

INSPECTION REPORT

ST GEORGE CE SCHOOL

Bristol

LEA area: City of Bristol

Unique reference number: 109145

Headteacher: Christine Griffin

Reporting inspector: Geoff Burgess
23708

Dates of inspection: 29th February to 2nd March 2000

Inspection number: 189974

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 Controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Queens Parade Brandon Hill Bristol
Postcode:	BS1 5XJ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Libby Lee
Date of previous inspection:	June 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St George Primary School is a culturally and socially diverse school community set in the heart of the city of Bristol. It draws its pupils from much of central Bristol, many from out of catchment. Nearly a third of pupils are entitled to free school meals and there is a good deal of unemployment in the area. The number of pupils on roll is currently 144, thirty-eight of whom are in the nursery in a nearby annexe. Nearly two-fifths of pupils are on the special needs register of whom three, a high percentage, have statements of special need. Currently six pupils use English as an additional language. Attainment on entry to the main school is similar to that found in most schools thanks to the good work done in the nursery which almost all children attend.

HOW GOOD THE SCHOOL IS

This is a good school which is effective in ensuring that all pupils achieve well and live happily together. Staff do a good job in trying circumstances and provide a good education. It is very well led and managed and given its income and local context, provides good value for money.

What the school does well

- Pupils of all abilities achieve well in Key Stages 1 and 2 and standards are usually high in the core subjects when pupils leave the school
- The nursery provides a good education & children make good progress in all areas of learning
- Most teaching in the main school is good with some very good at the ends of both key stages especially in teaching literacy and numeracy skills
 - Pupils' moral and social development have a high priority. They are enthusiastic, work hard, behave well and relate well to each other
- Staff take very good care to ensure that their pupils are safe and happy and able to do their best by carefully monitoring their progress and development
- The senior management team are, individually and as a group, making a very good contribution to the success of the school

What could be improved

- In the reception class, teaching is poor, the curriculum is weak and progress is slow
- The taught curriculum does not sufficiently reflect the wonderful cultural diversity of the children or the richness of the surrounding area as a resource for learning
- The main school building makes teaching and learning difficult especially for older pupils

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in June 1996, when attainment was described as in line with national expectations, the trend of improvement has more than matched the national trend so that, with fluctuations, overall standards are now well above the average for schools like St George. All the issues from the last inspection have been addressed but lateness is still a problem. The main school curriculum is now balanced and well organised. Information technology and music have seen real improvements and the school development plan is a good working document. Overall improvement is good. With the renewed sense of direction and energy provided by the head, the commitment of the staff and the increased involvement of the governing body, the school is in a good position to build on its successes.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	C	A	A*
mathematics	A	C	A	A*
science	D	C	A	A*

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

The small class of eleven-year-olds achieved outstanding results last year in all three core subjects putting the school in the top five per cent when compared with similar schools. This continued an upward trend over the past four years especially in science, with an expected drop the previous year by a group that contained a significant minority of pupils with special needs. Results for seven year olds have been less consistent but still mostly well above average when compared with schools in a similar situation. Last year, reading and science results were in the top five per cent, writing well above and mathematics above the similar schools' average. Except for mathematics at the end of Key Stage 1 where it was below the national average, the percentage of pupils obtaining higher grades matched these figures in both sets of results. The current year six has been significantly affected by the movement of pupils into and out of the group so that, although every effort is being made and pupils are achieving as well as ever, the final test outcomes are likely to be well down on last year. However, pupils' achievements in year five indicate that high standards will be restored in 2001. Seven year olds are making good progress and standards in reading, writing and science should be maintained with an improvement to above average standards in mathematics. Attainments in the other subjects match national expectations. Although under fives make good progress in the nursery, this slows in the reception class and pupils' attainments are below average at the end of their foundation year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils are interested and involved in their work and enjoy school and nursery. They do their best and are proud of their achievements and their school.
Behaviour, in and out of classrooms	Pupils' good behaviour in and around the school has a positive effect on standards and the life of the school. This is especially commendable given the lack of work and play space for older pupils.
Personal development and relationships	Everybody in this culturally diverse school gets on well together and visitors are made very welcome; older pupils enjoy taking responsibility for aspects of the school and children are growing into mature, sensible people
Attendance	The school works hard to ensure time is not lost but unauthorised absences, largely through extended visits 'home' to distant lands, are high, and parents still find it difficult to ensure that they reach the school on time through the city traffic.

Pupils make a good contribution to the quality of life of the school but unauthorised absences and pupils arriving late do affect learning.

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.

Most teaching is good with some very good in the nursery and at the ends of both key stages. Literacy, numeracy and science are particularly well taught but teaching in the reception class is poor. The nursery teacher has developed a very well organised and managed learning environment with the considerable help of the two nursery nurses. Procedures and expectations are well developed and the children know exactly where they are and what to do which enables all staff to spend most of their time working constructively with small groups. Very well developed assessment and recording procedures make it possible for the individual needs of the children to be identified and met in all the areas of learning. Poor teaching in the reception class is characterised by the absence of most of the features noted above. Planning is weak and in the lessons observed, not used to ensure that objectives are met or work covered. The individual needs of children are not being met and the statutory basic curriculum is not being provided. Good teaching towards the ends of both keystages focuses clearly on driving up standards at individual and group level and in both classrooms, pupils have a well-developed work ethic. Work is well planned to meet the needs of groups and individuals and support teachers and learning support assistants make a valuable contribution when working with groups on focused tasks for pupils with special needs of all kinds.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school covers the full range of the National Curriculum with an appropriate emphasis on the core subjects where provision is good. Curricular weaknesses and imbalances noted at the last inspection have been addressed with a substantial recent improvement for provision in music and information technology. Physical education remains a problem because of the accommodation but the school does all it can. The nursery provides a rich range of experiences designed to meet its children's needs but this does not continue into the reception class where the curriculum is not planned to cover the required learning outcomes for four year olds.
Provision for pupils with special educational needs	Good provision, mainly through the good work of learning support teachers and assistants, is made for pupils who find learning or conforming difficult. Other pupils, including identified high attainers, are well supported in class by their teachers who provide work at the appropriate levels. Procedures for identifying need, setting targets and monitoring progress are effective and pupils' progress is good.
Provision for pupils' personal, including spiritual, moral, social & cultural development	Teachers make good provision for pupils' social and moral development through assemblies, circle times and class discussions, and sound provision for their spiritual and cultural development. Overall provision for pupils' personal development is good but the contribution that the nursery makes to ensuring that the majority of pupils entering the main school are confident, mature and sensible is very good.
How well the school cares for its pupils	Pupils' safety, welfare and personal development are high on the agenda for the school which is a very caring community. