

INSPECTION REPORT

St. Teresa's Catholic Primary School

Stoke-on-Trent

LEA area: Stoke-on-Trent

Unique reference number: 124320

Headteacher: Mr P Thorpe

Reporting inspector: Mr C Kessell
20695

Dates of inspection: 15th – 16th February 2000

Inspection number: 189050

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:	3 - 11
Gender of pupils:	Mixed
School address:	Stone Road Trent Vale Stoke-on-Trent
Postcode:	ST4 6SP
Telephone number:	01782 235005
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Appropriate authority:	The Governing Body
Name of chair of governors:	Father E J Butler
Date of previous inspection:	24 th June 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Teresa's is a popular Roman Catholic primary school with 279 full-time pupils, including 30 children who attend the nursery full-time. It is bigger than most other primary schools. The percentage of pupils eligible for free school meals is below average and no pupils speak English as an additional language. The number of pupils on the school's register of special educational needs is below the national average. The average class size is 34. Attainment of the pupils when they start school is average.

HOW GOOD THE SCHOOL IS

This is an effective school with many good features. The teachers have high expectations and the pupils learn effectively. The headteacher provides very good leadership. He is well supported by all staff and governors. The strong Christian, family atmosphere that pervades the school is a notable feature. The school provides good value for money. The strengths of the school greatly outweigh its areas for development

What the school does well

- Teaching is good.
- The school is well led and managed.
- The pupils are very eager to learn. They have positive attitudes and are very well behaved.
- There is a very caring environment with very good provision for the pupils' spiritual, moral and social development.
- Standards of work are high in English, mathematics and science.

What could be improved

- Planning and learning activities in the nursery.
- The information technology curriculum for the older pupils.

The areas for improvement will form the basis of the governors' action plan which will be sent to parents and carers of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved well since the last inspection in June 1996. High standards have been maintained and the quality of teaching has improved. Both the national literacy and numeracy strategies have been introduced effectively. There is a very good system to allow the co-ordinators to monitor their subjects. Work is now well matched to pupils of different abilities particularly in English and mathematics; however, this good practice is not always consistent in other subjects. In addition, the school has improved the day-to-day assessment of pupils by teachers. The security of the nursery perimeter has been developed.

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

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

The above table shows that when compared with all schools, St Teresa's has maintained above average standards during the last three years. Where A* is shown, results are in the top 5% nationally. Standards are also high in English and science when compared with the standards achieved in schools of a similar nature. Evidence from inspection indicates that standards in English, mathematics and science are above average in both key stages. The school has set appropriate targets to maintain these high standards. By the end of Key Stage 2, pupils' competence in information technology is average in elements of the subject; however, there are some shortcomings in their overall knowledge and understanding.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very good attitudes to their work. They are keen to learn.
Behaviour, in and out of classrooms	Consistently very good throughout the school.
Personal development and relationships	Personal development is very good overall. All relationships in the school are very strong.
Attendance	Good in comparison with other schools.

The pupils are very positive about school and work enthusiastically. They are polite and genuinely care for each other. The older pupils have a number of opportunities to take on extra responsibilities which they do in a sensible and mature manner. In class pupils work well at their activities in small groups or independently. They are always prepared to co-operate with each other. Many pupils in the school show a very mature attitude to learning. They are proud of what they achieve.

TEACHING AND LEARNING

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

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

Overall teaching was very good in 13% of lessons observed, good in 57% and satisfactory in 30%.

No unsatisfactory teaching was observed. The quality of teaching in English and mathematics is consistently good in both key stages. These lessons are well organised and the teachers have a good understanding of the basic skills for literacy and numeracy. In all lessons time is rarely wasted and pupils are provided with good opportunities to contribute to their work and learning. Control and discipline are consistently very good. The teachers have high expectations and pupils learn well. Although the teaching of the pupils aged up to 5 years was judged to be satisfactory overall, just over 40% of lessons were at good or very good, particularly in the reception classes. The pupils show interest in their work and have a good understanding of what they are doing. All lessons have pace and the pupils are very productive.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and fulfils statutory requirements. It is well supported by a range of day-trips, residential journeys and extra-curricular activities particularly in Key Stage 2.
Provision for pupils with special educational needs	The school provides good, well organised provision for these pupils that is well managed by the special needs co-ordinator. The pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The pupils have a very good understanding of their moral and social responsibilities. Very good provision is made for the pupils' spiritual development which is a strong feature of the school. Good opportunities are provided to develop an understanding of cultural traditions.
How well the school cares for its pupils	St Teresa's provides a very happy, caring and Christian environment where pupils feel safe and secure.

