

INSPECTION REPORT

SS PETER & PAUL RC PRIMARY SCHOOL

Bristol

LEA area: City of Bristol

Unique reference number: 109245

Headteacher: Mr Paul Jeffery

Reporting inspector: Mr Christopher Gray
21037

Dates of inspection: 3 - 5 July 2000

Inspection number: 182301

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:	4-11
Gender of pupils:	Mixed
School address:	Aberdeen Road Redland Bristol
Postcode:	BS6 6HY
Telephone number:	0117-9030070
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Nick Barnett
Date of previous inspection:	21 - 24 November 1994

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

SS Peter and Paul is a Roman Catholic primary school situated in the Redland area of Bristol which draws its pupils from a wide catchment area across the city. The school is over-subscribed. The school is for children aged four to eleven, and has 194 full-time pupils (106 boys and 88 girls). Children's attainment on entry is above the national average.

Pupils come from a wide variety of backgrounds but, overall, their socio-economic background is broadly average. Approximately 13.4 per cent of pupils are entitled to receive a free school meal, which is broadly average for infant and junior schools. Eighteen pupils come from families of ethnic minorities, which is higher than most schools. Nine pupils have English as an additional language, though none of these is at an early stage of English language acquisition; as a percentage (4.6 per cent), this is higher than found in most schools. There are 62 pupils on the special needs register; at approximately 32 per cent of the school's roll, this is above the national average. One pupil has a statement of special educational need, and, in percentage terms (0.5 per cent), this is below average.

HOW GOOD THE SCHOOL IS

SS Peter & Paul RC Primary School is an effective school which is popular with parents. Pupils work hard and have very good attitudes to their work. The standards they achieve when they leave the school are well above national averages in English, mathematics and science and well above the averages for similar schools. The overall quality of teaching is good. The school is well led by the headteacher and senior staff and the governors work effectively with the school. The school gives good value for money.

What the school does well

- Pupils' attainment in English, mathematics and science by the age of eleven is well above national averages.
- Pupils' attitudes to learning, their behaviour and relationships are very good.
- The overall quality of teaching is good.
- The quality of leadership is good and governors are effectively involved in the school.
- The provision for pupils with special educational needs is good.
- Provision for pupils' personal development is very good.

What could be improved

- Standards by the time pupils are seven are not as high as they should be.
- The good procedures generally used in English, mathematics and science for assessing pupils' attainment and planning work to match their individual needs are not used in other subjects.

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 November 1994. The key issues concerned the use of senior management in monitoring the school's work and focusing financial planning more sharply on agreed priorities. Good progress has been made on these aspects. In addition, the school needed to use knowledge of pupils' prior learning in planning for higher attaining pupils. A good start has been made on this in English, mathematics and science. In addition, the school has made considerable improvements in the results of National Curriculum tests at Key Stage 2 and has maintained high standards at this key stage over several years. Overall, the progress made since the last inspection has been good.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	A*	A	A
Mathematics	A	A*	A	A
Science	A	A	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table indicates that pupils' attainment at Key Stage 2 is well above the national average in all three subjects. Compared with those of similar schools, results are also well above the average. All these comparisons show that the school is achieving high standards by the time pupils are eleven. The school's overall results are improving at a similar rate to national trends. Pupils' results in 1999 exceeded the school's targets considerably, because the targets were over-cautious. An initiative begun this year involves regular target setting for all pupils which will form the basis of more realistic targets for National Curriculum tests in future. The inspection's findings corroborate these results - attainment in the current Year 6 is well above average in English, mathematics and science.

On the other hand, standards at the end of Key Stage 1 are not as high. Results in the 1999 National Curriculum tests, compared with the results of similar schools, were well below average in reading and writing and average in mathematics. The inspection's findings show that standards are higher in the current Year 2 but, given that children enter the school with above average attainment, standards are not as high as they should be at the end of Key Stage 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are keen to learn and almost all enjoy coming to school. They show initiative and enjoy assuming responsibilities.
Behaviour, in and out of classrooms	The behaviour of the pupils in and around the school is very good. They are generally well mannered and show good self-discipline.
Personal development and relationships	Very good; pupils respond well to adults and one another. There is a secure, family atmosphere in the school. Adults and children treat each other with respect.
Attendance	Satisfactory. A small number of pupils arrive late in the morning.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Very good

