

INSPECTION REPORT

St NICOLAS C E PRIMARY SCHOOL

Abingdon

LEA area: Oxfordshire

Unique reference number: 123166

Headteacher: Mr R Fell

Reporting inspector: Mrs H E Davies
21687

Dates of inspection: 23rd - 24th May 2000

Inspection number: 186090

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
School category:	Voluntary Controlled
Age range of pupils:	Four to eleven
Gender of pupils:	Mixed
School address:	Boxhill Walk Abingdon Oxfordshire
Postcode:	OX14 1HB
Telephone number:	01235 520456
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Carrodus
Date of previous inspection:	30/10/1995

INFORMATION ABOUT THE INSPECTION TEAM

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WHAT THE SCHOOL DOES WELL

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The headteacher is an excellent leader who sets a clear educational direction for the school. He is very well supported by his senior staff and an effective governing body.

Standards are well above average in English and mathematics at both key stages.

The quality of teaching is very good throughout the school and has a very positive impact on pupils' learning.

Pupils have very positive attitudes and values, they behave very well in school.

The curriculum promotes high standards, for all pupils, including those with special educational needs. It promotes pupils' creative, imaginative, social, moral and spiritual development effectively.

The school develops strong links with parents which makes a very positive contribution to pupils learning.

WHAT COULD BE IMPROVED

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The school works hard to compensate for the lack of suitable outdoor provision for children under five. However the present arrangements are unsatisfactory.

The school has made a firm commitment to raise attainment in information technology. However, it needs to continue to develop this area, so that standards are consistently raised for pupils, especially those in Key Stage 2.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Nicolas C. E. School is situated in the Fitzharris ward of Abingdon. Pupils attending the school are drawn not only from the established estates immediately surrounding the school but also from other areas of Abingdon. The school's intake represents a broad social mix. There is little deprivation in the area. The school is bigger than other primary schools with 412 pupils on roll, 206 boys and 206 girls aged 4 to 11. At present over half of the classrooms are housed in temporary buildings. However, new buildings and refurbishment of the permanent classrooms is scheduled to begin in the autumn of 2000. Pupils enter school with at least average and sometimes above average attainment. The percentage of pupils known to be eligible for free school meals, 7 per cent, is below the national average. The percentage of pupils identified as having special educational needs, 8 per cent, is well below the national average. The percentage of pupils with statements of special educational need is also below average. The percentage of pupils who speak English as an additional language is a little bit higher than in most schools. During the inspection there were 10 children under 5 in the school. The school is popular and numbers have grown steadily since the previous inspection.

HOW GOOD THE SCHOOL IS

St Nicolas is a very effective school. Pupils achieve standards which are well above average in their academic work and they achieve high standards of personal and social development. Teaching is very good throughout the school. Pupils are cared for very well and the strong links with parents make a very positive contribution to pupils' learning. The headteacher sets an excellent example to all who work and learn in the school. The governing body and senior staff manage the school very well. They have sustained high standards and improved a number of areas since the previous inspection. The school provides very good value for money.

What the school does well

- The headteacher is an excellent leader who sets a clear educational direction for the school. He is very well supported by his senior staff and an effective governing body.
- Standards are well above average in English and mathematics at both key stages.
- The quality of teaching is very good throughout the school and has a very positive impact on pupils' learning.
- Pupils have very positive attitudes and values, they behave very well in school.
- The curriculum promotes high standards for all pupils, including those with special educational needs. It promotes pupils' creative, imaginative, social, moral and spiritual development very effectively.
- The school develops strong links with parents, which makes a very positive contribution to pupils' learning.

What could be improved

- The school works hard to compensate for the lack of suitable outdoor provision for children under five. However, the present arrangements are unsatisfactory.
- The school has made a firm commitment to raise attainment in information technology. However, it needs to continue to develop this area so that standards are consistently raised for pupils, especially those in Key Stage 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in December 1995, St Nicolas was found to be a good school. Since then, the school has maintained its very good features and improved other areas, including standards in English, mathematics and science. Pupils now attain standards that are well above average in English and mathematics at the end of both key stages. All the action points from the previous inspection have been tackled effectively, and improvements in the teaching of physical education have been successful. There is still scope for further improvements in information technology particularly at Key Stage 2 and the provision for outdoor play equipment for the Under Fives. The school is very well placed to maintain high

standards and improve further.

