils' achievements are particularly high in Years 5 and 6. Teaching of literacy is good at times, but not quite as strong as that in numeracy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and includes all subjects of the National Curriculum. Limited provision for reading means that pupils do not have enough opportunities to use and develop their skills across the curriculum.
Provision for pupils with special educational needs	Good. Pupils benefit from the careful attention paid to meeting their learning needs through individual and small group support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Assemblies are used well to raise children's awareness and understanding of the wider world and have a strong spiritual dimension. The school celebrates pupils' achievements in a variety of ways and makes very good provision for their social and moral development.
How well the school cares for its pupils	Child protection arrangements are good and the school makes good arrangements for pupils' welfare, safety and security.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head provides strong leadership and, together with the deputy, ensures a clear sense of direction and a determination to bring about further improvements.
How well the governors fulfil their responsibilities	The governing body is well organised and statutory responsibilities are fulfilled.
The school's evaluation of its performance	Good. Effective use is being made of information from monitoring and standardised tests to improve the curriculum and set targets to maintain and, where necessary, to raise standards.
The strategic use of resources	Good. Available staff are effectively deployed and good use has been made of part-time teachers to boost standards.

The school is well led and managed and this is an important factor in maintaining the good standards and working towards further improvements. The budget is carefully managed, but maintaining two small classes in one year group (now in Year 6) has led to some restrictions in the provision of resources for learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children make good progress • Pupils' behaviour is good and they are expected to work hard • The school is well managed • Teaching is good • The headteacher and staff are approachable • Parents are well informed about the school and about how their children are getting on 	<ul style="list-style-type: none"> • Some parents feel that children do not get the right amount of homework • A high proportion of parents feel that the school does not provide an interesting range of activities outside lessons

The inspection team confirms parents' positive views. The inspection found that the amount of homework that children are given is generally right and good use is made of this to support their learning in school. An adequate range of extra-curricular activities is provided, largely focused on sport. The school provides a good range of visits including a residential visit for all Year 6 pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high in mathematics and science

1. Results of National Curriculum tests in mathematics have been well above national averages over the past three years. In 1999 a high proportion of pupils achieved results at higher than average levels. In comparison with schools with a similar intake, results for seven-year-olds were well above average and those for eleven-year-olds were above average.
2. Standards have been raised in science as a result of the work the school has done to improve provision for the subject. In 1999, standards achieved by seven-year-olds were very high compared to national averages. For eleven-year-olds, results were well above average. As with mathematics, a high proportion of pupils reached above expected levels at the ends of both key stages.
3. In mathematics, the vast majority of seven-year-olds add and subtract two digit numbers up to 100 and many work successfully with hundreds, tens and units. They understand the processes of multiplication and division and can apply what they know about numbers in solving problems, for example to calculate change when they are working with money. They measure accurately using centimetres and metres. By the age of eleven, pupils are successfully working with very large numbers and understand positive and negative numbers. They know the relationship between fractions, decimals and percentages and calculate successfully to three decimal places. They are able to represent and interpret information from a variety graphs.
4. In science, pupils have a good range of experiences and make good progress in both their knowledge and understanding of investigation and experimentation. By the age of seven, they have a good understanding of life processes, knowing for example, what we need to grow and stay healthy and the functions of the main parts of a plant. They know how to make a simple circuit and how a switch works. They make good use of diagrams to illustrate their work and write detailed instructions, for example about how to make a wormery. Many are beginning to understand the basic idea of a fair test. Eleven-year-olds have a good grasp of all aspects of science. They know about the movement of the earth and why shadows change; they understand food chains and use decision trees to classify insects. They use what they know to set up tests and to plan and carry out experiments, predicting the outcome and systematically testing, recording and comparing results.
5. Both mathematics and science are led by enthusiastic co-ordinators who have successfully led staff training and monitored planning to ensure continuity in children's learning. Work in science is well supported by a scheme of work, in-service training has improved staff confidence in teaching the subject and there are good resources to support the scheme. Pupils' work has been monitored to provide useful feedback to teachers about planning and the quality of learning. Teaching of mathematics has been enhanced by the successful implementation of the national numeracy strategy. Some teaching has been monitored and pupils' work has been sampled throughout the school to provide useful information for staff discussion. The school recognises that resources are not adequate to support many aspects of teaching and a significant sum is being allocated in the next financial year to remedy this weakness.

