

INSPECTION REPORT

**OUR LADY OF THE ANGELS CATHOLIC INFANT
SCHOOL**

Nuneaton

LEA area: Warwickshire

Unique reference number: 125712

Headteacher: Mrs Phyllis Collins

Reporting inspector: Mr Christopher Gray
21037

Dates of inspection: 22-24 May 2000

Inspection number: 189341

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary aided
Age range of pupils:	3-7
Gender of pupils:	Mixed
School address:	Riversley Park Coton Road Nuneaton Warwickshire
Postcode:	CV11 5TY
Telephone number:	024 7632 6080
Appropriate authority:	The governing body
Name of chair of governors:	Mr Philip Yeomans
Date of previous inspection:	19-21 March 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Our Lady of the Angels is a Catholic infant school which draws its pupils from a wide catchment area across the town of Nuneaton in Warwickshire. The school also has a local education authority nursery, whose children live within walking distance. The school is for children aged three to seven, and has 211 full-time pupils (103 boys and 108 girls); the nursery has 37 boys and 43 girls, all of whom attend part-time, at either the morning or the afternoon session. Children's attainment on entry is similar to the national average.

Pupils come from a wide variety of backgrounds but, overall, their socio-economic background is broadly in line with national averages, though that of the nursery children is slightly below. Approximately 9.5 per cent of pupils are entitled to receive a free school meal, which is below the average for infant schools. Three pupils come from families of ethnic minorities. There are three pupils for whom English is an additional language, though all of these speak English as a first language. At 1.4 per cent, this is higher than found in most schools. There are 68 pupils on the special educational needs register; at approximately 32.2 per cent of the school's roll, this is above the national average. In addition, there are 14 nursery children on the register. Two pupils have statements of special educational need, and, in percentage terms (0.9 per cent), this is below average.

HOW GOOD THE SCHOOL IS

Our Lady of the Angels Catholic Infant is a very effective school which is popular with parents and is over-subscribed. Pupils work hard and have very good attitudes to their work. The standards they achieve when they leave the school are well above national averages in English, mathematics and science and well above the averages for similar schools. The overall quality of teaching is very good. The school is very well led by the headteacher and senior staff and the governors are very effectively involved. The school gives very good value for money.

What the school does well

- Pupils' attainment in English, mathematics and science at the end of Key Stage 1 is well above national averages.
- Pupils' attitudes to learning, their behaviour and relationships are very good.
- The quality of leadership is very good and governors are very effectively involved in the school.
- The overall quality of teaching is very good.
- The provision for pupils with special educational needs is very good.
- Provision for pupils' personal development is very good.
- The school provides very good care and welfare for its pupils.
- The introduction of mixed age classes has been very successful and the provision made for the pupils in these classes is of as high a standard as elsewhere in the school.

What could be improved

- This is a very good school with no major weaknesses. A minor weakness is that there is limited provision for outside play for children who are under five in the reception classes; however, the school has already identified this minor weakness in its school development plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1996. The key issues included developing a system of assessment. The school's method of tracking individual pupils' attainment and progress is now a major contributor to high standards. A further issue concerned evaluating the effectiveness of spending decisions. Governors now keep a close watch on all targets in the school development plan and regularly assess how well they have been achieved or what changes might need to be made. Issues raised at the last inspection about security have been very well dealt with. In addition, the school has maintained high levels of attainment and has improved the provision for pupils to become aware of cultural diversity. The

school has worked hard and successfully to raise teachers' expertise in information technology and to improve the provision. Plans have been drawn up to convert the unused kitchen area into an information technology suite; this is a good initiative for raising pupils' attainment further, although it will require a large amount of funding. Overall, the progress made since the last inspection has been very good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	B	A	A	A
Writing	A	A	A*	A
Mathematics	B	A	A	A