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	B

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

When children enter the school in the term of their fifth birthday attainment is usually average. Most children achieve the desirable learning outcomes by the time they are five and some exceed them. By the age of seven, pupils achieve standards in reading, writing and mathematics that are well above average when compared to all schools and to similar schools. These very good standards are maintained throughout Key Stage 2 and, by the age of eleven, standards in English are very high, in the top 5 per cent nationally. In mathematics and science they are well above average when compared to all schools and for English and mathematics when compared to similar schools. Science is above average when compared to similar schools. The work that pupils were doing during the inspection confirmed these high standards. Very good examples of pupil's work were seen in number work, science investigations and persuasive writing in Year 6. Standards in literacy and numeracy are very high. Literacy and numeracy skills are very good and they are used effectively across the curriculum. Standards in information technology are satisfactory overall, but more consistent work is required, particularly in Key Stage 2, to raise standards for pupils to the very high levels of achievement in other subjects. The school sets realistic year on year targets for its pupils and the trend for above average standards has been maintained.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes to their work and they are enthusiastic about school. Pupils are interested and involved in their activities.
Behaviour, in and out of classrooms	Very good. Pupils respect school rules and respond to them accordingly.
Personal development and relationships	Very good. Relationships are of a high quality, pupils treat their teachers and each other with respect and consideration.
Attendance	Good. Pupils are punctual, and lessons start on time.

TEACHING AND LEARNING

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

Throughout the school the quality of teaching and learning is consistently very good. The teaching in all lessons observed was at least good or better. Of these lessons 43 per cent were good, 53 per cent were very good and 4 per cent were excellent. This very effective teaching has a very positive impact on the learning of all pupils. Outstanding features of the best teaching seen during the inspection include excellent relationships, and particularly high expectations of academic performance and behaviour. All teachers organise and manage their pupils effectively and their lessons proceed at a brisk but appropriate pace and challenge pupils' thinking. Skills of literacy and numeracy are taught very effectively. Setting from Year 1

is particularly successful in mathematics. The needs of all pupils, including those on the school's register of special educational need and more able pupils, are met very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall. The curriculum is enriched by many creative projects and activities which promote high standards. The school is aware of the need to improve the outdoor provision for the Under Fives. Provision for extra curricular activities is very good.
Provision for pupils with special educational needs	Very good. Procedures to identify and set targets for these pupils are very effective and they make good progress. Special needs support staff work sensitively and conscientiously with pupils to very good effect.
Provision for pupils with English as an additional language	Good. The school provides individual programmes and monitors progress effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall quality of provision is very good and has a very positive impact on pupils' personal development. Spiritual, moral and social development are very good. Cultural development is good.
How well the school cares for its pupils	The quality of care is very good. Pupils are looked after well. Staff know their pupils and are caring and responsive to their needs. Child protection procedures are very good. Health and safety is monitored efficiently.

The school works very closely with parents and this has a very positive impact on pupils learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is an excellent leader. He communicates his enthusiasm and commitment to achieving high standards for pupils and all those involved in the work of the school extremely well. The deputy head and senior staff fulfil their management roles very effectively, working together positively as a team.
How well the governors fulfil their responsibilities	Governors are fully involved with the life of the school. They fulfil their duties effectively. They have admiration for, confidence and trust in the headteacher and staff. They enjoy an open, questioning relationship with the school, striving for continuous improvement.
The school's evaluation of its performance	The school is good at evaluating its own strengths and weaknesses and through its effective development plan identifies and targets areas for improvement successfully. The school uses external measures of quality including "Investors in People" to further raise standards, to very good effect.
The strategic use of resources	Very good use is made of time, money and the limiting buildings. The school provides very good value for money. The costs of running the school are just below average, but the school makes a significant impact on pupils' learning, their personal development and the standards they achieve. Financial planning and organisation are very good and the principles of best value are applied rigorously.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The standards achieved by their children.• The attitudes and values that the school promotes.• The behaviour of their children.• The personal development of their children.• The quality of teaching.• Parents feel comfortable about approaching the school.• The school expects their children to work hard.	<ul style="list-style-type: none">• A few parents were unsure about the amount of homework that their children received.• Some parents would like more extra curricular activities.• Some parents would like to receive more information from school.

The inspection team agrees with all the strengths identified by parents. The amount of homework set is appropriate. Many extra curricular activities enrich the life of the school. The school works very effectively with parents and many good opportunities are provided for parents to be kept informed about the progress their children make in school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher is an excellent leader who sets a clear educational direction for the school. He is very well supported by his senior staff and an effective governing body.

