

## INSPECTION REPORT

### **ST MICHAEL'S C OF E PRIMARY SCHOOL**

Bishop's Stortford

LEA area: Hertfordshire

Unique reference number: 117426

Headteacher: Mr Martin Willis

Reporting inspector: Mrs Joy Richardson  
6676

Dates of inspection: 5 -7 June 2000

Inspection number: 189935

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Apton Road Bishop's Stortford Hertfordshire
Postcode:	CM23 3SN
Telephone number:	01279 652607
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Karen Redfern
Date of previous inspection:	October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is a voluntary aided Church of England school and draws pupils from all over the town of Bishop's Stortford. There are 249 pupils on roll, including 27 children who attend part-time in the nursery. Children start in the nursery in the term of their fourth birthday and are admitted to school in the term they become five. The school has one class for each year group and is strongly over-subscribed. When they enter the school, children's language, literacy and mathematical skills and their social development are generally well advanced. The percentage of pupils eligible for free school meals is well below the national average. A small number of pupils come from ethnic minority backgrounds, though none speak English as an additional language. There are 32 pupils on the school's register of special educational needs, four of whom have statements.

### **HOW GOOD THE SCHOOL IS**

St Michael's is a successful school with a strong sense of community. It is very well led and managed and pupils achieve high standards as a result of good teaching. Staff, governors and parents work together very effectively in support of pupils' learning. The school uses its resources well and provides good value for money.

#### **What the school does well**

- The school's ethos fosters the development of happy, confident pupils who are eager to learn.
- Standards are high, particularly in literacy and numeracy.
- Good quality, well-planned teaching helps pupils of all abilities to achieve their best.
- A very effective partnership with parents supports pupils' learning well.
- Pupils with special educational needs flourish and make good progress.
- The nursery gives children an excellent start to their education.

#### **What could be improved**

- The challenge for higher-attaining pupils could be further extended in some aspects of their work.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has continued to build on what it was achieving at the time of the last inspection in October 1996. Issues for action, identified in the last report, have been successfully addressed. Standards have risen, and the school has made strides in the planning of the curriculum and the purposeful use of assessment to guide teaching. Successful efforts have been made to develop the pace, match and challenge of work in lessons, and to foster independence and investigative skills. This has improved the quality of learning and raised expectations for higher-attaining pupils. The school's leadership and management evaluate the school's performance well and are committed to maintaining and developing its strengths.

### **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	B	A*	A	B
science	D	A*	A	C

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

Throughout the school, pupils achieve high standards, particularly in literacy and numeracy. Almost all reach the expectations for their age and many achieve beyond this.

Results in the tests for eleven-year olds have improved significantly in recent years. In 1999 they were well above the national average in English, mathematics and science, and particularly high in English in comparison with similar schools. The school sets realistic but challenging targets for each year group and is successful in meeting them.

In the tests for seven-year-olds, results dipped slightly in 1999, but the work of pupils currently in Year 2 reflects the higher standards evident in the test results of previous years. Many pupils are achieving very well for their age in mathematics.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and take pride in their achievements. They participate with enthusiasm, concentrate well in lessons and try their best.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are polite, friendly and outgoing; they respect others and co-operate well in groups.
Personal development and relationships	Relationships are very good throughout the school. Pupils thrive because they are valued as individuals. They learn to take responsibility for their own actions and for the well-being of others.
Attendance	Attendance is very high by comparison with the national average.

### TEACHING AND LEARNING

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

The school provides good quality teaching, enabling pupils to learn well and to achieve high standards. The teaching was at least satisfactory in all the lessons seen, good or better in 82 per cent and very good, or occasionally excellent, in 29 per cent.

High quality teaching in the nursery gives children an excellent start. Throughout the school, teaching is well planned so that lessons have clear aims. Teachers set a brisk pace and pupils complete a good amount of work in the time available.

