

INSPECTION REPORT

ST. ALBANS CATHOLIC PRIMARY SCHOOL

Macclesfield, Cheshire

LEA area: Cheshire

Unique reference number: 111330

Headteacher: Mrs. Anne Sadler

Reporting inspector: Mr. Brian Aldridge
17454

Dates of inspection: 26 – 27th June 2000

Inspection number: 182531

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

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: Keat's Drive
Priory Lane
Macclesfield
Cheshire

Postcode: SK10 3HJ

Telephone number: 01625 425905

Fax number: 01625 511330

Appropriate authority: The governing body

Name of chair of governors: Mr. Peter Watterson

Date of previous inspection: June 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Brian Aldridge	Registered inspector
Kevin Greatorex	Lay inspector
John Iles	Team inspector
Rashida Spencer	Team inspector

The inspection contractor was:

SES

6 Star Corner
Barby
Nr. Rugby
Warwickshire
CV23 8UD

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
Attainment is above average in the reception and infant classes and well above in the junior classes largely because the quality of teaching is good in the reception and infant classes and very good in the junior classes.	
Throughout the school pupils have very positive attitudes to learning and school in general.	
The quality and range of learning opportunities including that for pupils' spiritual, moral, social and cultural development is good.	
The leadership of the headteacher and senior managers is good and the use of resources is very good.	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
There are weaknesses in some areas of the governors' work	
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Alban's Catholic Primary School, located in Macclesfield, provides full time education for 335 boys and girls between four and eleven years of age, of whom 56 are in the reception classes. Pupils are taught in 12 classes. Very few pupils are from ethnic minority families. Approximately nine percent of the pupils have an identified special educational need and the same percentage is known to have an entitlement to free school meals. Both proportions are below average. Four pupils receive English language support, a very low proportion. Overall, children's attainment on entry to statutory education at the age of five is above average.

HOW GOOD THE SCHOOL IS

This is an effective school. Pupils attain standards well above average and the quality of teaching is good overall with some very good features. The headteacher gives the school strong academic leadership and is well supported by the senior management team. There are weaknesses in some areas of the governors' work. The school provides good value for money.

What the school does well

- Attainment is above average in the reception and infant classes and well above in the junior classes largely because the quality of teaching is good in the reception and infant classes and very good in the junior classes.
- Throughout the school pupils have very positive attitudes to learning and school in general.
- The quality and range of learning opportunities including those for pupils' spiritual, moral and social development are good.
- The leadership of the headteacher and senior managers is good and the use of resources is very good.

What could be improved

- Some aspects of the governors' work

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in June 1995 attainment has improved from average standards to well above average in English and very high in mathematics and science at the age of eleven. The quality of teaching has also improved significantly. The last inspection identified six issues for the school to address; it has tackled them well and maintained a good rate of improvement. The members of the senior management team now have revised job descriptions and support the headteacher and the development of the school well. Curriculum co-ordinators have been given tasks in line with the responsibilities set out in job descriptions. There are now clear links between assessment results and teachers' planning. Some very good teaching develops pupils' independent learning skills. The curriculum is well planned and supports pupils'

learning. The school celebrates its successes well and public relations with the wider community are 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				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	A*	A	A	A	well above A average above B average C below average D well below E average
mathematics	A*	A	A	A	
science	A	A	A	A	

Eleven-year-old pupils consistently achieve standards well above the average of all schools and those of similar schools. In recent years standards at the end of the junior phase have kept pace with the national trends. The school has met its targets. Inspectors found that by the ages of five and seven attainment is above average and by the age of eleven it is well above average. Pupils of different ability groups, including those with special educational needs and high attainers, achieve well. Pupils' speaking and listening skills are very high throughout the school. Writing is strong and poetic writing is a particular strength. Standards in mathematics in Years 5 and 6 are well above average and are very challenging for all pupils. The low results attained by seven-year-olds in the 1999 National Curriculum tests have been reversed.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good.
Behaviour, in and out of classrooms	Very good.
Personal development and relationships	Very good.
Attendance	Good.