1. The headteacher is committed to ensuring that high standards are achieved and maintained in all areas of school life and for all of the people involved in the school. He communicates this by setting an excellent personal example to others and through his enthusiasm and positive approach to the challenges of leading a large primary school.
2. The headteacher and governors are committed to appointing the best possible staff available, and continuing to train and develop them professionally and as individuals, so that the pupils benefit from a high standard of education. The school has very effective members of staff in key positions. The senior management team has clearly defined areas of responsibility and take these roles very seriously continually striving to improve the already high standards. They work well together monitoring quality and standards with rigour. Assessment data is evaluated with great care and every effort is made to ensure that all pupils are doing their best. Realistic performance targets are set year on year by class teachers for individual pupils. Professional development for all staff is carefully planned for, and governors have set appropriate targets for the headteacher. The recent award for “Investors in People “ confirms the school’s open and on going commitment to external scrutiny.
3. Governors know the school well from their visits and from the accurate up to date information that they receive. They work as part of a team, supporting, questioning and directing policy for the school. The governors have great faith in the headteacher and his staff and their “blistering commitment to the school”. The governors have a good understanding of the school and what it does well, and the need to maintain those areas. They are also aware of areas that they want to make better. To this end they use the school development plan to direct resources to maintain and improve provision across the school. At present they are looking at a major initiative for a government funded building programme to replace the many temporary classrooms and the refurbishment of the older permanent building.
4. Financial management of the school is very effective and great care is taken to make the best use of available funds. The school is careful to make sure that spending has a direct impact on learning and personal development. The headteacher is very well supported in his financial management of the school by the efficient and effective administrative staff and enthusiastic bursar.

Standards are well above average in English and mathematics at both key stages.

5. Very effective learning takes place throughout the school and pupils achieve standards in English and mathematics that are well above average at the end of both key stages. In the 1999 National Curriculum Key Stage 2 tests the percentage of pupils achieving well above average standards was in the highest 5 per cent nationally. When children start school in the term of their fifth birthday most have average levels of attainment while some are above average. By the time they are seven pupils achieve well above average standards in reading, writing and mathematics. This very good progress continues and at eleven pupils achieve standards in English and mathematics which are well above average in comparison to all schools and to similar schools. It is a notable strength of

the school's curriculum that high standards have been achieved in English and mathematics whilst retaining breadth and balance both within and between subjects. Pupils not only achieve very high standards in number work but they have a very good understanding about how numbers work, gained through the high quality practical and investigative work that they undertake. The high standards in English and mathematics contribute significantly to pupils' learning across all areas of the curriculum.

6. Teachers expect high standards from their pupils. The way that pupils of all ages express their views about work and about school life in general, is indicative of their accurate and appropriate use of language. They use words precisely and master unfamiliar vocabulary well. The school supports pupils who need extra help effectively. The teachers set clear and realistic targets for them that take account of their special educational needs. Central to the achievement of pupils high standards is the effective way that teachers assess pupils work and progress over time. They are then able to identify what the pupil needs to do next. Older pupils are quite clear about where they are in their learning and what they must achieve next.

The quality of teaching is very good throughout the school and has a very positive impact on pupils' learning.

7. Teaching throughout the school has many strengths. Staff establish very good relationships with their pupils and lessons proceed in an atmosphere of mutual trust. Teachers explain tasks appropriately to their pupils and encourage and value pupils' contributions. Honesty and humour are used to encourage and motivate pupils. High expectations of behaviour lead to a shared understanding of what is acceptable and what is not. Pupils know where they are with staff and enjoy the stability that this knowledge gives them. Pupils are encouraged to experiment and try out their ideas within a clear framework.
8. Teachers' planning is thorough and lessons proceed at a brisk but appropriate pace. No time is wasted nor is anything rushed. Assessment data is used to inform planning and to set individual and school targets. Tasks are matched well to the individual needs of pupils, who learn very effectively, irrespective of their prior attainment. Lower attaining pupils are supported well, whilst higher attaining pupils are effectively challenged to extend their thinking. Team leaders co-ordinate early, middle and upper year groups and have an oversight of all planning which includes pupils' personal development. Classroom observations are undertaken on a regular basis and appropriate feed back given, sharing best practice. These team leaders and other senior staff, set very good examples to colleagues and are very good role models.
9. Sometimes subject co-ordinators work alongside their colleagues to very good effect. For example, a reception class was taught dance very effectively by the class teacher and the creative arts co-ordinator. Very good team work, good subject knowledge and very high expectations enabled pupils to make very good progress in their learning. Teachers also challenge pupils to develop their thinking skills. In a very good science lesson in Year 5 the teacher made the lesson interesting and challenging, by requiring the pupils to use high intellectual effort to transfer newly acquired knowledge to new contexts, so that they made rapid progress.

Pupils have very positive attitudes and values, they behave very well in school.

