

INSPECTION REPORT

**ST. BENEDICT'S CATHOLIC PRIMARY
SCHOOL**

Handforth, Wilmslow

LEA area: Cheshire

Unique reference number: 111323

Headteacher: Mr J A Gallogly

Reporting inspector: Mr. C. Kessell
20695

Dates of inspection: 7th – 8th June 2000

Inspection number: 187477

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Hall Road Handforth Wilmslow Cheshire
Postcode:	SK9 3AE
Telephone number:	01625 520207
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J A H Box
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Benedict's Catholic Primary School is smaller than other primary schools, with 177 full-time pupils aged 4 to 11 on roll. The percentage of pupils known to be eligible for free school meals is below average. Few pupils come from the minority ethnic communities and the number who speak English as an additional language is low. The average class size is 30. The school's register of special educational needs shows a below average number of pupils. Attainment of the four-year olds when they start school is above average.

HOW GOOD THE SCHOOL IS

This is a good school where pupils learn effectively and achieve high standards. The headteacher leads the school well and all of the staff are very supportive of one another. In the majority of lessons teaching is good and there is no unsatisfactory teaching. There is a shared commitment to maintaining high standards. The school provides good value for money overall and its strengths greatly outweigh areas for development.

What the school does well

- Standards of work are high in English and mathematics.
- The pupils are eager to learn. They have positive attitudes and are very well behaved.
- The school is well managed by the recently appointed headteacher.
- Moral and social development is very good.

What could be improved

- Teaching should be more consistently good across the school.
- The provision for homework.
- Weekly teaching time is less than the recommended minimum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

School improvement has been good since the last inspection in March 1996, even though there have been a significant number of staff changes, including the senior management of the school. The school's results in the national tests have remained high and the very high standards of behaviour and the school's very positive ethos have been maintained. The quality of teaching has improved in design and technology and music, as has the curriculum for these subjects. Information technology is used well to support other areas of the curriculum. The school has developed sound procedures to monitor the curriculum and there have been important improvements in the school's accommodation.

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	C	A	A	A
Mathematics	C	A	A	B
Science	C	B	B	C

Key

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

The above table shows that when compared to all schools, St Benedict's has maintained well above average standards in English and mathematics during the last two years and above average standards in science. Standards are also high in English and mathematics when compared with the standards achieved in schools of a similar nature. The school has set appropriate targets to maintain these standards. Evidence from inspection indicates that standards in English and mathematics are well above average in Key Stage 1 and above average at the end of Key Stage 2. A significant percentage of pupils will achieve the higher National Curriculum levels in both key stages. The school has usefully reviewed its teaching of science in an attempt to raise standards in this subject to the levels of English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very good attitudes to their work and are keen to learn.
Behaviour, in and out of classrooms	Consistently very good.
Personal development and relationships	Personal development is very good overall. The pupils enjoy responsibility and using their initiative. Relationships are very strong.
Attendance	Very good in comparison with other schools.

The pupils' attitudes and behaviour are strengths of the school. They are very positive and work enthusiastically at all subjects. The pupils are polite and care for each other and all members of the school community. In class the pupils work very well independently and in small groups.

TEACHING AND LEARNING

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

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

Overall teaching was very good in 13% of lessons observed, good in 56% and satisfactory in 31%. No unsatisfactory teaching was observed. Although the teaching of pupils aged 7 to 11 was judged to be satisfactory overall, a significant number of lessons were also good. Where teaching was judged to be good or very good, lessons have pace, time is used well and the pupils have a good understanding of what they are doing. The basic skills of literacy and numeracy are taught well and there are high expectations of all pupils. However, in some lessons this practice is not consistent. Despite some lessons being judged satisfactory overall, there are inconsistencies in the teaching particularly in relation to expectations and the pupils' presentation of work. In the weaker lessons pupils' learning is not so successful and higher attaining pupils are not challenged consistently. Progress could be better particularly for specific groups of pupils, for example those with special educational needs. In all lessons control and discipline are consistently very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and fulfils statutory requirements. However, the overall number of lesson hours in Key Stages 1 and 2 is below the recommended levels.
Provision for pupils with special educational needs	The school makes sound provision for these pupils that is managed appropriately by the special needs co-ordinator. The school follows the national Code of Practice but needs to develop its special educational needs policy further.
Provision for pupils with English as an additional language	The pupils have reached appropriate levels in their English. Additional support is provided when required.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The pupils have a very good understanding of their moral and social responsibilities. Sound provision is made for the pupils' spiritual development and opportunities are provided to develop an understanding of cultural traditions.
How well the school cares for its pupils	St. Benedict's provides a very happy, caring and Christian environment where pupils feel safe and secure.