The headteacher and deputy provide good leadership and a clear sense of direction

6. The headteacher and deputy work together very successfully in leading the school forward. In much of their work there is a strong focus on improving the quality of learning and raising standards. Priorities are carefully identified through careful analysis of information, such as that from standardised tests. Developments are carefully planned and systematically implemented.
7. Over the past two years the school has begun to use and to extend the range of information available to track pupils' progress and to set targets for overall levels of attainment. The range of standardised tests has been extended to carefully check children's progress from the time that they enter the school. Information from baseline assessment is now being used to predict pupils' levels of attainment at the age of seven and to set targets to check that children are making the progress that they should. In Years 3 to 6, standardised tests and an annual check on reading ages are used to monitor pupils' progress. The headteacher and deputy have led these developments but recent staff training on the use of data has enabled all class teachers to become involved in the process of target-setting. The school has been particularly successful in using the information gathered to quickly identify children who may need extra help with literacy and numeracy and to target additional support time to boost their learning.
8. The school development plan is a detailed document that guides the overall development of the school. Maintaining or further raising standards is at the heart of planned initiatives; the plan has been used well to encourage governors to become involved in deciding on overall priorities and to support some necessary priorities, for example in improving accommodation in the infant classes and establishing the information technology suite. The work of subject co-ordinators is supported by individual action plans and they work hard to implement improvements in the areas for which they are responsible.
9. The headteacher has played a leading role in monitoring teaching, particularly of the literacy hour. Teaching in each class has been observed and teachers are given detailed feedback and helpful practical suggestions for improvements in their work. Children's work throughout the school has also been reviewed, again with written feedback. The information gained from monitoring has been used well to identify issues for staff discussion, for example the need to consider systems for marking. There are plans to further involve co-ordinators in monitoring planning, teaching and pupils' work to ensure that over a period of time each subject comes under scrutiny. These initiatives are helpful in enabling teachers to reflect on their work and to identify areas for improvement.

Teaching is good and sometimes very good in the majority of subjects

10. The overall quality of teaching is good. There is good teaching throughout the school and in every subject but much of the best teaching is in Years 5 and 6. Teaching is consistently good and sometimes very good in science and in information technology and this is a significant factor in the standards being achieved in these subjects. There is also some good and very good teaching in mathematics and again this is leading to the good results.
11. Throughout the school classes are well managed. Teachers have established good routines and systems so that lessons run smoothly and the maximum time is spent on teaching and learning. Lessons are carefully planned and teachers generally have a good view of what they want the children to learn. This is made clear to the pupils, often through displaying the learning objectives for each lesson and explaining these to the class. Resources are used well to stimulate interest and to support learning. This was

apparent in a Year 2 science lesson in which pupils were investigating the properties of ice. The teacher provided each group with a large piece of ice frozen into different shapes, such as a hand and a long balloon. This provoked some good discussion about why certain parts of each block started to melt more quickly than others. The activity encouraged pupils to use their senses to closely observe and describe the ice and they worked well in groups to collate a series of descriptive phrases such as 'smooth and shiny' which they use later in writing up an account of the experiment.

12. In the most effective lessons teachers give clear instructions and demonstrations so that pupils are clear about what they have to do. In a lesson with Year 6 on data-handling the teacher clearly explained the benefits of using information technology because of the speed and potential to interrogate data in a variety of ways. A good introduction to the activity in the classroom before the pupils moved to the information technology suite meant that the pupils were well prepared for the activity and that the lesson moved at a good pace. As the teacher assessed the competence of each pair working at a computer he moved the lesson on and introduced the notion of customising and filtering. When pairs encountered a problem, this was used effectively as a teaching point. The teacher maintained a good level of challenge throughout, for example by asking the pupils to generate unique facts by asking their own question of the database.
13. The high expectations and good level of challenge evident in this lesson are regular features of much of the work in Years 5 and 6. In a science lesson with Year 6, the teacher maintained a skilful balance between giving pupils enough information to enable them to set up an experiment and maintaining the genuine nature of the investigation. Her approach was very effective in enabling the pupils to use their scientific knowledge and to think about and discuss what they were doing so that they made genuine predictions about the outcome of the experiment rather than random guesswork. As a result, the pupils arrived at appropriate conclusions, recorded the investigation accurately and extended their knowledge of forces.
14. Throughout the school teachers make good use of the national numeracy and national literacy strategies to focus their teaching. They have worked hard to successfully implement these and in most classes this has raised expectations of what children might achieve. In a Year 1 numeracy lesson, the teacher made very good use of an activity that involved ordering tens from 10 to 100. As the first few numbers were placed in sequence, the teacher drew attention to the digit patterns and encouraged the children to see an emerging pattern and to predict the subsequent numbers in the sequence. When the numbers were all in place she asked some challenging questions such as 'can you work out three tens more than 50?' The parallel that she drew with previous work on a number line with 1 to 10 enabled most children to succeed in arriving at correct answers.
15. The introduction of regular monitoring of teaching and a good programme of in-service training for staff are enabling the good quality of teaching to be maintained. Teachers regularly appraise and reflect on the quality of their work and all show a professional commitment in striving to improve from what is already a good base.