The staff have developed an ethos of caring and nurture, and pupils react well to this atmosphere. There were many examples seen of pupils taking care of each other, especially older pupils helping younger pupils. They have very positive attitudes towards learning and to each other.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching is good. In 31 per cent of the lessons observed the quality of teaching was very good, in 62 per cent it was good and in the remainder it was satisfactory. The quality of teaching in English and mathematics is good and at times very good. Teachers generally demonstrate high levels of skills and motivate pupils very well. As a result pupils are excited about learning, are keen to make progress and relish the challenges their teachers give them. Teachers are particularly good at encouraging the use of literacy and numeracy skills in other areas of the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good.
Provision for pupils with special educational needs	Very good.
Provision for pupils with English as an additional language	Very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; the provision for spiritual, moral and social development is very good and that for cultural development satisfactory.
How well the school cares for its pupils	Good.

The school offers all pupils, whatever their needs, a broad and balanced curriculum with plenty of opportunities for practical and worthwhile activities. A good range of extra-curricular activities supports the curriculum. The assessment of pupils with special educational needs is very good and the school benefits from highly skilled practitioners who have very good knowledge of learning difficulties.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives the school strong academic leadership and she is well supported by the senior management team and other teachers.
How well the governors fulfil their responsibilities	Some governors lack a clear understanding of their role and this limits the support they offer the school.
The school's evaluation of its performance	Good.
The strategic use of resources	Very good.

The school applies the principles of best value very well. The governing body does not communicate its decisions to parents well and a small minority of governors are concerned about the decisions the governing body as a whole has taken. The role of curriculum co-ordinators is ready to develop to the next stage, when subject leaders are given clear authority for making decisions in the light of the school development plan and the agreed priorities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are expected to work hard and achieve their best. • Teaching is of good quality. • Children make good progress. • Children become mature and responsible. 	<ul style="list-style-type: none"> • A small minority of parents think that the school is growing too quickly • Several parents at the meeting said they feel uncomfortable about approaching the school.

Inspectors agree with parents' positive views about the school. The school is coping well with the governors' policy of school growth. The very large majority of parents who responded to the questionnaire are comfortable about approaching the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment is above average in the reception and infant classes and well above in the junior classes largely because the quality of teaching is good in the reception and infant classes and very good in the junior classes.

1. Throughout the school children and pupils are taught the importance of speaking and listening. This results in very high levels of skills in these areas of learning. In the reception classes children build quickly on the above average levels of skills they have when they enter the school. Teachers prepare an interesting range of work that encourages children to learn new vocabulary and use words in their proper context. For example, a support assistant carefully talked to children about broad bean plants. Children used hand lenses to observe closely the leaf structure and any insect damage of the leaves. They talked well about the shape of the leaves, their colour and the why the insects would have eaten the plants. When observing the growth of seeds they had planted children made such comments as ‘the tomatoes have made most growth’, ‘mine has two new shoots’ and ‘mine has too much water’. Children are skilled questioners; the levels of trust between teachers and pupils are apparent throughout the school and encourage pupils to ask questions without being concerned. When a child asked what makes seeds grow, the teacher gave a full answer using the correct terms without patronising, thus encouraging pupils to learn, at an early age, the correct vocabulary for a complex process.
2. This very high level of speaking and listening skills continues to be developed until at Year 6 pupils are given formal opportunities to use sophisticated and mature techniques. In a debate entitled “It is cruel to keep animals in captivity” pupils in the oldest junior class presented well-constructed persuasive arguments. Using evidence to encourage debate, pupils projected their voices clearly and gave points for and against the issue. Those pupils who were listening showed a great deal of interest and asked penetrating questions. In this debate the motion was defeated and pupils saw the positive aspects of keeping animals in captivity. The debate was successful because of the high standards of speech, the well-presented arguments and the very high quality of teaching through which pupils learned the conventions of debating and how to use evidence to back up their case.
3. Reception class children write forms and letters in their travel agency. They book tickets for customers and ask to which destination they would like to fly. They read their letters back to customers and note any travel arrangements they have made. Children count accurately when sorting objects and in songs and rhymes. Pupils’ writing is of a very high standard. In Year 1 pupils write storybooks and then write profiles about the author. This gives them a very good working knowledge of the parts of a book, including their own title pages, author and illustrator. As pupils grow older their writing develops and this is helped in Years 4/5 by marking of outstanding quality. In their stories and poems pupils write complex sentences and use paragraph structures to which the teacher adds an equally complex and motivating commentary. Pupils draft their work carefully and use note-taking well to remind themselves of important facts that will be useful later in their work, whatever the subject. Even in mathematics there is automatic use of this high quality skill. Year 6 poetry is full of pertinent imagery and metaphors. Pupils write very well from personal experience and from the stimuli presented by their skilful teachers. As an example of a Kenning a pupil wrote:

Dark night,
Snowball fight,
Red cheeks,
Short weeks,
Ice-skating,

Snowmen waiting,
Stray dogs,
Burning logs.