Careful attention is given to the teaching of basic skills in literacy and numeracy. The organisation of sets for numeracy in the older classes is helping all pupils to achieve their best. The teaching of pupils with special educational needs is carefully matched to their needs and successful in helping them to catch up.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The school provides a broad and balanced curriculum which is enriched by a wide variety of extra-curricular activities. Music is strongly promoted and the quality of singing is outstanding.
Provision for pupils with special educational needs	Needs are identified, support is provided and progress is reviewed very effectively. As a result, these pupils move forward in their learning and grow in confidence and self-esteem.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school cultivates pupils' personal development very well, fostering an active interest in the world and promoting their moral understanding and enjoyment of community life.
How well the school cares for its pupils	The strong emphasis on pastoral care is in keeping with the school's Christian ethos and guiding principle of treating others with consideration. The school works very effectively in partnership with parents to support pupils' learning and personal development.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The school is very well led and managed for the benefit of pupils. The headteacher promotes effective teamwork by all staff and leads by example in the classroom.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities very well, evaluating the school's performance, planning its development, and supporting its community life.
The school's evaluation of its performance	The school plans ahead well, reviews its performance and takes action to achieve its goals. It makes good use of information from assessment to guide teaching and to set targets for pupils' learning.
The strategic use of resources	The school makes good use of its resources, taking decisions carefully to achieve its educational aims. It places a high priority on the deployment of support staff and makes good use of funds raised by parents to improve learning 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"> <li>• Standards are generally high.</li> <li>• The school expects children to work hard and achieve their best.</li> <li>• The teaching is good and the staff are very approachable.</li> <li>• The school is well led and managed.</li> <li>• The school has a family atmosphere, and promotes values of kindness, caring and honesty.</li> <li>• Children enjoy school and behave well.</li> </ul>	<ul style="list-style-type: none"> <li>• A small minority of parents are not happy with the amount of homework.</li> <li>• A few parents think there is not enough practical investigative science for older pupils.</li> </ul>

Responses to the pre-inspection questionnaire and at the parents' meeting showed a very high level of satisfaction with the school on the part of most parents. The inspectors consider this to be well justified. Where there was concern about the amount of homework, opinions varied as to whether this was too much or too little. Inspectors agree with the view of the large majority of parents that homework is regular and well planned, and that there is good communication between home and school through the use of reading record books and homework diaries. Inspectors found evidence of lively and stimulating work in science in a number of classes, but agree that older, higher-attaining pupils are capable of pursuing scientific enquiry in greater depth. Overall, the inspection findings confirm the view that the school achieves high standards and provides well for pupils of all abilities.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The school's ethos fosters the development of happy, confident pupils who are eager to learn.**

1. The headteacher, staff and governors promote a very positive climate for learning. The needs and interests of children are respected and high standards are promoted in work and behaviour. Pupils are happy and secure. They understand what is expected of them, and know that staff are concerned to help them achieve their best. The teachers and support staff work together well in providing good role models and a consistent quality of care for pupils.
2. The headteacher provides clear leadership in working out in practice the guiding principles of the school's mission statement: a love for learning, a love for life, a love for childhood and a love for one another. Many of the school's arrangements directly reflect these aims.
3. Pupils are allowed into school before the day begins, letting them talk with the teacher and settle independently to work before a prompt start to lessons. Breaktimes are well managed and pleasurable for pupils, as seen in the provision of drinks and biscuits in the morning and the use of the courtyard for eating outside when weather permits. Lunchtime is sociable and orderly. The school takes active steps to encourage constructive play, providing equipment and organising opportunities to participate in a range of games. Midday staff are vigilant and pupils express confidence that any instances of bullying or unkindness will be dealt with quickly.
4. Pupils readily take responsibility and show care for each other, responding well to the values promoted by the school. They prize the merit badges which are awarded each week, for effort, achievement and kindness, and a special cup given for cheerfulness in the face of adversity.
5. The curriculum includes visits out of school which extend pupils' horizons. Pupils in Year 4, for example, showed a lively interest in the geography and history of the locality, following a recent walk to look at buildings of historical interest. Opportunities are enlarged by a wide range of activities outside lessons, including sport and music. Competitive activities, such as an annual chess tournament, capture pupils' interest and fire their ambition. Pupils take pride in performance and contribute well to communal occasions, as seen in the excellent standard of singing in assembly. Displays around the school reflect the rich variety of pupils' work, and pride in achievement.
6. Pupils enjoy the community life of the school and have a strong sense of belonging. They are friendly, polite, confident and articulate. The school's ethos encourages them to take a lively interest in their learning, to participate fully in lessons, to co-operate with each other and to strive to achieve the targets set for them. Pupils are keen to succeed and recognise that they must work hard to do so.