The school works well with its parents who are very supportive of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides high quality leadership. Subject co-ordinators are also effective in the management of their subjects. The staff are very supportive of one another and the team-approach that is noticeable amongst the teaching and non-teaching staff is a strong feature of the school.
How well the governors fulfil their responsibilities	The governors are effective in their duties. They are very committed to the school and its continued success.
The school's evaluation of its performance	The school has a very good understanding of its work and is always looking to improve. Teaching and learning are well monitored.
The strategic use of resources	Good use is made of all staff and the resources available to the school. Time is used particularly well.

The headteacher and governors are aware of the best value principles and look to apply these in the management of the school and use of resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The spiritual and community aspects, including links with the Church.• Pupils are happy to come to school and enjoy learning.• The pupils like their teachers.• The school is well led and managed.	<ul style="list-style-type: none">• Information about how pupils are getting on.• Time-keeping at the end of the school day.

The above views represent significant comments from the 156 returned parent questionnaires and the pre-inspection meeting attended by 46 parents. The inspection team supports the positive views expressed by the parents. The quality of information provided for parents is at least satisfactory. Evidence from inspection would indicate that some pupils do leave school significantly later than the official finishing time, although because of the restricted cloakroom space in some parts of the school this is unavoidable.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of work are high in English, mathematics and science

1 Pupils achieve above average standards in English, mathematics and science. This is reflected in the 1999 National Curriculum test results for Key Stages 1 and 2. When compared with all schools and using average National Curriculum points at Key Stage 1 reading results were very high in comparison with the national average, writing was well above average and mathematics, above average. At Key Stage 2 an equally positive picture was found with English and science results being well above average and mathematics above the national average. When taking the average points for all subjects (English, mathematics and science) at Key Stage 2 the results are well above the national average.

2 Evidence from inspection indicates that these high standards are being maintained by the school. Reception pupils follow the text of *The Gingerbread Man* with enjoyment and join in the reading enthusiastically repeating "Run, run as far as you can....." Some of the pupils are able to predict what will happen from listening to the text and many of them are beginning to understand the relationship between rhymes and spelling patterns. Pupils in the school enjoy stories and Year 2 pupils read fluently and accurately, understanding the main points of a text. The pupils accurately identify words with two or three syllables. By the time the pupils are at the end of Key Stage 2 the pupils have experienced a good range of literature and have undertaken a wide range of work. Many of the pupils in Year 6 write to a high standard using paragraphs and writing at length. Work is fluent and accurate and shows an effective use of vocabulary. Pupils show a sensitivity to the reader and are familiar with writers as diverse as Kipling, Shakespeare and Laurie Lee.

3 The national strategies for literacy and numeracy have been well introduced in the school. These strategies contribute to the high standards, along with the teachers' high expectations and challenging work being presented to the pupils. Literacy is used well in other areas of the curriculum, for example, as part of their topic on World War 2, Year 6 pupils produce letters from evacuees.

4 In mathematics Year 2 pupils understand simple place value and add and subtract two-digit numbers. They identify the features associated with three-dimensional shapes and recognise halves and quarters. During a good mental mathematics session when pupils were doubling two-digit numbers they confidently explained their answers showing a good awareness of their thinking and learning. By the end of Key Stage 2 pupils are equally confident with mathematics. With protractors they confidently measure and construct angles using the correct language to describe the angles they are working with. In mental mathematics the pupils show a good understanding of the relationship between numbers. The pupils at the end of Key Stage 2 work effectively with numbers and standards are high. They use mathematical language well and are used to developing their own mathematical strategies. Work is presented clearly and accurately.