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

The table indicates that pupils' attainment is well above the national average in all three areas. In writing, the results were in the highest five per cent nationally. Compared with those of similar schools, results are well above average in all three subjects. All these comparisons show that the school is achieving very good standards and there is a consistent trend of high attainment. The school sets targets for each pupil; these are realistic yet challenging and pupils are generally enabled to meet them. The inspection's findings corroborate these results - attainment in the current Year 2 is well above average in English, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are keen to learn and almost all enjoy coming to school. They show initiative and are learning to take responsibility for their own learning.
Behaviour, in and out of classrooms	The behaviour of the pupils in and around the school is very good. They are generally well mannered and show good self-discipline.
Personal development and relationships	Very good; pupils respond well to adults and to one another. There is a secure, family atmosphere in the school. Adults and children treat each other with respect.
Attendance	Good; figures are affected by a small number of pupils who are brought to school late.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	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.

The quality of teaching in the school overall is very good. It is very good or better in 55 per cent of lessons, good in 25 per cent and satisfactory in all the rest. There is no unsatisfactory teaching. All teachers have high expectations of pupils' behaviour and most pupils respond well, producing a good classroom ethos. Good use is made of grouping of pupils in order to present them with work which is planned to meet their learning needs, enabling most pupils to achieve at their full potential. The teaching of pupils with special educational needs is also very good. Literacy and numeracy are taught very effectively and information technology is incorporated successfully into many lessons. Worksheets are used widely and contribute to pupils' attainment, but they are not stored in such a way as to show easily

how well pupils are progressing.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad and balanced; literacy and numeracy strategies are very effective.
Provision for pupils with special educational needs	Very good; available funds are carefully spent and very good support is given. The staff use a variety of interesting and very effective strategies.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. A strong, Catholic ethos enriches the whole work of the school, and this was praised by parents. The school has worked hard to raise pupils' awareness of other cultures through appropriate resources, topics and assemblies.
How well the school cares for its pupils	Very well. Many parents have deliberately chosen this school for its good sense of community and its caring ethos.

The provision for children under five in the nursery is very good. The school's curriculum meets all statutory requirements. There are good levels of supervision at playtimes and lunchtimes and effective procedures for child protection and health and safety.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led by the headteacher and senior management team, who share the headteacher's clear educational vision. Striving for high standards within a Christian community is a clear priority of the school.
How well the governors fulfil their responsibilities	The governors are fully involved in the forward planning and monitoring of the school's work, and they discharge their duties very well.
The school's evaluation of its performance	The school tracks the progress made by each individual pupil and so is in a very good position to recognise its strengths and remedy any weaknesses.
The strategic use of resources	Staffing, resources and accommodation are used efficiently. Overall, the school applies best value principles wisely to the acquisition and use of its resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Eighty-seven parents returned the questionnaires, which represents about 35 per cent of those sent out. Twenty-eight parents attended the pre-inspection meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Behaviour in the school is good; the school is helping children to become mature and responsible. • There is a good, caring ethos. • The school is well led and managed; teaching is good and children are expected to work hard and achieve their best. • They are kept well informed about their children's progress. 	<ul style="list-style-type: none"> • There is a limited range of extra-curricular activities. • A number of parents had been unhappy about the amount of information given about the introduction of mixed age classes and a few were reluctant to approach the headteacher individually. • A few parents were not happy about the amount of homework, although it is unclear whether they would like more or less.

Inspectors agree with parents' positive views about the school. There are a few extra-curricular activities, such as football, recorders and sports coaching; the range is similar to that found in most infant schools. Although some parents expressed dissatisfaction with how the issue of mixed age classes had been explained to them, all those who spoke at the meeting or who commented in the questionnaires are pleased with the arrangements that have been made. Inspectors agree with this judgement. All parents who spoke at the meeting were happy with the amount of homework given and inspectors endorse this view. Inspectors found that parents have justifiably very good opinions about the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' attainment in English, mathematics and science at the end of Key Stage 1 is well above national averages