### **Standards are high, particularly in literacy and numeracy.**

7. Pupils make a good start in reading, quickly learning letter sounds and key words and becoming independent readers. The achievement of good standards is supported by well-focused teaching in the literacy hour, frequent reading at home and at school, and the systematic monitoring of progress. Pupils learn to find and use information from their reading, as when pupils in Year 2 listed questions about creatures and then read books to find if they provided the answers. Older pupils are encouraged to read widely, drawing on books from home as well as from school; many are reading ambitiously by the age of eleven and readily talk about their love of reading. Pupils are introduced to a wide variety of texts, through the use of anthologies in the literacy hour, and develop their comprehension in discussing meanings. They consider how writers use words, for example, in Year 6, comparing the rhythm and rhyme patterns in limericks by Edward Lear and others.
8. Handwriting, spelling and punctuation are taught thoroughly and carefully. By the age of seven, pupils are beginning to develop fluent, joined handwriting; they spell well for their age and they generally punctuate sentences with capital letters and full stops. By the age of eleven, most pupils write fluently and accurately and present their work well. Standards in writing have risen because teachers have become more specific in the teaching of skills. Clear targets for improvement are set, such as the use of paragraphs, or writing more in a given time. Pupils practise their skills in completing a good quantity of written work. They write in a variety of forms including, for example, instructions, reports of interviews, book reviews and information from research. Teachers relate reading to writing well, developing pupils' appreciation of sentence structure and their use of vocabulary. This was seen in Year 5, when pupils identified the clauses in a complex sentence and explored the variety of connectives used. In Year 3, pupils drew on the factual information they had read as a class in order to include convincing and exciting detail in their own imaginative writing about escaping from a shark.
9. High standards in mathematics are being raised further by effective implementation of the numeracy strategy. Most pupils enjoy working with numbers in their head and are confident in doing so. They explain and compare the efficiency of different strategies, using appropriate mathematical vocabulary. Pupils learn number bonds and multiplication tables well and this provides a solid foundation for more complex calculations. They search successfully for patterns, as when higher-attaining pupils in Year 6 looked for quick tests of divisibility by numbers from two to nine. Pupils are organised in sets for numeracy sessions across Years 5 and 6, and the headteacher and support staff are deployed to create smaller groups. These arrangements are very effective in ensuring that work is well matched to pupils' prior attainment. Higher-attaining pupils are challenged and the learning of lower-attaining pupils is reinforced effectively.

### **Good quality, well-planned teaching helps pupils to achieve their best.**

10. The good teaching which is characteristic of the school is underpinned by thorough planning, drawing on the literacy and numeracy frameworks and on schemes of work in other subjects, to ensure clear progression in learning. Lessons are well planned to achieve specific learning objectives. These are shared with pupils so that they know the goals they are working towards.

11. Teaching is planned in small steps to ensure that points are fully grasped. This was seen, for example, in a handwriting lesson in Year 1, where teaching was designed to ensure that the letters 'o', 'p' and 'q' were all formed properly 'with their tummies on the line'. In Year 2, work on finding the difference between numbers was developed well in the context of constructing bar graphs, using the computer, to show pupils' favourite colours, pets or games. This work was then extended into thinking about relating number to scale.
12. Teachers make effective links with previous work in order to consolidate and apply what has been learned. For example, in ordering the dates of different buildings in Year 4, pupils drew on previous work in history to find their own way of constructing an appropriate timeline. In a Years 5 and 6 numeracy session, the teacher effectively illustrated the value of the third decimal place, relating it to pupils' measurements of the length of their stride, to the nearest millimetre.
13. Good use is made of assessment to guide planning and teaching. Targets are set to focus pupils on what they need to do to improve their work, particularly in writing. Work is marked carefully, and a correction code is being introduced to help pupils remedy their errors more thoroughly. Teachers have a good understanding of the characteristics of work at each National Curriculum level and this helps them to monitor pupils' progress accurately. During an 'assessment week' each term, teachers mark pupils' work against national standards, pin-pointing strengths and weaknesses. In addition, information from annual tests is used to check progress and to set future targets. Because teachers know their pupils and what they can do, they are able to match work well to pupils' needs and abilities and set a good pace for learning.