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

The quality of teaching in the school overall is good. During the inspection, it was very good in 37 per cent of lessons and good in a further 37 per cent. Teaching was at least satisfactory in 90 per cent of lessons and unsatisfactory in 10 per cent. Literacy and numeracy are taught effectively and

good use is made of the new information technology suite. The teaching of pupils with special educational needs is also good. All teachers have high expectations of pupils' behaviour and most pupils respond well, producing a good classroom ethos. Good use is made of grouping of pupils in most English, mathematics and science lessons in order to present them with work which is planned to meet their learning needs. However, this approach is not always used at Key Stage 1 and in subjects other than English, mathematics and science more generally.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad and balanced; literacy and numeracy strategies are effective; the range of extra-curricular opportunities is limited.
Provision for pupils with special educational needs	Pupils with special educational needs make good progress towards the targets of their individual education plans. Teachers and learning support assistants give good help to pupils individually and in small groups.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good overall. A strong, Catholic ethos enriches the whole work of the school, and this was praised by parents. The school's link with Clifton Cathedral is used well for pupils' personal development. Provision is made for pupils to experience cultures other than their own.
How well the school cares for its pupils	Good. The concern of all adults in the school for pupils' welfare is high, but there is no provision for regular health and safety risk assessments.

The school has a good partnership with parents and their valuable assistance in the classroom is used well by teachers. Training of staff in child protection procedures needs updating.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led by the headteacher and senior management team, who share the head's clear educational vision. The level of delegation is good and all staff are actively involved in planning for the school's development.
How well the governors fulfil their responsibilities	The governors discharge their duties well. They are fully involved in forward planning and several governors are involved in the monitoring of the school's work.
The school's evaluation of its performance	The school has worked hard to introduce monitoring of teaching and standards in English, mathematics and science this year. Pupils' progress is carefully tracked in these subjects. Setting of targets for each pupil is being introduced currently.
The strategic use of resources	Staffing, resources and accommodation are used efficiently. Overall, the school applies best value principles wisely to the acquisition and use of its resources.

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 like school and make good progress. • Behaviour in the school is good. • The school is helping children to become mature and responsible. • The school is well led and managed. • Teaching is good. • Children are expected to work hard and achieve their best. • Most parents would feel comfortable about approaching the school with questions or problems. 	<ul style="list-style-type: none"> • One-third of respondents felt that there is not a wide range of extra-curricular activities. • One-fifth believed that amounts of homework were not appropriate, though this encompassed opinions at both ends - too much and too little. • Some parents would like more information about what is going to be taught each term. • A small number of parents feel that higher attaining pupils are not always sufficiently challenged

Inspectors endorse parents' positive views about the school. They found that the school makes an appropriate use of homework. The team agrees with parents about the limited range of extra-curricular activities. Inspectors found that provision for higher attaining pupils is mostly good in English, mathematics and science, but that it is not consistent in other subjects.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' attainment in English, mathematics and science by the age of eleven is well above national averages.

1. The pupils' results at Level 4 and above in National Curriculum tests in 1999 were well above average in English, mathematics and science. At the higher level (Level 5), results were also well above average in all three subjects. Using the average point score (where pupils' attainments at all levels are taken into account), overall results were well above the national average in all three subjects and well above the average for similar schools.
2. Current standards in Year 6 give a similar picture of well above average attainment in all three subjects. Teachers' planning shows careful attention to what different groups of pupils will learn and activities are generally well matched to pupils' prior attainment. For example, in mathematics, pupils were working with word problems about time, deciding which calculations were necessary to solve them. Lower attaining pupils were successfully converting 12-hour times into 24-hour ones and could explain how they did it. Average attaining pupils were working out information from a bus timetable, whilst higher attaining pupils (the largest group) were tackling the difficulties of the international time zones. They were able to explain how they had calculated a time in Paris from a given time in Sydney and comment on why they had preferred a particular method. A few were not as good at recognising small slips in their reckoning. In a Year 5 science lesson where pupils were measuring their pulse rates, pupils used their mathematical knowledge to record their findings, using a greater degree of complexity according to their level of understanding.
3. In English, pupils write in a wide variety of styles and for different audiences. Good standards of poetry writing are evident in Year 6. These pupils also have a good understanding of the differences one might expect in fiction and non-fiction texts and how these compare with the figurative use of language in poetry. In preparing an explanatory brochure about their hobbies, most use a clear, formal style with accurate spelling and punctuation.

Pupils' attitudes to learning, their behaviour and relationships are very good.