1. The pupils' results at Level 2 and above in National Curriculum tests in 1999 were well above the national averages in reading, writing and mathematics. Teachers' assessments for science also showed pupils' attainment to be well above the national average. At the higher level (Level 3), results were well above average in reading and mathematics. In the writing tasks and in the teacher assessments for science, results at Level 3 were within the top five per cent nationally. Using the average point score (where pupils' attainments at all levels are taken into account), overall results were well above average in reading and mathematics; in writing, results were within the top five per cent nationally. Compared with similar schools, the overall results were well above average.
2. Current standards in Year 2 give a similar picture of well above average attainment in all three subjects, and this is corroborated by the provisional results of those National Curriculum tests taken so far for 2000.
3. Teachers' planning shows careful attention to what different groups of pupils will learn and activities are matched well to pupils' prior attainment. For example, in a mathematics lesson, Year 2 pupils were developing their understanding of addition and subtraction by learning different words for the concepts. The teacher had planned a wide variety of tasks to match pupils' understanding, and she had provided the colleagues working alongside her with full briefing. A group of higher attaining pupils was working in multiples of 10 and 100; they successfully calculated a sum such as $350+20+70$ by mental addition and, at the end of the lesson, one boy volunteered as a multiple of five the number 9,555. He was able to explain clearly why he knew he was right. In the same lesson, average attaining pupils could explain how to halve or double a number and used their knowledge of times tables; lower attaining pupils were partitioning numbers into tens and units in order to add them up mentally. They were well supported by the education assistant. A small group of pupils with special educational needs was being very well supported by the special educational needs' teacher. Their objective was to begin to understand the word "plus" through using a game.
4. In English, pupils are learning to read with expression. In all classes, pupils are encouraged to read aloud together in such a way as to show interest, excitement or humour, according to the context. In a Year 2 lesson, pupils' intonation was very appropriate and amusing in this activity. Another Year 2 class has recently won a cup for choral speaking in a local competition. Pupils write in a variety of styles and, at the pre-inspection meeting, parents commented on how much they appreciate the voluntary story-writing which pupils are encouraged (but not pressed) to do at weekends. Cursive writing is practised regularly, though most pupils do not use it from choice.

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

5. Pupils' behaviour in the classrooms, round the school and in the playground is very good. This is something that was commented on very positively by parents at the pre-inspection meeting and in the response to the questionnaires.
6. In the playground, pupils play together sensibly and fairly. Parents report that lunchtime supervisors are afforded the same respect as teachers. Parents also feel that children are courteous and caring for others, and an example of this was seen when an older pupil went to the aid of a younger child who had fallen over. One of the days of the inspection

was dreadfully wet and the children could not go out to play at all. At lunchtime, they played quiet games or read or chatted softly, displaying very good awareness of the need for controlled behaviour. They have a good relationship with the effective lunchtime supervisors, as the parents observed.

7. In lessons, pupils' behaviour is generally very good. The staff in the nursery work hard at personal and social development from the moment the children first enter the school. They are set targets such as lining up properly or remembering to say thank you, and this is very effective. At this stage of the year (May), they show high levels of self-control, co-operating well, sharing resources and choosing sensibly what to do next. This provides a very good foundation for the behaviour in the rest of the school. All staff set high expectations for behaviour and self-discipline and the pupils respond very well. This enables teachers in the literacy and numeracy hours to work with small groups whilst the others get on with their work independently. If they are stuck, they know to go on to something else. This whole approach is a major factor in the high levels of attainment which pupils achieve.