4. The poetry throughout the school and in all ability groups is of very high quality. Another pupil wrote an evocative and empathetic story which took as a refrain 'the whisper in the winter wind'. This example of a Christmas ghost story was well crafted and structured with many twists and a great many of the qualities of a good short story.
5. Pupils with special educational needs and higher attaining pupils make equally good rates of progress and show very high levels of positive attitudes and enjoyment in their schoolwork. By working to carefully prepared plans the support pupils receive is of very good quality. Work is carefully staged to ensure that pupils understand each stage of their work. For example, during a lesson concerned with vowels and consonants, clever questioning by the teacher encouraged pupils to predict that the last consonant after vowels is doubled when adding 'ing', if the last consonant is not already doubled.
6. The quality of teaching is good in the reception and infant classes and very good in the junior classes, although at each stage there are examples of very good teaching. This very high quality of teaching has the following common characteristics in that teachers:
 - offer high levels of challenge to pupils;
 - have very good relationships of trust and endeavour;
 - modify their language to cater for lower and higher attaining pupils, and
 - use the key skills of literacy and numeracy in other subjects.
7. Teaching in Years 1, 2, 4/5, 5 and 6 is of high quality because these skills and attitudes prevail. In the middle years of the school these qualities are not always recognisable and at times the lower attaining pupils, but not pupils with special educational needs, do not keep up the same high rates of progress of other pupils in the same classes.
8. In the large majority of classes teachers give good, and at times very good, feedback to pupils to help them improve their work. Pupils with special educational needs are helped to develop their memories because their teacher uses a great variety of methods, each tailored to meet the individual needs of particular pupils. One of these methods is the regular oral report given to pupils about their performance. Honest and supportive feedback is provided to each pupil and the teachers ask each child to compare their work with their previous attempts. This helps pupils to see what they have to maintain and what they need to do to improve. Each teacher carefully rehearses the objectives for each lesson. This ensures that pupils know what they have to do to achieve success.
9. In some classes this high quality feedback is replicated in marking. In Years 4/5 the quality of marking is exemplary. In English, for example, the marking in this class helps pupils to develop well as writers and to understand the richness of the English language as a written medium. It improves their work because pupils learn what they must do not only to correct their work but also to improve the drafts of their work and add from their own knowledge. However, in other classes there are very few written comments to explain where pupils have gone wrong or what they need to do next. Teachers mark work accurately with ticks or when work needs to be corrected. This means that pupils do not have any personal responsibility for their own learning beyond the aims of each lesson, and do not have the challenge they need to raise their achievements to even higher levels.
10. In a Year 5 mathematics lesson the teacher's good levels of subject knowledge helped to enthuse pupils. Very high quality skills were demonstrated in this lesson and included:
 - setting a good pace - there was no time slippage in any part of the lesson;

- ensuring pupils justified their calculation methods;
- insisting that pupils used the correct terms when describing their methods;
- changes in style and language that helped ensure that pupils of all abilities understood the work and their tasks;

In this lesson pupils were receptive, very well behaved and anxious to please their teacher. They gained a great deal of satisfaction in successfully meeting the objectives of the lesson. This lesson and the qualities of teaching observed exemplify the very high standards set and the inspiration offered to pupils.

Throughout the school pupils have very positive attitudes to learning and school in general.