10. Pupils' attitudes to learning are very good. They are keen and eager to come to school. They behave very well in and around the school. The staff have high expectations of behaviour and pupils respond accordingly. For example in a very good English lesson in Year 4 pupils behaviour was excellent, and they had an eagerness and appetite to learn which promoted very good progress. Pupils work together constructively and co-operatively in groups or independently on their tasks. For example, in a Year 2 numeracy lesson, during the activity session groups worked independently very well, allowing the teacher to focus on one group without interruption from others. Pupils speak politely with adults and to visitors. They are well mannered, for example holding doors open and offering help. In lessons the very good behaviour and positive attitudes contribute positively to their learning.

11. The youngest children settle quickly into the life of the school. They adapt happily to the well-established routines. Relationships between pupils and pupils and staff are very good. In all lessons observed there was a good rapport between teachers and pupils. Pupils trust adults and follow their advice. They settle to their tasks promptly and take pride in presenting their work. Pupils are encouraged to look after each other and to respect each others views, and they do this sensitively. Pupils with special needs behave in a confident manner and have good self esteem. Pupils make good use of the opportunities provided to take responsibilities and become involved in the daily routines of school life.
12. In the playground pupils are lively and energetic and respond very well to the effectively organised lunchtime supervisors. They know that any rough behaviour must be reported to an adult and are confident that their concerns will be taken seriously. There were no signs of bullying during the inspection, and all pupils played happily together.

The curriculum promotes high standards, for all pupils, including those with special educational needs. It promotes pupils' creative, imaginative, social, moral and spiritual development effectively.

13. The curriculum is not only broad and balanced, but it also successfully reflects the importance that the school places on creativity, and its contribution to the overall development of its pupils. Staff recognise the importance of developing basic skills, but are adamant this should not be at the expense of narrowing pupils' education. To this end the curriculum takes account of the needs of all pupils by providing many practical and interesting situations for learning. Pupils' imaginations are stimulated by a wealth of experiences across a wide range of subjects, complementing and balancing the main emphasis on literacy and numeracy. For example role-play areas in the early years classes provide good opportunities for the pupils to develop their imagination and social skills, whether they are caring for the patients in the hospital, serving customers in the museum café, or writing, posting, delivering and receiving letters via the class post office.
14. The school broadens the curriculum through inviting a range of visitors into school and by visits which enable pupils to increasingly make connections between their learning and the outside world. An artist in residence worked with pupils to create beautiful and imaginative works of art. The centenary quilt gives pupils the chance to celebrate forty years of St Nicolas School and to reflect upon what being part of the school community means to them. Many events such as the Millennium Sunrise performance enable pupils to celebrate and extend their skills and talents in music, dance, drama and art. These events also encourage pupils to respect and value each others contributions. Pupils' knowledge and understanding of other cultures is also extended effectively, for example, the different ways in which the sun is regarded. The residential visit made by Year 6 pupils stimulates much work of high quality across all areas of the curriculum, besides developing independence and a mature approach to meeting new challenges. A very good range of extra-curricular activities further develops and stimulates pupils' talents in music, sport and art and gives them a heightened awareness of being part of the school and wider community.
15. The school's commitment to a creative and stimulating curriculum is not confined to special events. All teachers combine subjects skilfully in their planning in order to exploit pupils' knowledge and skills in a range of contexts which challenge them intellectually and often involve them emotionally. The school takes very seriously its heartfelt belief that it should do all it can to help its pupils develop spiritually. A Year 4 pupil exploring poetry form in a literacy lesson wrote " Pain is a black night sky, waiting to swallow the sun, moon and earth". When pupils bring their imagination to bear they achieve highly, such as a Year 6 group exploring the Fibonacci sequence in mathematics and a Year 1 class devising innovative ways of testing the strengths of magnets in a fishing game. As a result of the relevant, exciting and creative curriculum pupils are eager, and very well prepared to play their part in all aspects of school life and in the wider community.

The school develops strong links with parents which makes a very positive contribution to pupils learning.

16. Partnership with parents is very good. The school is committed to providing a close partnership with parents. This has a very positive impact on pupils' learning and the quality of life within the school.
17. The vast majority of parents are very happy with all aspects of the school. They are particularly satisfied that their children like school and the very good progress that they make. Parents are pleased with the quality of teaching and the fact that their children are expected to work hard and achieve their best. They feel that the school helps their children to become mature and responsible.
18. A very large number of parents help throughout the school, for example, hearing pupils read, helping with the computer club and assisting on school visits. Parents are well informed about the school through the prospectus, governors annual report to parents and frequent newsletters which often include and celebrate pupils' successes. The School Association's system of class co-ordinators provides very good links between home and school and supports the strong partnership which is so valuable in supporting pupils' successful learning.