There is very good provision for pupils' personal development

16. The very good provision for all aspects of pupils' personal development is a significant strength of the school. A high level of involvement with the neighbouring church, work in religious education and the themes covered in assemblies raise pupils' awareness of

spirituality and the importance of this in many people's lives. All classes have a regular opportunity to lead a weekday mass and to actively participate in the service, for example by reading; many children choose to do so. Many parents and parishioners attend; one parent described the mass that he had recently attended as 'a really uplifting occasion for everybody involved'. Assemblies are very well organised so that discussion can be followed up in classrooms. In a Key Stage 1 assembly, many pupils were actively involved in suggesting how good thoughts could be turned into actions and how they might show appreciation of others. Each class left the hall with a small poster to display in the classroom to remind them of the theme of the day and to promote further discussion.

17. Throughout the school the code of conduct for behaviour is on prominent display and pupils show a good understanding of its importance. The strong emphasis on the positive reinforcement of good behaviour means that discipline is unobtrusive and sanctions are rarely used. In the past year pupils have had the opportunity to contribute to decisions about the running of the school through the school's council. Those on the council respond to 'suggestion boxes' that are available to all pupils and have talked about various issues such as provision for games in the playground.
18. Pupils' social skills are well promoted through classroom activities that encourage them to work together. From Year 3, pupils are placed in one of four 'houses' and work together to collect house points and to compete in team games. They also participate in regional and national competitions and events such as the BT community partnership. Older pupils take responsibility for younger ones and reception children have a particular 'buddy' in one of the junior classes. There is a strong level of involvement in community activities; Years 5 and 6 have embroidered a very impressive 'Tree of Life' as part of confirmation celebrations and the school regularly raises funds for St Cuthbert's Care. Pupils have recently visited Gibside Special School to work with children there and the whole school was recently involved in the Romanian shoebox appeal.

Pupils' behaviour is very good and they have positive attitudes to learning

19. Throughout the school pupils are generally very well behaved in classes and around the school. Pupils respond well to clear expectations of good behaviour and an established code of conduct that they helped to devise. In all classes, teachers have established systems and routines that help children to understand what is expected and to develop good work habits. In the Year 1 class, for example, when children become excited and chatter together the teacher slowly raises her hand, one by one the pupils copy her and silence quickly descends! In classes throughout the school teachers maintain pupils' interest by providing an interesting range of activities, making good use of questions and answers and ensuring a high level of involvement in discussion and planned activities.
20. As pupils move around the school they show consideration for others, for example holding doors open for visitors and walking in single file along narrow corridors without needing to be reminded of the importance of doing this. In the playground they play happily together in friendship groups and enjoy some spontaneous team games and imaginative play.
21. Teachers use a good range of strategies to develop good work habits and children respond very positively. In Year 2 the teacher uses a good balance of praise and challenge, saying, for example, "you'll need your thinking caps" or "some people need

to remember what they should be doing". All teachers place a strong emphasis on praise for effort and achievement, but also encourage pupils to take risks in their responses. As a result they are not afraid to make errors and when they do so they see these as an opportunity for learning. Throughout the school pupils are encouraged to work in pairs and small groups and this has a very positive effect on their learning. In a Year 5 numeracy lesson, pupils worked well in mixed gender pairs to interpret a set of statistics. They cooperated well and helped each other to understand the information; by the end of the lesson they had a secure grasp of how to use the tables and were much more confident about how to interpret the statistics.

22. Year 6 pupils are mature and sensible, able to organise their activities independently and to share equipment and tasks responsibly. They are eager and enthusiastic learners and are very well prepared for the next stage of their education.