11. In all of their work children show very high levels of co-operation and very caring attitudes to one another. Very young children share their resources well and show very high levels of concentration and interest in their work. This is because teachers plan challenging work in most of the classes. This level of challenge is very apparent in Years 1, 2, 4/5, 5 and 6. In these classes pupils are encouraged to pit themselves against problems and difficult issues. For example, when Year 6 pupils were asked which subject they liked most they answered 'mathematics because we like solving problems'. This was in a lesson concerned with translating our base 10 number system to binary numbers based on 2. Pupils took to this new knowledge very well and used it accurately to work out the place value of numbers and their own codes. In Year 1 mathematics is also enjoyed and pupils show very positive attitudes when answering quick-fire questions about number patterns and bonds. Teachers work hard to build a very positive rapport between themselves and their pupils which results in quick, confident and accurate answers demonstrating a sharp grasp of mathematical facts.
12. Pupils are very comfortable that their teachers should set challenging work for them. They relish the opportunity to be involved in difficult and taxing problems and rise to the challenges their teachers set for them. In the Year 1 class for younger pupils different programmes of work are very carefully matched to pupils' needs and then supported by very good quality weekly homework. Because of this careful match pupils are enthusiastic about their work, they learn quickly and remain focused on the successful completion of their tasks. Even though these pupils are the youngest in the school, with the exception of the reception classes, they have already been influenced by the school ethos and they are very supportive of each other. In the Year 2 class for older pupils again work is well matched to pupils' learning needs. A mathematics lesson in this class was based on the needs identified after the National Curriculum tests, held earlier in the term, had been analysed. The teacher clearly pointed out to pupils what had not been learned effectively and that the next few lessons were based on the test results. Pupils had a very clear understanding what they should do to improve.

The quality and range of learning opportunities including that for pupils' spiritual, moral, social and cultural development is good.

13. The school offers a broad and balanced range of learning opportunities for pupils in all stages of the school. Teachers skilfully encourage the use of literacy and numeracy skills in other subjects. The atmosphere encouraged by teachers is one of endeavour and enthusiasm and this is reflected in the school's curriculum and the better than average range of extra-curricular activities. Within each subject there is careful balance of learning from exercises and learning from practical activities that require the application of pupils' newly learned skills and knowledge. The relevance of the curriculum also helps to secure new learning; investigations and experiments make sure that pupils remember what they have done and are challenged to

learn more so that they can be involved in further problem solving. As a group of Year 6 pupils asserted, 'Solving problems and thinking hard is fun.'

14. The provision for pupils' spiritual, moral, and social development is very good. In an excellent assembly, junior pupils heard strong moral messages about the strength of families and communities. The story of the princess who was spoiled was told very well and the moral was adapted to encourage pupils show kindness to other people. A story of how Jesus praised his disciples for their kindness was told to reinforce the story's moral. Socially pupils are very adept and they understand the need to care for one another. Older pupils take very good care of the younger pupils during the lunchtime and ensure that they find their way back to their classes. Teachers give pupils many opportunities to pray and consider values beyond their everyday lives. During assemblies, at the beginning and end of the school day and at other times, groups and classes of pupils join together in a carefully prepared atmosphere of quiet prayer. The preparation for pupils to enter a world of varying cultures is satisfactory but at times opportunities are missed to develop their understanding of the wider cultural world.

The leadership of the headteacher and senior managers is good and the use of resources is very good.

15. The headteacher provides good academic leadership and management. She has successfully led the staff and governors to tackle the issues identified in the last inspection. Attainment has risen from average national standards to levels well above the national average and well above the average of similar schools. She has overseen an improvement in the quality of teaching and, helped by meticulous preparation, appointed staff of good quality. Equally, she has managed the agreed policy of the local education authority, diocese and governing body to increase the roll, and in line with the policy's intention the headteacher and co-ordinators have ensured that the curriculum continues to be broad, balanced and challenging. Almost all of the questionnaires returned, strongly agreed or agreed with the statement that the school was well led and managed. In a straw poll of 20 parents taken at the beginning of the school day, only one parent expressed any level of concern. The remainder held positive views about the leadership of the school
16. The deputy headteacher, senior management team and the other staff members with responsibilities work well to support the headteacher and the work of the school in general. Their levels of responsibility have increased since the last inspection and, in line with the school's current priorities, there is a need for a further sharing of management tasks. The time is ripe for co-ordinators to develop further their roles of communicating with parents and assisting the governors to a better understanding of the development priorities within their subjects and aspects.
17. The principles of best value are applied very well. Financial and other resources are managed efficiently and the governing body as a whole keeps check on the spending of the school. There is a good level of understanding about the need to review spending in the light of pupils' attainment and the quality of education. The headteacher has been extremely successful in securing sources of funding to build permanent classrooms to house the increased pupil numbers.

WHAT COULD BE IMPROVED

There are weaknesses in some areas of the governors' work.