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

8. The headteacher has a clear educational vision which is shared by the deputy headteacher and senior management team. They work together well with a clear delegation of responsibilities. The process of development planning involves all staff, and subject managers are effective in identifying and budgeting for priorities in their areas. The senior management team and subject managers are rigorous in monitoring planning, teaching and the standards of work, and a clear timetable of who is responsible for what is part of the school development plan. A vital contribution to the high standards achieved is the tracking of each pupil's progress across each year. Teachers set targets every school year, based on the previous teacher's assessments. These targets are evaluated by the headteacher to ensure they contain sufficient challenge for each individual. Such painstaking work requires a detailed knowledge of each child and all staff are skilled at building up this sort of picture. Another important factor is the quality and use of support staff. The school spends above average amounts on education assistants; their work is vital in raising the standards of lower attaining pupils and is effective because of the good team work between teachers and assistants, as referred to below under the teaching section (paragraph 15).
9. The governing body is well established and its members possess a variety of professional skills and knowledge, which are used well for the benefit of the school; examples are expertise in finance, information technology and health and safety. Governors are diligent in assessing the school's strengths and weaknesses for themselves. They do this in a number of ways: they regularly analyse performance data, they consult teachers who are members of committees or subject managers, they visit classes and they use the success criteria which are built into the school development plan, to measure the progress towards targets. This was part of a key issue at the last inspection, and good progress has been made in addressing it.

The overall quality of teaching is very good

10. Children are given a very good start to their schooling in the nursery, which is very well run. The excellent appearance of the two rooms is fascinating to children and adults alike, and is of a consistent standard each term, as photographs of each different topic show. Teaching is very good and staff work very effectively together. A principal focus when children first start is their personal and social development, and the use of targets in this area was discussed above under the section on attitudes (paragraph 7).

11. Teachers set high standards for their pupils, in terms of both the work they are set and the behaviour expected. Almost all pupils respond well, producing a good classroom ethos where learning is seen as the object of the day and enjoyable. Teachers make careful use of a clear knowledge of each pupil's prior attainment when planning for what they are to learn next. Particularly effective here is the use of target setting for each child, referred to above in discussing what contributes to high standards (paragraph 8).
12. In a very good lesson for reception children on recognising and continuing patterns, the teacher had prepared a variety of activities. She recognised that most children would be able to work independently, but that about a quarter of the class would need support. The pupils experimented with making patterns by printing shapes and they explored which of a wide selection of resources were most suitable. They discovered that a cardboard tube has a circular end, but that it doesn't print a good circle. Higher attaining pupils were able to explain that this was because you tend to squeeze it when printing with it. The level of good questioning by the teacher and the confidence she inspired in the pupils meant that, by the end of the lesson, almost all had understood what constitutes a pattern. The teacher printed two or three shapes and then asked, "Is that a pattern? - Why not?" Most pupils were able to reply, "Because you need more to see how it's going to go on".
13. Very good use is made of the grouping of pupils in many lessons, not just in English and mathematics. In a Year 2 information technology lesson on programming the floor robot, "Roamer", pupils were grouped as they are for mathematics. This enabled higher attaining pupils to pool their mathematical knowledge in thinking about half- and quarter-turns. Lower attaining pupils were well supported by the education assistant.
14. The use of grouping also extends to oral sessions, when the pupils are sitting on the carpet, and this works extremely well. For example, in a Year 2 mathematics lesson on addition and subtraction, the teacher knew where her groups were on the floor for the mental part of the lesson. This enabled her to focus particular questions at specific groups, giving greater challenge to higher attaining pupils yet allowing those who learn more slowly to take a full part in the lesson by answering simpler questions successfully.
15. Very good use is made of the valuable support of the special educational needs' teacher and education assistants. They are included in the planning and are well briefed. They know all the pupils thoroughly and use their time well to give effective support to groups of pupils.
16. The quality of teachers' marking is thorough, though it varies from class to class, as was evident from a scrutiny of pupils' past work. There are many examples of effective marking, including helpful remarks for further improvement. Some teachers write questions in pupils' books, giving space for written replies, and this helps to ensure pupils' better understanding. However, the way worksheets are stored makes it difficult for pupils and teachers to review marking and progress over time. The worksheets themselves are of good quality - as are all teacher-made resources; they present good challenge to all groups and assist pupils to make very good progress.