Some of the time spent on non-core subjects, for example history and geography, is limited.

Pupils are well cared for.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher provides good leadership and is well supported by the teaching and non-teaching staff. He has maintained the positive ethos of the school, and through the school development plan has identified with the staff and governors priorities for the future.
How well the governors fulfil their responsibilities	The governing body are effective in their duties and are very committed to the school and its continued success.
The school's evaluation of its performance	Although the school is always looking to improve, more use could be made of performance data and assessment information. The monitoring of teaching and learning is underdeveloped.
The strategic use of resources	Good use is made of staff, resources and the school's accommodation.

When managing the school and resources, the headteacher and governors look to apply the principles of best value for the benefit of all pupils.

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 school is very happy • Pupils like school • Behaviour in the school is good • All staff work well as a team • There is a family atmosphere 	<ul style="list-style-type: none"> • The amount of work pupils get to do at home • Information about how pupils are getting on at school • The range of activities provided outside lessons

The above views represent significant comments from the pre-inspection meeting attended by 20 parents and the 62 returned parent questionnaires. The inspection team supports the positive views expressed by parents. Homework is inconsistent through the school and there is not a homework policy. The inspection team agrees. The information provided about how pupils are getting on at school is satisfactory, as is the range of activities provided outside lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of work are high in English and mathematics

1 Pupils achieve high standards in English and mathematics. This is reflected in the 1999 National Curriculum test results for Key Stages 1 and 2. When compared with all schools, the Key Stage 1 results showed that reading and mathematics were well above average, while results in writing were very high and in the top 5% nationally. At Key Stage 2 an equally positive picture was found, with English and mathematics results being well above the national average. The school performed well in these subjects when compared with schools of a similar nature. Not only were standards in English and mathematics high overall, the percentage of pupils that achieved the higher levels (level 3 at Key Stage 1 and level 5 at Key Stage 2) was also high.

2 Evidence from inspection indicates that high standards in English and mathematics are being maintained by the school. By the end of Key Stage 1 pupils have experienced a good range of writing such as giving instructions, producing letters and poetry. Pupils' writing is independent and fluent. For example, when writing about being 'Lost in the Jungle' different pupils take completely different approaches to this same theme. The most able pupils write to a high standard with much of their independent work being ambitious and interesting. In a lesson based around the book *The Absolutely Brilliant Crazy Party* many pupils were able to write their own alliterative phrases and sentences. Pupils used dictionaries to find adjectives that would suitably describe their names. Although the handwriting of most pupils is joined during practice sessions, this practice is not consistently transferred to other work. The pupils' enthusiasm for language and literature continues into Key Stage 2 and by the time the pupils are eleven they talk enthusiastically and knowledgeably about the books they have read and the book they are currently reading. They take their reading seriously and this is encouraged by the class teacher setting targets for reading. Lower attaining pupils also have positive attitudes and enjoy reading for pleasure as well as reading aloud. A particular strength of pupils' reading is their ability to read fluently, accurately and with expression. The pupils have a wide vocabulary and have a good understanding of what they have read. Although handwriting is fluent and joined it is very rarely stylish. In some instances, presentation leaves something to be desired. However, the pupils write well for different purposes and make few grammatical errors. Spelling standards are good and writing is correctly paragraphed. Many of the pupils have imaginative ideas and use adventurous vocabulary. For example, in a piece of narrative writing one pupil writes, 'It was Christmas everywhere but in my heart.'