18. Most governors understand that as a group they need to:
- take corporate responsibility for the work of the school;
 - monitor the school's work and give an account of that work to parents;
 - help to shape the direction of the school; and
 - have a clear understanding that while they set a strategic direction for the school, the day-to-day management of the school is the responsibility of the headteacher, senior managers and other members of staff.
19. Newer members of the governing body fulfil their roles well and are working very hard to acquire a good knowledge of the school's priorities for improvement. In some instances they work with staff members and visit the school to add to the information given by the headteacher and co-ordinators. However, the lack of frequent and appropriate information gathering visits, the deficiencies in the corporateness of the governors and the continuing need for positive communications between the governors and parents, hinders an otherwise rapid rate of school improvement.
20. It is a policy of the governors, drawn up in consultation with the local education authority, diocese and senior staff, that the school should expand to give places to the children of parents who wish their children to attend the school. One or two governors take the stance, in agreement with a small minority of parents, that the school is growing too rapidly. The governors have not successfully communicated to parents the benefits of this growth or the careful way in which it is being managed. Some governors take the view that it is up to parents to ask pertinent questions and yet, while parents receive good quality regular newsletters about the day-to-day running of the school, they are given little information about the strategic development of the school. For example, the complaints procedure is referred to in the school prospectus but is not clearly represented there. Parents are not sufficiently involved in determining solutions and ways for the school to move forward. Governors need further training in the notion that once a policy is agreed then a united position should be maintained.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. In order to improve the quality of education and the standards of attainment the governors, headteacher and staff should:

Improve the quality of governance and management by:

- increasing the rates of attendance at governors' meetings;
- improving the quality and frequency of communication between the governors and parents;
- devising a training plan for the governing body which covers:
 - monitoring the school's work;
 - corporate responsibility.

[See paragraph 19 and 20]

The school should consider for inclusion in its action plan the following less important issues:

- maintain consistently good rates of progress for all pupils;
- *[See paragraph 7]*
- improve the consistency of marking to a uniform high quality;
[See paragraph 9]

- improve the provision for cultural development to match the high quality of other aspects of pupils' personal development
[See paragraph 14]
- increase the opportunities for curriculum co-ordinators to make decisions and exercise authority in their work.
[See paragraph 16]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

13

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

9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	31	62	8	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)	335
Number of full-time pupils eligible for free school meals	23
Special educational needs	YR - Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	33
English as an additional language	No of pupils
Number of pupils with English as an additional language	4
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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	26	26	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	22	25
	Girls	23	23	24
	Total	46	45	49
Percentage of pupils at NC level 2 or above	School	88 (96)	87 (98)	94 (96)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	26	24
	Girls	23	23	23
	Total	46	49	47
Percentage of pupils at NC level 2 or above	School	88 (92)	94 (100)	90 (98)
	National	82 (80)	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	17	16	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	17
	Girls	14	15	16
	Total	30	32	33
Percentage of pupils at NC level 4 or above	School	91 (82)	97 (85)	100 (96)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	17
	Girls	15	16	16
	Total	32	33	33
Percentage of pupils at NC level 4 or above	School	97 (85)	100 (85)	100 (100)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0.0
Black – African heritage	0.0
Black – other	0.0
Indian	1.1
Pakistani	0.0
Bangladeshi	0.0
Chinese	0.0
White	98.9
Any other minority ethnic group	0.0

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	2	
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)	13.4
Number of pupils per qualified teacher	27
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	122

Financial information

Financial year	2000
	£
Total income	510251
Total expenditure	513830
Expenditure per pupil	1548
Balance brought forward from previous year	35579
Balance carried forward to next year	32000

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	337
Number of questionnaires returned	154

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	38	5	0	1
My child is making good progress in school.	60	33	5	1	0
Behaviour in the school is good.	59	38	3	0	0
My child gets the right amount of work to do at home.	38	48	10	3	1
The teaching is good.	70	27	1	1	1
I am kept well informed about how my child is getting on.	53	37	6	3	1
I would feel comfortable about approaching the school with questions or a problem.	59	27	8	5	1
The school expects my child to work hard and achieve his or her best.	73	26	1	0	1
The school works closely with parents.	47	38	8	6	0
The school is well led and managed.	55	34	5	6	0
The school is helping my child become mature and responsible.	63	32	3	1	1
The school provides an interesting range of activities outside lessons.	40	36	17	1	6