4. Pupils' behaviour in the classrooms, round the school and in the playground is very good; this is something that was commented on very positively by parents at the pre-inspection meeting and in the response to the questionnaires.
5. In the playground, pupils play together sensibly and fairly; boys and girls mix well. Older pupils take turns to play with the youngest, to help make sure that their playtimes are secure and happy. A very small number of parents at the pre-inspection meeting wondered if there is adequate supervision at lunchtimes - inspectors found it to be satisfactory.
6. In lessons, pupils are nearly always ready to start their lessons; they prepare their books with the minimum of fuss and sit expectantly so that little time is wasted and teachers are able to make a good impact straight away. Teachers use this opportunity well so that what is to be learned and how it fits in with what went previously are clear at the outset. All staff set high expectations for behaviour and self-discipline and most pupils respond very well. This enables teachers in the literacy and numeracy hours to work with small groups whilst the others get on with their work independently. This whole approach to managing behaviour is a major factor in the high levels of attainment which pupils achieve by the time they leave the school.
7. Pupils develop a sense of responsibility and act in a mature way by the time they reach Year 6. The 'buddy' system extends beyond playground and lunchtime supervision into the classroom. A good example was seen in a scrutiny of Year 1 mathematics work. One pupil had been having difficulty with an aspect of counting and he had worked alongside his class 'buddy', who had explained the problem carefully. The teacher had written a very supportive comment at the bottom of the work.

The overall quality of teaching is good.

8. Teachers set high standards for their pupils, in terms of both the work they are set and the behaviour expected. Most pupils respond well and teachers and pupils together produce a good classroom ethos where learning is seen as the object of the day and enjoyable.
9. Careful use of a clear knowledge of each pupils' prior attainment is made in planning for what they are to learn next in most English, mathematics and science lessons. For example, in a very good mathematics lesson for Year 5, pupils were matching written calculations to specific criteria, such as "adding three three-digit multiples of ten." The criteria were graded by difficulty and pupils were divided into four groups. The required mental calculations were also fitted to what pupils were able to do, so that higher attaining pupils were dealing with decimals to two places while lower attaining pupils were exploring multiples. Mental arithmetic is well taught in most classes, with a good level of challenge for all pupils. Pupils in a Year 6 class were working with numbers which add up to one, supplying the complement to the teacher's number (for example, *0.46* given and *0.54* replied). The answers had to be given in time to a beat, which was gradually speeded up to provide greater challenge and promote faster thinking.
10. Good use is made of classroom assistants and parents, who are fully briefed and know the pupils well. They use their time effectively and give good support to groups of pupils, as directed by the class teacher.
11. At Key Stage 2, teachers use the results of annual standardised tests to discuss with a pupil's next teacher which level that pupil will reach by the end of the next year. This gives the new teacher a good knowledge of the prior learning of each child and enables appropriate work to be set. This is to be augmented this year by the setting of targets in English and mathematics in order to incorporate more direction. Key Stage 1 teachers use their own assessments as the basis for these discussions.
12. Good use is made by teachers of the new information technology suite. Teachers have received good training from the information technology co-ordinator, a process which is continuing. The school has invested a lot of money in up-to-date machines which are enabling pupils to produce good standards. In a Year 5 lesson, pupils were asked to use software to draw a pie chart of information on the class's favourite pop groups. They entered the data, stored the graph and then imported it into another application in order to add questions.
13. The quality of teachers' marking varies, as was evident from a scrutiny of pupils' past work. There are many examples of thorough marking, including helpful remarks for further improvement. Sometimes, however, marking is only ticks or crosses.

The quality of leadership is good and governors are effectively involved in the school.

14. The school is well led by the headteacher and senior management team, who share the head's clear educational vision. The level of delegation is good and this enables the school to focus its work on key areas - for example, regular meetings are held for each key stage, for core subjects and other subjects, and the senior management team co-ordinates the work of these groups. Monitoring of standards has been a priority since the new headteacher began last September and this has produced an awareness of the need to raise standards at Key Stage 1. All staff are actively involved in planning for the school's development and governors are fully involved. One of the many important contributions of governors is the work of the finance committee. Priorities in the school development plan are broken down into basic elements, each of which is costed over several years, with a clear indication of where the money will be found and who is responsible. This approach has been successful in identifying clearly what funds were necessary for the new information technology suite, to which the parents', teachers' and friends' association and the governing body made a valuable contribution.
15. Results of National Curriculum tests are closely analysed each year to see which areas have been answered well or if changes are needed to any of the teaching. Governors monitor the school's performance through the headteacher's reports, and local education authority and

DfEE publication of results and statistics. They also are involved in first-hand monitoring. Staff have already discussed the introduction of target setting for pupils' attainment in English and mathematics, which will be used at the end of this term when current class teachers meet with next year's teachers to provide more detailed and individualised challenge for all pupils. Information from this analysis and tracking is shortly to be transferred to appropriate computer software so that further analysis - for example, by gender or ethnicity - can be undertaken easily.