3 In mathematics Year 2 pupils understand simple place value and solve addition and subtraction problems quickly. They identify number patterns and sequences, double and halve numbers and work with fractions. The pupils work with standard measures, for example grams, and when undertaking data-handling exercises they are able to obtain relevant information. Pupils identify the characteristics of two-dimensional shapes and can distinguish between symmetrical and non-symmetrical shapes. During a good mental mathematics session where pupils were making 100 or taking from 100, the majority of pupils showed a good understanding of addition and subtraction facts. By the end of Key Stage 2 pupils' knowledge and understanding of the subject has developed well. Pupils understand the relationship between place value, fractions and percentages. They identify the properties of three-dimensional shapes such as triangular prisms and pyramids, produce pie-charts for data-handling and use co-ordinates appropriately. Pupils work effectively with squared and cubed numbers and undertake work involving probability. They

use mathematical language well. This was illustrated in a Year 6 lesson on shape when pupils were identifying different polygons from descriptions presented by the class teacher. However, work is not always presented clearly and neatly.

4 The national strategies for literacy and numeracy have been soundly introduced in the school. The strategies are used well by most teachers to provide challenging work and maintain high standards. Information technology is also used well to support both of these subjects. For example, Year 3 pupils were writing e-mail letters to friends and relatives while Year 5 pupils word-processed letters of complaint as part of a persuasive writing exercise.

5 There are high expectations in English and mathematics of what pupils can achieve. The pupils talk confidently about their work and always have a good understanding of what is expected of them. However, the headteacher and senior staff are aware that there are some inconsistencies in these subjects, particularly in terms of presentation and delivery of lessons by all teachers and are looking at ways to improve the educational experiences of all pupils. The high standards observed in English and mathematics need to extend into the whole curriculum.

The pupils are eager to learn. They have positive attitudes and are very well behaved.

6 The pupils' attitudes to school, to each other and to their work are consistently good. Behaviour is very good and is a strength of the school. In more than 50% of lessons observed, the attitudes and behaviour of the pupils were judged to be very good and this reinforces the parents' views expressed at the pre-inspection meeting and through the parents' questionnaire. At the start of the school day pupils enter the school quietly and sensibly. Registration is conducted courteously with pupils answering the register in an appropriate and mature manner. It is a very pleasant start to the day. However, no time is wasted and lessons or assemblies begin promptly. If pupils have to move around the school they know what is expected of them. For example, they walk to the school hall for assembly quietly and sensibly. Although the playground can be cramped for all of the pupils, particularly when the school field is not used, all age-groups get on well with each other. There is no evidence of oppressive behaviour and most pupils talk proudly about their school, saying how good it is. Relationships through the school are particularly strong and this is often very noticeable during break and lunchtimes when pupils are with their teachers or the lunchtime supervisors. The pupils are obviously comfortable talking with adults and each other. Discussions are friendly and easy-going, yet all pupils show appropriate respect.

7 Lessons always begin promptly, and right from the start pupils show that they are eager to learn. They are keen to answer questions and are enthusiastic about the school curriculum. When questioned about their work they confidently talk about activities they have already undertaken or work they are currently doing. They respond well to the instructions and requests of their teachers. If they are asked to work quietly and independently they will do so. Likewise, if pupils are expected to work sensibly with each other in group activities this will be undertaken. For example, in a Year 2 music lesson developing listening and composing skills, the pupils moved sensibly into groups sharing equipment and ideas. They composed simple tunes and recorded their compositions together using basic notation. At no time were there any arguments over who should be doing what. The pupils accepted the task and got on with it together straight away. This positive picture can be found all though the school with reception pupils working on independent activities such as role play or using musical instruments and with Year 6 pupils undertaking investigative activities as part of their science topic.

8 Although the lower part of the school is of an 'open-plan' design with many of the classes spreading into a communal work area, there is a very positive atmosphere where all pupils are working hard. Different classes do not encroach on the work of others. Although there can be a number of different activities, pupils focus on what they are meant to be doing and not on the work of others. Some pupils work quietly at computers with each other, whilst others discuss their activity with a teacher, parent, support assistant or each other. The same positive attitudes and enthusiasm are observed whether pupils are working in their class area or outside. Year 5 pupils move sensibly into an information technology area that is part of the Year 6 class. They work purposefully and maintain their concentration. Although it is quite evident that the pupils work hard, the atmosphere for learning is friendly and relaxed and this contributes to the learning process.

The school is well managed by the recently appointed headteacher

9 The school is well managed by the headteacher. Although there have been a number of staff changes in the school recently, the teaching and non-teaching staff work very closely as a team and are very supportive of one another. The staff support the headteacher well, as do the governors, who have a good understanding of the school's strengths and weaknesses. It is clear that the recent changes in personnel have had a disruptive influence on the school, but the very positive school ethos, which was identified during the previous inspection, has been maintained and the school is very committed to maintaining and improving the high standards that it achieves.