WHAT COULD BE IMPROVED

The school works hard to compensate for the lack of suitable outdoor provision for children under five. However the present arrangements are unsatisfactory.

19. The teaching for children under five is very good and they learn effectively from a well planned and appropriate programme of activities which develop most early learning skills. However, neither reception class has an appropriate outdoor area in which children can further develop physical control, mobility and awareness of space in an outdoor environment. Although staff do their best to provide what they can in terms of equipment and time to use it, these children do not have sufficient access to a range of small and large equipment for balancing, climbing or for moving confidently and imaginatively with increasing control and co-ordination. Nor to develop an awareness of space and of others.

The school has made a firm commitment to raise attainment in information technology. However, it needs to continue to develop this area, so that standards are consistently raised for pupils, especially those in Key Stage 2.

20. The school has worked hard to improve the quality of provision and to raise attainment in information technology. However, some pupils in Key Stage 2 have not had the depth of experience required to develop their potential fully. This is in some way due to the physical restrictions of the building but also, in part, to do with teacher subject knowledge. Provision of equipment will be improved further when the school has its new computer suite. There is also a significant commitment to staff training.
21. The co-ordinator is enthusiastic and capable of leading the subject forward. She has recently produced a comprehensive scheme of work. Given further time and consistent implementation, this will help to improve the progress made by all pupils and raise standards even further. Some good word processing skills were observed and some pupils are confident in the use of information technology, although it is not consistent across all classes. Whilst planning identifies where the subject can be integrated across the curriculum, this has not yet been fully implemented in all classes.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

St Nicolas is a very effective school. Pupils are given a very good education in an exciting and motivating environment. The very good quality teaching to be seen across the school results in lively and stimulating activities for pupils and this, in turn, means that they work hard and produce work of high quality. Standards of learning are very good. There are two aspects, which the school has also identified in its development plan, which would improve upon the present high standards.

- 1 When funds become available the school should provide appropriate outdoor equipment for children under five, so that their physical development can be further enhanced. (Paragraph 19)
- 2 a The school should fully implement the information technology scheme of work. (Paragraph 21)
- 2 b Continue to train teachers so that where necessary their level of subject knowledge is improved. (Paragraph 20)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	53	43	0	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	412
Number of full-time pupils eligible for free school meals	0	22

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	29

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	3.8
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
	99(98)	30(29)	31(30)	61(59)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30(27)	29(27)	28(25)
	Girls	31(29)	31(29)	30(28)
	Total	61(56)	60(56)	58(53)
Percentage of pupils at NC level 2 or above	School	100(95)	99(95)	96(92)
	National	82(80)	83(81)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30(25)	28(26)	22(27)
	Girls	31(28)	29(28)	24(28)
	Total	61(53)	57(54)	46(55)
Percentage of pupils at NC level 2 or above	School	100(90)	93(92)	76(93)
	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
	99(98)	41(18)	43(35)	84(53)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34(14)	35(14)	37(17)
	Girls	40(29)	38(23)	39(31)
	Total	74(43)	73(37)	76(48)
Percentage of pupils at NC level 4 or above	School	88(81)	87(70)	90(91)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32(14)	32(15)	37(14)
	Girls	35(29)	32(26)	38(27)
	Total	67(43)	64(41)	75(41)

Percentage of pupils at NC level 4 or above	School	83(81)	79(77)	90(77)
	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	1
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	2
Bangladeshi	0
Chinese	0
White	367
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

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	0	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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17.7
Number of pupils per qualified teacher	23
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	182

Financial information

Financial year	99
	£
Total income	£707937
Total expenditure	£709855
Expenditure per pupil	£1596
Balance brought forward from previous year	£91918
Balance carried forward to next year	£90000

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	450
Number of questionnaires returned	196

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	3	0	0
My child is making good progress in school.	63	33	2	1	1
Behaviour in the school is good.	74	26	0	0	0
My child gets the right amount of work to do at home.	53	39	7	1	0
The teaching is good.	76	23	0	0	1
I am kept well informed about how my child is getting on.	48	45	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	25	0	1	0
The school expects my child to work hard and achieve his or her best.	73	25	1	1	0
The school works closely with parents.	58	37	4	1	0
The school is well led and managed.	83	14	1	1	1
The school is helping my child become mature and responsible.	66	32	1	0	1
The school provides an interesting range of activities outside lessons.	38	42	16	2	2