The provision for pupils with special educational needs is very good

17. There is a very thorough policy which is administered very well. A policy of 'early intervention' (that is, assessing children's needs as soon as they enter the nursery) is very effective in getting help for children as soon as possible. Staff keep careful track of each pupil throughout the school and, by careful use of targets and reviews, are able to move pupils down as well as up the stages. This careful monitoring means that, whilst

the proportion of pupils on the special educational needs register is above the national average, the proportion with statements is below the national average. Good use is made of outside agencies.

18. The staff have a variety of interesting and very effective programmes. One of these (SULP - Social Use of Language Programme) is aimed at improving how pupils learn. A very good lesson with a group of five pupils involved role play between two adults, one of whom slouched in her chair, avoiding eye contact, whilst the other was talking to her. When her bad listening habits were pointed out to her (by suggesting that the speaker had felt hurt by the other's behaviour), not only did the pupils see the points made very clearly, but they had to be reassured that the situation was only pretend.

Provision for pupils' personal development is very good

19. This area was a strength of the school at the time of the last inspection, though it was reported then that "more could be done to enrich ... [pupils'] awareness of other cultures". The whole area of personal development is now a strength; the school has worked hard to raise pupils' awareness of other cultures through appropriate resources, topics and assemblies.
20. Collective worship was not part of the focus of this inspection, since it is inspected separately, but it is clear that assemblies make a major contribution to the school's explicit teaching of spiritual and moral values. Pupils are invited to add personal intercessions during prayers, which are made in an atmosphere of great reverence and care. The good standard of singing is also an important factor in establishing a good spiritual atmosphere. Opportunities are taken to celebrate pupils' achievements outside school. Prayer begins and ends the day in classrooms and this enriches the sense of community and commitment which is so evident in all the school's work.
21. Older pupils take responsibilities around the school and are involved in decisions, such as the design of recent prize-winning flower beds outside the nursery. The flower beds now provide good opportunities for spiritual development, as when a reception class went to look closely at the flowers to help them paint irises in response to work on Van Gogh's painting.
22. An example of high quality provision for pupils' social development was seen in an excellent English lesson in the mixed Years 1 and 2 class. A doll puppet, Poppy, often helps in lessons. On this occasion, she had not done her homework. When asked what should be done, the response of the pupils was not vengeful recrimination, but to find out why. When it turned out that the work had been too difficult for her, they wanted to help her. The teacher used this expertly to emphasise the points she wanted the pupils to learn.

The school provides very good care and welfare for its pupils

23. Parents at the pre-inspection meeting said that they had deliberately chosen this school for its good sense of community and its caring ethos. The inspection endorses these opinions. There are good levels of supervision at playtimes and lunchtimes, ensuring that any mishaps are speedily and appropriately dealt with. The school provides facilities for the "Kool Kids Club" which provides supervision and activities for children before and after school. The medical needs of all children are well known and all necessary information is recorded and precautions taken. Governors are diligent in their health and safety checks and make good use of the expertise on the governing body. Child protection measures are very effective and are well known to all staff. The school is maintained to a high level of cleanliness by a long serving staff. The issues raised in the

last inspection report about safety have been very well dealt with.

The introduction of mixed age classes has been very successful and the provision made for the pupils in these classes is of as high a standard as elsewhere in the school