5 Because expectations are always high in the school pupils achieve the standards of which they are capable. Consequently, the pupils talk confidently about their work and have a good understanding of what they are doing. For example, Year 2 pupils discussed enthusiastically science experiments that they had been involved in. They described accurately learning about electricity and how they had made their own circuits using bulbs and buzzers. When describing an investigation that tested rocks for saturation Year 2 pupils were careful to explain the need for fair testing and that the same amount of water should be poured on to each rock. The headteacher and staff are always looking at ways to improve the educational experiences of the pupils. This is extended across the whole curriculum.

Teaching is good

6 Throughout the school, the quality of teaching is consistently good. This has a significant impact on pupils' learning, which is also good. Lessons are well planned, particularly literacy and numeracy, and teachers carefully ensure that work is planned for all abilities and that all pupils are provided with appropriate experiences. Lessons are always conducted at a good pace and time is

rarely wasted. In the best lessons, time limits are imposed on pupils as they undertake different activities. This is good practice and motivates the pupils even more. The teachers are always active and once pupils start group or individual tasks they are constantly monitoring what pupils are achieving and offering support though advice or challenging questioning. In a Year 2 numeracy lesson, activities were well planned and resources well prepared so that no time was lost and pupils learnt effectively.

7 Control and discipline are very good, as are the relationships in the classes. This also applies to classes that have large numbers. Pupils are managed competently and confidently. There is always a positive atmosphere through the lessons. For example, upon joining a Year 5 science lesson after they had been working for thirty minutes, pupils were found to be working purposefully and enthusiastically as they observed and recorded changes in materials as they were mixed with water. The pupils talked confidently about their work and knew exactly what they were trying to achieve. Pupils are keen to answer questions and this is a feature in all classes. They feel they can contribute to the lessons and this provides a positive approach to learning.

8 Well-trained support staff and parent helpers are also used well and they make a significant contribution to the pupils' learning and educational experiences. There are always high expectations from the teachers such as those observed in a Year 6 literacy session where pupils were studying an extract from *The Silver Sword*. The teacher provided a good role model as the text was read expressively. The pupils' understanding of the passage was then tested through good questioning by the class teacher.

9 Work is marked regularly and in some cases useful comments are provided to challenge the pupils' thinking or help them move on to the next stages of learning. Lesson objectives are shared consistently with the pupils and this is good practice. When pupils are asked what they are doing, they always have a good understanding of their work and what is expected of them. Much of the teaching is very stimulating and interesting. Reception pupils were asked "What is a sentence?" This is a challenging question for young children, but many of the more able pupils try to provide an answer. The teacher then provided a good explanation that was appropriate to the age of the pupils and their understanding of sentences was developed. Careful questioning by teachers ensures that learning has taken place and enables teachers to adjust or reorganise their planning for future lessons.

The school is well led and managed

10 The school is very well managed by the headteacher. This was also the view of the parents completing the pre-inspection questionnaires. He is very well supported by an effective team of teaching and non-teaching staff. The commitment to high standards and maintaining them is very apparent throughout the whole school and percolates through all aspects of school life from the standards of pupils' work and behaviour, to the quality of teaching.

11 The school has a good understanding of what it does well and the areas that require development. The headteacher and staff are always striving to improve and are open to suggestions and ideas. It is quite apparent that the staff work well together and are a strong team. It is no surprise that St Teresa's is a popular school with parents and the community. The public perception is of a good, well managed school that achieves high standards and provides a supportive, Christian learning environment for its pupils. This view is supported by inspection evidence.

12 The commitment to improvement and high standards also extends to the governing body, but they also place importance on the other values that the school brings, for example, the emphasis placed on caring for each other. The governors would acknowledge that much of the driving force in the school comes from the headteacher. However, the governors are well informed and have a good understanding of the running of the school. Many of the governors are parents or former parents and this is seen as a strength. They take their responsibilities very carefully and do their best to ensure that the educational priorities identified by the school are supported through careful management of the school resources. Particular emphasis is placed on appointing good quality teachers and providing well trained support staff. The governors and school believe that this is more important than providing small classes. Evidence from inspection would indicate that this strategy is successful

in terms of the standards achieved by the school. The governors take a pride in how well the school is regarded by the local community.