WHAT COULD BE IMPROVED

The range of reading books and children's knowledge of books and authors

23. Book provision is poor. Although there have been improvements in the last two years to support teaching of the literacy hour, particularly at Key Stage 1, the number of books available is inadequate to meet the demands of the curriculum. For infant classes, the range of books has been broadened and the school has purchased a large number of 'big books' and group readers to support the teaching of reading. However, all children still work through a structured scheme on an individual basis and take books from another scheme to read at home. They have limited access to good quality picture books and stories. At Key Stage 2, the range of books in classrooms is very limited and many of the books that are available are in a poor state of repair or are outdated. There is very little material for older, more competent readers in either classrooms or the library.
24. All children make progress in reading and almost all reach expected standards at the ages of seven and eleven. However, although pupils read accurately many lack fluency and expression in their reading. Younger pupils know how to find books in the library and older pupils understand how to locate information using contents and index but development of their research skills is limited because of the poor range of reference books in the library. This is supplemented by use of a projects loans service run by the county library service but this inevitably restricts research to the current topic being studied by the class and does not allow older pupils to carry out research projects independently. Limited experience of books means that the oldest pupils have difficulty in talking about their reading habits and are limited in their knowledge about books and authors. This was apparent in a lesson with Year 6 in which none of the pupils recognised that the piece of text that the teacher introduced came from an autobiography. This was despite the clues in the vocabulary used by the author and the good use of questions by the teacher to guide the pupils' thinking.

Registration procedures

25. There are a number of inconsistencies in registration procedures and in the ways in which registers are completed.

26. The time at which the register is taken varies across classes and in some instances the attendance register is not called. Occasionally the dinner register is used to complete the attendance register and sometimes in the afternoon the register is not taken but the pupils who have returned after lunch are counted and the register is completed. These types of approaches are open to error.
27. Registers are not completed as rigorously as they should be. Some entries are in pencil, there are sometimes inaccuracies in the number recorded as present and in some classes children are still marked present when they have left the school. This laxity means that there could be confusions in the event of emergency when the registers are key documents for checking that all children have been evacuated from the building. Not all registers contain information on contact names and addresses and copies of the symbols required to indicate types of absences are not included.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. In order to further raise standards governors, the headteacher and staff should:
 - Improve provision for reading and pupils' knowledge of authors and books by:
 - increasing the range of books available in the library and classrooms, paying particular attention to the needs of older pupils;
 - ensuring that pupils read more widely.
 - Ensure that registration procedures are consistent throughout the school by:
 - clarifying the times and ways in which registers are called at the start of each session;
 - recording absences accurately.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
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
6	11	44	39	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	217
Number of full-time pupils eligible for free school meals	10

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	8

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%	Unauthorised absence	%
School data	4.1	School data	0.1

National comparative data	5.4
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National comparative data	0.5
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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	10	18	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	18	17	17
	Total	28	27	27
Percentage of pupils at NC level 2 or above	School	100	96	96
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	16	16	18
	Total	26	26	28
Percentage of pupils at NC level 2 or above	School	93	93	100
	National	82	86	87

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	12	22	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	12
	Girls	19	19	20
	Total	28	30	32
Percentage of pupils at NC level 4 or above	School	82	88	94
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	12
	Girls	20	19	21
	Total	30	29	33
Percentage of pupils	School	88	85	97

at NC level 4 or above	National	68	69	75
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Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	3
Pakistani	
Bangladeshi	
Chinese	
White	187
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.4
Number of pupils per qualified teacher	19.7
Average class size	27.1

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	12

Financial information

Financial year	1999/00
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	£
Total income	311,663
Total expenditure	322,244
Expenditure per pupil	1,433
Balance brought forward from previous year	15,755
Balance carried forward to next year	5,174

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	217
Number of questionnaires returned	140

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	51	4	1	1
My child is making good progress in school.	49	45	6	1	0
Behaviour in the school is good.	47	45	5	1	2
My child gets the right amount of work to do at home.	36	44	17	3	1
The teaching is good.	51	45	3	0	1
I am kept well informed about how my child is getting on.	34	54	11	1	1
I would feel comfortable about approaching the school with questions or a problem.	58	38	4	0	0
The school expects my child to work hard and achieve his or her best.	56	40	3	0	1
The school works closely with parents.	35	54	9	0	2
The school is well led and managed.	45	51	2	0	2
The school is helping my child become mature and responsible.	44	49	5	0	3
The school provides an interesting range of activities outside lessons.	14	36	29	14	6