10 A number of parents who were spoken to during the inspection spoke very positively about the headteacher's leadership and how the school had improved since his arrival. This view was also acknowledged by the school governors. Evidence from inspection would indicate that many elements of school life that could be taken for granted in other schools had become outdated or undeveloped. For example, a number of school policies needed renewal or did not exist and have now been established. Against this background, the headteacher and his staff have started to move the school forward and in a relatively short period of time many things have developed, although there are still many things to do. Much of this will be achieved through the school development plan that identifies the school's priorities for the future. The key issues of the previous inspection have been addressed well and the school is effective in what it is doing.

11 One of the major issues for parents in the school has been the mixed-age classes in Key Stage 2. The headteacher, along with the school governors, has now provided single-age classes throughout the school. Although this has put a considerable strain on the school budget and relies on the school's roll increasing, this is a proactive piece of management that reflects the views of parents and is directing resources with the intention of continuing to raise standards. To allow this to happen, the headteacher has also taken on a teaching responsibility in Year 5. Parents view this action as improving the school.

Moral and social development is very good

12 Pupils' personal development is very good. Considerable emphasis is placed on pupils working together, being friendly, supportive and developing good relationships. All of the adult staff in the school provide good role-models for the pupils through the understanding and caring way in which they go about their jobs. The moral and social development of the pupils is an important feature of school life and both are reinforced through the curriculum as soon as the pupils start school. Year 1 pupils sensibly discuss the meaning of friendship and the special responsibilities associated with it. They write their

own prayers associated with friendship and read these to the class. Pupils listen carefully and show respect for other's ideas and feelings. Pupils through the school say that there is no bullying and that everyone gets on well with each other.

13 At the pre-inspection meeting the parents commented on the family atmosphere that is found in the school and this is well illustrated by the very good lunchtime arrangements where there are 'family' tables of Year 6 and younger pupils. Pupils sit at the same tables every day and the older pupils take responsibility for the younger ones and look after them. This produces a civilised social occasion where pupils are polite and well mannered in a quiet, orderly atmosphere. There are no raised voices or inappropriate behaviour. At the end of the session, the older pupils take responsibility for clearing away tables and chairs. This is undertaken very sensibly. In a Year 2 music lesson pupils applaud the efforts of others and Year 4 pupils use their own initiative to move items out of the way of the dinner trolleys as they are wheeled through their classroom. A number of school activities also contribute to the pupils' social development. For example, school productions such as the Year 6 *Bugsy Malone* production, a fashion show organised by the older pupils and a talent show. The school participates in netball and football fixtures against other schools and there is an outdoor pursuit visit to the Isle of Man. The school provides a very caring and sociable environment for its pupils.

WHAT COULD BE IMPROVED

Teaching should be more consistently good across the school.

14 At the pre-inspection meeting some parents observed that there was some inconsistency in teaching between classes. Evidence from inspection, would support this view. A majority of teaching is good or very good, but this is not consistent through the school. Although the remaining lessons are satisfactory, there are areas for development in these lessons and the pupils do not learn as effectively or as quickly as they do when teaching is good, because some teachers do not demand enough and expectations are lower.

15 Where teaching is good pupils consistently acquire new knowledge and understanding. These lessons are planned well and pupils of different abilities are provided with work that is appropriate to their needs. There are high expectations of what all pupils can achieve and the basic skills of literacy and numeracy are taught well. In good lessons the pupils have a very clear understanding of what they are doing. Lesson objectives are shared with them either at the beginning of the lesson or by displaying them in class. Time limits are imposed on individual and group work and extension activities are provided for the more able pupils to move on to. The pupils are expected to take pride in their work and this is reflected through good and consistent presentation. In lessons that are judged to be satisfactory, not all of these elements of good teaching are found consistently and this impacts on pupils' learning and the progress that they make.

16 Although work is marked regularly and supportive comments are provided, evidence from work scrutiny and lesson observations indicates that useful observations to challenge pupils' thinking or help them move on to the next stages of learning are not consistently used. Where best practice is applied, pupils respond well to the comments and understand very clearly what they have done and how they can improve. Literacy and numeracy planning identifies day-to-day assessment; however these processes are not always used in the same way through the school.