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

13 The pupils' attitudes to school and their work are consistently good. This view is continually reinforced in everything the pupils do, whether they are in class, playing with each other at break time or sitting in assembly. Whether the pupils are in the nursery or at the other end of the school in Year 6, from the moment that they arrive at school pupils know exactly what is expected of them. They remain on task, concentrate fully and co-operate well with each other. As pupils enter their classes there is a buzz of enthusiasm. Registration times are conducted quickly but courteously. No time is wasted due to the pupils' positive attitudes and high levels of motivation.

14 Pupils throughout the school are clearly inspired by the teachers and each other. During a Year 6 music lesson in which the pupils were looking at different kinds of musical notation, they were quite happy to accept responsibility in groups to discuss different styles of music and then present their views to the class. Although this was a lively session, the pupils were confident in what they were doing. All pupils talk enthusiastically about their current work or work that has been covered previously. Even the youngest pupils in the school, quickly absorb the good working habits observed in all of the other year groups.

15 When pupils work at group activities or individually the same enthusiasm and positive attitudes are maintained. Although the pupils regularly hold conversations with each other it is quite apparent that they are discussing their work, how it can be improved or completed successfully. Resources and equipment are used appropriately and this was observed while pupils were working at the computer and with equipment in science. Although there are high expectations of pupils and these are maintained rigorously, learning is undertaken in a friendly, relaxed atmosphere.

There is a very caring environment with very good provision for the pupils' spiritual, moral and social development

16 Pupils like coming to school and are very proud of their school. Pupils through the school talk about the good relationships and say that there is no aggression or bullying and that the teachers are kind! One Year 6 pupil commented "You get a lot of education here." They talk about their best subjects and these reflect the wider curriculum and not just the traditional favourites. They are pleased that achievement is recognised and that it does not necessarily have to be in academic terms. Year 6 pupils have a good understanding of global issues and talk knowledgeably about world poverty or pollution. They are able to articulate their views well. Overall, pupils' personal development is very good. This is reflected well during the school's lunchtime organisation that is a good social occasion. Dinner sittings start with a prayer that is said carefully and thoughtfully by the pupils. The upper Key Stage 2 pupils serve the younger children their food. This is managed sensibly and the occasion is very civilised. There are no raised voices or any inappropriate behaviour. At the end of the session, the older pupils take responsibility for clearing away the tables and chairs. Again, this is undertaken in a sensible and mature manner.

17 During the school assembly pupils listened to Tchaikovsky's *Sleeping Beauty* as they entered the hall and sat down. Pupils prayed respectfully and thought carefully about what they were saying. The pupils sat quietly and listened sensibly to the headteacher's story. They reflected thoughtfully on what was being said and were keen to answer questions. Behaviour was very good and pupils were interested in the achievements of others. In lessons, pupils listen carefully to each other and show respect for other's ideas and feelings. When a child was ill in the nursery, there was no immature behaviour and the pupils were genuinely concerned about his well-being. The school supports a number of charities. This reflects the school's caring approach.

WHAT COULD BE IMPROVED

Planning and learning activities in the nursery

18 Because of the difficulties with the school accommodation, the nursery is located far away from the reception classes, where the early years co-ordinator is based. This restricts the number of opportunities that the co-ordinator has to monitor nursery provision effectively. She attends a weekly planning meeting with nursery staff, but is rarely able to observe or work alongside her colleagues in the nursery. As a result there is not enough shared planning and joint activities between nursery and reception classes. Plans to implement the new foundation stage in September, that will include both nursery and reception pupils, are limited.