**Good quality, well-planned teaching helps pupils to achieve their best.**

14. Many parents refer to the family atmosphere of the school and links between home and school are very strong.
15. Parents support pupils' reading very well and this contributes significantly to the high standards reached. Pupils take a book home daily with a reading record which supports effective communication between home and school. Older pupils often choose books from home to read in school and this is encouraged where it extends the range of their reading. The school has a very well organised programme in which, during one session each week, parent volunteers work with pupils in Key Stage 2, listening to them read and talking with them about their book.
16. The school has a clear policy about homework. Work is set regularly to support learning in school and the amount increases appropriately with age. Older pupils have homework diaries which, they say, help them to take homework seriously and to plan their time. These are signed by teachers and parents and provide another important home-school link. Parents are kept fully in touch with what is going on in school through weekly newsletters. Written annual reports are detailed and informative, grading both effort and achievement in the core subjects.
17. Many parents help in school in a variety of ways and this is welcomed and valued. Parents also make a significant contribution to the school's income, through fund-raising by the Parent Teacher Association and through voluntary contributions. This facilitates the purchase of a range of additional learning resources, including books and computers.

### **Pupils with special educational needs flourish and make good progress.**

18. The provision for pupils with special educational needs is very well managed and organised. The special educational needs co-ordinator, who is well qualified and experienced, provides well-focused teaching for individuals and small groups and liaises effectively with class teachers and support staff.
19. Pupils' needs are identified effectively. Individual education plans are drawn up where needed, with clear targets. These guide the provision of additional teaching and support and are reviewed regularly. Parents and the pupils themselves are closely involved in evaluating progress and working towards agreed goals. This is reflected in the home-school link book which provides very effective communication about work, such as the learning of spelling patterns, and the progress being made.
20. The special needs co-ordinator provides good teaching, helping pupils to concentrate in small groups, building their confidence and reinforcing their learning and mastery of basic skills. Pupils are helped to express themselves clearly and to extend their vocabulary. This was seen, for example, when a group of pupils in Year 3 made up a story from a picture and the teacher helped them to use words with greater precision, for example distinguishing between 'reflections' and 'shadows'.
21. Specialist support teachers and classroom support assistants work with named pupils to good effect. The school provides some well-targeted additional support for lower attaining groups in literacy and numeracy sessions.
22. Because of the help they receive, pupils with special educational needs make good progress, often catching up with the expectation for their age. As a result, about a third of the pupils on the school's register of special educational needs move down a stage or off the register in the course of a year.

### **The nursery gives children an excellent start to their education.**

23. The nursery, which opened in January 1997, provides an exceptionally high quality of education for children before they enter the main school.
24. The nursery shares the school's ethos in providing a very positive climate for learning. The teacher and support staff work as a very effective team in setting high standards and ensuring a very good quality of care and support for individuals. Children with special educational needs are valued and helped to achieve their potential.
25. Purposeful and well-organised play activities capture the children's interest and imagination and develop their skills. They become fully involved in imaginative play, whether acting out roles as pet owner and puppy, or building a gaol with bricks 'for anyone who be's naughty' (including inspectors). Resources are well organised to focus children's thinking, as in the provision of white and brown paints for mixing to match the colours of teddy bears. Activities encourage the development of fine motor skills. For example, children showed great perseverance in manipulating pins and a hammer in order to fix shapes where they wanted them on a cork board.