16. The school is run efficiently and the work of the office staff was commended in the recent audit report, which raised no serious issues. Good use is made by the office, the head and staff of modern technology such as spreadsheets and word processing. The unit costs for the school are high as it is an inner-city school; in view of the good quality of management and teaching and the high standards achieved when the pupils leave the school, good value for money is given.

The provision for pupils with special educational needs is good.

17. Pupils with special educational needs make good progress towards the targets in their individual education plans. When withdrawn from classes they benefit from good teaching in small groups. Their individual education plans are drawn up by their class teachers, with good guidance from the co-ordinator for special educational needs. Pupils are given targets relevant to their needs, which are reviewed regularly and monitored by the co-ordinator. Parents are fully involved in the process.
18. Class teachers are fully aware of pupils' specific difficulties and plan work according to their ability. Learning support assistants give good help to pupils individually and in small groups. Records for pupils with special educational needs provide accurate profiles and enable progress to be monitored. The governing body is kept fully informed through the governor responsible for special educational needs, who also visits regularly and gives good advice on the appropriate outside agencies to contact.
19. There is a good policy which fully complies with the Code of Practice. The number of pupils on the special needs register is rising and is now above average. This presents an increasing work-load for the staff.

Provision for pupils' personal development is very good.

20. Collective worship was not part of the focus of this inspection, since it is inspected separately, but it is clear that assemblies make a major contribution to the school's explicit teaching of spiritual and moral values. During class assemblies, pupils are invited to make personal intercessions which are spoken sincerely and reverently. An attractive feature of the school hall is the Comfort Corner, incorporating stained glass from the former Pro-Cathedral. Pupils often visit this, for a quiet moment, to look at the religious artefacts or to offer prayer.
21. Older pupils take responsibilities around the school. The effectiveness of the 'buddy' system was described above. In addition, pupils are encouraged to initiate charity collections for causes of their own choice. The school's link with Clifton Cathedral is used well for pupils' development in a social sense as well as spiritually. Pupils from Year 4 received their first Communion recently and displays in the classroom and in the Cathedral demonstrate the importance of the supportive, family atmosphere which parents praised at the pre-inspection meeting.
22. Provision for pupils' cultural development is made through a variety of out-of-school visits, such as the summer camp or trips to local museums. Displays show a range of cultural experiences. One of the most original of these is a display using the school's latest technology. Pupils in Year 3 used the digital camera to photograph a part of the school they would like to improve with an artefact of their own design. They then made the object, photographed it, printed the two pictures on the computer and made a three-dimensional montage of both of them. Provision is made for pupils to experience cultures other than their

own; for example, they learn about Hanukkah and Divali, they make traditional foods from Jamaica and Asia and they have participated in St Paul's carnival, held in a well-known multicultural part of the city.

WHAT COULD BE IMPROVED

Standards by the time pupils are seven are not as high as they should be.

23. Initial testing when children enter the school in the Reception class shows that pupils' attainment on entry is above national averages. At the end of Key Stage 1 in 1999, pupils' results in National Curriculum tests at Level 2 and above were broadly average in reading, writing and mathematics. Teacher assessments in science were also broadly similar to the national average. Results at the higher level (Level 3) were well below average in reading and science, below average in writing and average in mathematics. Using the average point score, results were similar to the national average in mathematics, below in writing and well below in reading. In terms of the comparison with similar schools, results were average in mathematics and well below average in reading and writing. The group of pupils who took 1999 tests contained a higher number of pupils with special educational needs than is the norm in the school (11 out of 29). The provisional results for 2000 show a similar proportion of pupils attaining at Level 2 and above and a larger number of pupils reaching Level 3.
24. The findings of the inspection corroborate the picture of average attainment in Year 2, but show that attainment is higher in Reception and Year 1.
25. Baseline assessment in Reception enables teachers to gain a clear picture of pupils' starting points in terms of attainment when they start school. In Key Stage 1, teachers' assessments are used to gauge pupils' progress. In Year 1, standardised reading tests are used to assess pupils' reading skills. Little other standardised testing is used, so that teachers are not in as good a position as are their colleagues in Key Stage 2 to make predictions and set targets for pupils' attainment.
26. The use of different lesson objectives and tasks for groups of pupils of differing prior attainment is inconsistent across the key stage. There are good examples of this - for example, in a Year 1 English lesson on short and long vowel sounds, pupils were given work to do on rhymes. The tasks were graded by difficulty, so that some of the least able were supplying words to fill gaps, others were identifying which words in a text rhymed and higher attaining pupils were writing their own rhymes. However, classroom observations and scrutiny of work show that this is not consistent across all lessons in the key stage. There are lessons where the teacher does not have sufficiently high expectations about the quality of work pupils are to produce, in terms of challenge or presentation.

The good procedures generally used in English, mathematics and science for assessing pupils' attainment and planning work to match their individual needs are not used in other subjects.

27. As reported above, careful use of a clear knowledge of each pupil's prior attainment is made in planning for what they are to learn next in most English, mathematics and science lessons. Teachers mostly plan different lesson objectives for different groups of pupils in these subjects. However, this is not consistent in all classes. There were some examples at both key stages in the mathematics and science scrutinies of past work, where pupils of all abilities were doing the

same task. On these occasions, higher attaining pupils had all their work right, suggesting that they could have spent time tackling something harder, whilst lower attaining pupils had not managed to complete the task.

28. In subjects other than English, mathematics and science, pupils generally work on the same

task. This means that pupils are sometimes able to attain higher standards by their own effort, but this relies too heavily on their own initiative. This was evident in information technology lessons. A system of assessing pupils' attainment in the subject has not been devised, though one is planned, once national guidance has been matched to the school's new equipment. Other subjects are in a similar position and the school has already discussed ways of identifying higher attaining pupils in a variety of subjects such as art and music, so that appropriate work can be planned for them. The deputy head has recently assumed responsibility for this development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. To improve further the standards of work and the quality of education provided, the governing body, headteacher and staff should:
- Raise the standards of pupils' attainment by the time they are aged seven by:
 - introducing systems of standardised assessment to measure pupils' attainment and progress across the key stage;
 - using the information from this assessment to match work more closely to pupils' learning needs;
 - ensuring more consistency in the quality of teaching.
(paragraphs 23-26)

 - † Extend to all classes and subjects the good practice evident in English, mathematics and science for challenging higher attaining pupils by:
 - extending assessment to all subjects;
 - planning future work based on these assessments.
(paragraphs 27-28)

*† denotes an issue already highlighted as a priority in the school's development plan
(Numbers in brackets indicate a reference to the main paragraphs where the weaknesses are discussed.)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	37	37	16	10	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)	194
Number of full-time pupils eligible for free school meals	26

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	62

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence	%
School data	94.9
National comparative data	94.1

Unauthorised absence	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	16	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	13
	Girls	13	14	13
	Total	25	25	26
Percentage of pupils at NC level 2 or above	School	86 (85)	86 (76)	90 (80)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	13	13	13
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	90 (87)	90 (87)	90 (87)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	22	10	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	22
	Girls	9	8	9
	Total	29	29	31
Percentage of pupils at NC level 4 or above	School	91 (96)	91 (87)	97 (99)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	21	20
	Girls	9	9	9
	Total	28	30	29
Percentage of pupils at NC level 4 or above	School	88 (96)	94 (92)	91 (96)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	15
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	1
White	148
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	19.4
Average class size	27.7

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	36

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	1999/2000
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Total income	373,408
Total expenditure	380,638
Expenditure per pupil	1,952
Balance brought forward from previous year	16,698
Balance carried forward to next year	9,468

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	166
Number of questionnaires returned	117

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	3	0	0
My child is making good progress in school.	51	44	2	0	3
Behaviour in the school is good.	54	43	2	0	1
My child gets the right amount of work to do at home.	41	38	18	2	2
The teaching is good.	64	32	1	1	3
I am kept well informed about how my child is getting on.	50	36	11	3	1
I would feel comfortable about approaching the school with questions or a problem.	73	21	6	0	0
The school expects my child to work hard and achieve his or her best.	65	29	4	0	1
The school works closely with parents.	49	37	11	3	1
The school is well led and managed.	54	43	2	0	1
The school is helping my child become mature and responsible.	55	41	2	1	2
The school provides an interesting range of activities outside lessons.	19	40	24	10	8

Other issues raised by parents

About one-fifth of respondents raised other issues. The largest number of these was in praise of the school, its staff and the good moral grounding which is given to the children. Several parents feel that higher attaining pupils are not always given sufficient challenge. A few would appreciate more detail on the curriculum and how some subjects are taught. A few other parents regret some of the pressures put on their children. Two respondents are sad about the lack of time for creative subjects; two more would like anti-bullying policies to feature more prominently; a further two would like better use to be made of those parents who help in school.