19 Nursery sessions include a mix of formal work in large groups, directed activities under adult supervision and freely chosen play activities. Whilst this is an appropriate combination, there is an imbalance in the emphasis given to various types of activity. Too much time is spent on formal work in large groups, which is inappropriate for children of this age. It should be noted that this is not a criticism of the two nursery nurses who manage the nursery provision, but an issue regarding early years planning. The teaching in the nursery is consistently sound, with some good features, especially the very good attention to personal and social development. During the inspection, one of the strengths was the quality of imaginative play. Although work is planned very thoroughly there are some weaknesses. Insufficient emphasis is placed on the recommendations found in the areas of learning for children under five and the national goals for the foundation stage. There is often too much importance placed on the content that is to be covered and learned, without regard as to how the children will learn. Records of pupils' progress are maintained but do not always relate to the weekly plans of work. Links between planning and assessment are underdeveloped.

The information technology curriculum for the older pupils

20 The school has worked hard to develop a new information technology suite. This is a wonderful facility and will allow all pupils regular, good quality access to computer hardware and software. The school development plan indicates how the development of information technology is a priority for the school. A good planned programme of staff training is in place to ensure that the national scheme of work adopted by the school will be taught successfully. The school has also employed a specialist information technology teacher to manage the development of the subject. It is unfortunate that this member of staff has been on a long-term absence due to illness. Evidence from inspection would indicate that with some classes the computer suite could be used more effectively. For example, only a small group of Year 2 pupils were observed working in the suite, when there was potential for a much larger group. Year 2 pupils also said that they had only been in the suite twice since it had been opened. More efficient use by some pupils would significantly improve their learning.

21 Although Year 6 pupils achieve average standards in some elements of information technology, for example, word processing, other elements of the subject are less well developed. Pupils are not familiar with using information technology for data-handling at an appropriate level for their age and have not used programs to retrieve information, although information technology is used to support learning in other areas of the curriculum, for example, mathematics. The school has adopted a nationally distributed scheme of work and this will ensure subject progression and coverage in the future. However, pupils in Year 6 have had more limited experiences as they have progressed through the school and this has restricted their learning opportunities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22 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:

- **Develop the planning and learning activities in the nursery by:**

Ensuring an appropriate balance of early years activities as recommended in the national goals for the foundation stage, particularly for the youngest children; (paragraph 19)

Linking planning with assessment activities; (paragraph 19) and,

Providing the early years co-ordinator with opportunities to support and monitor teaching, learning and planning in the nursery. (paragraph 18)

- **Improve the information technology curriculum for the Year 6 pupils so that it reflects more effectively the national scheme of work and also takes into account the previous learning experiences of these pupils.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
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	13	57	30	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)	30	249
Number of full-time pupils eligible for free school meals	0	27

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	1	29

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	0

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	16	21	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	21	21	20
	Total	36	36	35
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (95)	95 (91)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	21	21	21
	Total	36	37	37
Percentage of pupils at NC level 2 or above	School	97 (97)	100 (100)	100 (94)
	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	27	12	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	22	26
	Girls	12	9	12
	Total	37	31	38
Percentage of pupils at NC level 4 or above	School	95 (77)	79 (77)	97 (85)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	22	25
	Girls	12	7	12
	Total	37	29	37
Percentage of pupils at NC level 4 or above	School	95 (87)	79 (85)	96 (92)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	212
Any other minority ethnic group	2

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)	10.3
Number of pupils per qualified teacher	24.2
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	61.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	30

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	15
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	416621
Total expenditure	418693
Expenditure per pupil	1506
Balance brought forward from previous year	17200
Balance carried forward to next year	15127

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	274
Number of questionnaires returned	156

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	30	3	1	0
My child is making good progress in school.	63	34	3	0	0
Behaviour in the school is good.	61	36	1	0	2
My child gets the right amount of work to do at home.	42	39	12	3	4
The teaching is good.	67	32	0	0	1
I am kept well informed about how my child is getting on.	36	47	15	1	1
I would feel comfortable about approaching the school with questions or a problem.	67	28	2	3	0
The school expects my child to work hard and achieve his or her best.	88	11	0	0	1
The school works closely with parents.	42	53	3	2	1
The school is well led and managed.	73	23	1	1	1
The school is helping my child become mature and responsible.	70	28	1	0	1
The school provides an interesting range of activities outside lessons.	29	42	13	4	12