The one area where there is always consistency is the good management of the pupils.

This contributes significantly to the high standards of behaviour in the school.

The provision for homework

17 Thirty-six per cent of parents who responded to the parents' questionnaire disagreed with the statement that their child gets the right amount of work to do at home. These concerns were emphasised further at the pre-inspection meeting where parents complained that homework is inconsistent between classes, that homework is not always marked and that the school does not have a homework policy. Although homework was given to some pupils during the inspection the school does not have a homework policy and this is a weakness. The lack of a policy means that class teachers do not have any guidance about what is expected or how homework is integrated into the school curriculum. Parents do not understand when homework will be provided or how to help their children. The school acknowledges this situation and is looking to introduce a homework policy at the beginning of next term.

Weekly teaching time is less than the recommended minimum

18 Although the overall number of lesson hours is not prescribed, it is suggested that schools follow good practice and ensure that the minimum of 21 hours per week are used for Key Stage 1 pupils and 23.5 hours for Key Stage 2. At present the school falls short on both of these times by 15 minutes per week at Key Stage 1 and 20 minutes at Key Stage 2. Although these may seem short periods of time in a week, over a term the additional time can provide valuable opportunities to extend the curriculum. Because this is a Voluntary Aided Roman Catholic school, there is a Diocesan requirement to spend 10% of teaching time on religious education. With the additional pressures on curriculum time provided by the literacy and numeracy strategies, other subjects in the curriculum are given limited time. For example, the percentage of teaching time spent on geography and history is below average. The additional teaching time will allow the school to plan more effectively for implementation of the new National Curriculum (Curriculum 2000).

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19 The inspection team recognise the school's high standards and positive ethos, but to improve further the standards achieved and the quality of education the headteacher, staff and governors should:

- (1) **Improve the consistency of teaching through the school by:**
 - more rigorous monitoring of teaching;
 - developing policies for marking and presentation;
 - using good teachers as examples of best practice.
- (2) **Produce a homework policy that is both helpful to teachers and parents and ensures that homework is constructively linked to classwork, helps pupils to learn independently, recognises the different ability ranges in classes and is marked regularly.**
- (3) **Increase lesson hours to the recommended minimum levels.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
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	13	56	31	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)		177
Number of full-time pupils eligible for free school meals		16

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		28

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
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	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	16	16
	Girls	13	13	14
	Total	27	29	30
Percentage of pupils at NC level 2 or above	School	90 (93)	97(100)	100 (87)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	13	13	13
	Total	28	28	29
Percentage of pupils at NC level 2 or above	School	93 (93)	93 (100)	97 (90)
	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	7	13	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	5
	Girls	12	10	11
	Total	18	15	16
Percentage of pupils at NC level 4 or above	School	90 (93)	75 (79)	80 (69)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	11	10	11
	Total	17	16	17
Percentage of pupils at NC level 4 or above	School	75 (86)	85 (86)	85 (83)
	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	4
Black – African heritage	
Black – other	
Indian	1
Pakistani	2
Bangladeshi	
Chinese	
White	157
Any other minority ethnic group	1

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		
Black – other		
Indian	0	0
Pakistani	0	0
Bangladeshi		
Chinese		
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)	7.6
Number of pupils per qualified teacher	23.3
Average class size	29.5

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	33

FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	315729
Total expenditure	302053
Expenditure per pupil	1688
Balance brought forward from previous year	6484
Balance carried forward to next year	20160

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	177
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	45	3	0	0
My child is making good progress in school.	34	63	3	0	0
Behaviour in the school is good.	42	50	2	0	6
My child gets the right amount of work to do at home.	24	40	31	5	0
The teaching is good.	42	53	3	0	2
I am kept well informed about how my child is getting on.	26	52	19	3	0
I would feel comfortable about approaching the school with questions or a problem.	58	37	0	0	5
The school expects my child to work hard and achieve his or her best.	52	45	2	0	2
The school works closely with parents.	26	52	21	2	0
The school is well led and managed.	32	55	3	0	10
The school is helping my child become mature and responsible.	48	48	3	0	0
The school provides an interesting range of activities outside lessons.	16	23	39	15	8