24. At the pre-inspection parents' meeting, it was clear that the introduction of mixed age classes at the start of this school year had been of great concern to the parents. They were also unhappy that they had not been put more in the picture about this development, and this view was also reflected in the questionnaires. However, all parents at the meeting expressed themselves as very happy with the way the initiative had gone and with the progress their children were making in these classes.
25. The decision to go to mixed classes was not of the school's own choice; nonetheless, staff and governors prepared themselves very carefully for the change. This process of planning took a long time and may have been part of the reason why the school did not feel in a proper position to give greater detail to parents at the outset of how the system would work.
26. Every effort was made to ensure that those Year 2 pupils who were not in the outside classrooms would still feel themselves to be the most senior children in the school. Monitorial duties have been assigned to them and they go about these in a mature and responsible way.
27. In English and mathematics lessons, pupils in all classes are grouped by ability in order to ensure that they are given work matched to the stage they have reached. In the mixed age classes, this practice continues. It is clear from the close scrutiny of work which inspectors carried out that Year 2 pupils are making similar progress and doing work of a standard matched to their ability, regardless of which class they are in.
28. In other subjects, the curriculum is carefully planned for both year groups in the class. For example, in science, a topic on materials is studied. Year 1 pupils learn about classification - such as man-made or natural - whilst Year 2 pupils learn about the effects of heat on different substances. In the mixed reception and Year 1 class, those under five follow a curriculum planned according to the Desirable Learning Outcomes¹, whilst those in Year 1 are working towards Level 1 of the National Curriculum.

¹ Desirable learning outcomes – these are goals for learning for children by the time they enter compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social skills. These will be replaced with the Early Learning Goals in September 2000.

WHAT COULD BE IMPROVED

There is limited provision for outside play for children who are under five in the reception classes

29. Children under five in the nursery have large toys such as bicycles to use outside and they are given ample occasions to play on them. Under-fives in the reception classes have no similar opportunities, though the curriculum for them in all other respects is well planned, following appropriate guidance. The school has recognised this omission in its school development plan and teachers in the reception classes are to liaise with nursery staff in order to use their equipment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. This is a very good school with no major weaknesses. There are no key issues.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
5	50	25	20	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	Y1 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	40	211
Number of full-time pupils eligible for free school meals	n/a	20

FTE means full-time equivalent.

Special educational needs	Nursery	Y1 – Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	14	68

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	3
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	5.4
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	33	36	69

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	31	31	31
	Girls	34	35	36
	Total	65	66	67
Percentage of pupils at NC Level 2 or above	School	94 (90)	96 (86)	97 (93)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	31	31	32
	Girls	35	35	36
	Total	66	66	68
Percentage of pupils at NC Level 2 or above	School	96 (92)	96 (95)	99 (94)
	National	82 (81)	86 (85)	87 (86)

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	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	137
Any other minority ethnic group	0

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: Y1 – Y2

Total number of qualified teachers (FTE)	9.8
Number of pupils per qualified teacher	21.5
Average class size	30

Education support staff: Y1 – Y2

Total number of education support staff	7
Total aggregate hours worked per week	261

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	40:1

Total number of education support staff	3
Total aggregate hours worked per week	93

Number of pupils per FTE adult	10:1
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	401,335
Total expenditure	411,699
Expenditure per pupil	1,667
Balance brought forward from previous year	26,565
Balance carried forward to next year	16,201

Results of the survey of parents and carers

Questionnaire return rate 34.6%

Number of questionnaires sent out	251
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	5	1	0
My child is making good progress in school.	62	36	2	0	0
Behaviour in the school is good.	55	41	0	0	3
My child gets the right amount of work to do at home.	37	45	10	3	5
The teaching is good.	66	31	1	1	1
I am kept well informed about how my child is getting on.	46	44	6	3	1
I would feel comfortable about approaching the school with questions or a problem.	70	16	5	5	5
The school expects my child to work hard and achieve his or her best.	74	20	5	0	2
The school works closely with parents.	41	44	6	6	3
The school is well led and managed.	62	31	1	2	3
The school is helping my child become mature and responsible.	63	31	3	1	1
The school provides an interesting range of activities outside lessons.	22	28	18	7	25

Other issues raised by parents

A few parents took the opportunity to raise other matters. Several of these wrote in praise of the school and its staff. Two parents expressed concern about the introduction of mixed age classes, an issue which was also raised at the parents' meeting. Two parents felt that information about their child is not always passed on. Individual parents commented on the following matters: the frequency with which cover teachers are employed; an over-reliance on worksheets; the clash of events between the junior and infant schools.