26. The staff pay very careful attention to children's personal and social development. Children are helped to understand feelings and the need for good behaviour by activities such as hanging pictures on 'the kindness tree'. They learn to share, to take turns and to be responsible, for example tidying up and leaving equipment ready for the next group when playing with hoops, bats and balls on the field.
27. The quality of teaching is very good: calm, warm, encouraging and properly demanding. Children's learning is steadily extended, for example in work on counting animals which led on to practical addition and subtraction. Foundations are well laid in literacy and children are enthusiastic in recognising sounds, letters and words. By the time they start in reception, children are very confident in their learning and have very good personal and social skills. They are well prepared for a successful school career.

## **WHAT COULD BE IMPROVED**

### **The challenge for higher-attaining pupils could be further extended.**

28. The teachers have high expectations of all pupils, encouraging them to achieve their best. The pace and pitch of work in lessons are generally well calculated to support and extend learning for all pupils, whatever their prior attainment. Arrangements such as the setting of older pupils for numeracy have helped to set sights high for the most able. However, there is room for further development in the challenge provided, particularly for higher-attaining pupils, in a number of aspects of the school's work.
29. Investigative skills are developed well in science in the early stages, but too much work by older pupils focuses on copying information rather than thinking scientifically in pursuing enquiries and in recording what has been learned. Questions check pupils' knowledge, but rarely explore the frontiers of what higher-attaining pupils understand in order to pose further questions.
30. In the early stages in school, activities in writing and mathematics do not build sufficiently on the very good start made in the nursery or set sights high for those who are capable of rapid progress. Foundations are well laid in reading, but once young readers become fluent they are limited by the reading scheme. Though many read widely at home, they need access in school to longer books by a range of authors to develop their comprehension and reading stamina. The school, supported by the Parent Teacher Association, is extending the range and quality of books available for pupils at each stage, and further development is needed.
31. Plans are also in hand to extend the library as a resource centre including books and computers. Though pupils achieve well in literacy and in information and communications technology, higher-attaining pupils do not currently have enough opportunity for sustained enquiry and independent research.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

32. The school should extend further the challenge for higher-attaining pupils by:
  - expecting more of older pupils in the application of scientific thinking and investigative skills and the recording of their own learning;

- questioning pupils to the limit of their understanding and encouraging pupils to pose and pursue their own questions;
- providing more opportunities for sustained, independent enquiry and extending use of the library, and of information and communications technology, to this end;
- ensuring that work in writing and mathematics builds on what is achieved in the nursery;
- enriching the range of books available for individual reading, particularly for young fluent readers. (Paragraphs 28-31)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

34

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

10

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	26	53	18	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)	14	222
Number of full-time pupils eligible for free school meals		6

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	3
Number of pupils on the school's special educational needs register	3	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	4
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	3.4
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	15	17	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	13	12
	Girls	16	17	14
	Total	27	30	26
Percentage of pupils at NC level 2 or above	School	84	94	81
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	13
	Girls	15	14	15
	Total	26	26	28
Percentage of pupils at NC level 2 or above	School	81	81	88
	National	82	86	87

### 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	14	14	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	13	13	14
	Total	27	27	28
Percentage of pupils at NC level 4 or above	School	96	96	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	13	13	13
	Total	27	27	27
Percentage of pupils at NC level 4 or above	School	96	96	96
	National	68	69	75

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	220
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: YR – Y6**

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	23
Average class size	31

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	40

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	25

Total number of education support staff	3
Total aggregate hours worked per week	24

Number of pupils per FTE adult	8.3
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999-2000
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	£
Total income	421792
Total expenditure	430839
Expenditure per pupil	1833
Balance brought forward from previous year	9921
Balance carried forward to next year	874

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	249
Number of questionnaires returned	106

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	49	1	0	0
My child is making good progress in school.	54	42	4	0	0
Behaviour in the school is good.	46	53	0	1	0
My child gets the right amount of work to do at home.	32	53	12	1	2
The teaching is good.	57	41	3	0	0
I am kept well informed about how my child is getting on.	4	46	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	67	30	3	1	0
The school expects my child to work hard and achieve his or her best.	68	30	1	1	0
The school works closely with parents.	42	51	7	1	0
The school is well led and managed.	54	42	3	0	1
The school is helping my child become mature and responsible.	50	46	1	1	2
The school provides an interesting range of activities outside lessons.	36	54	5	1	4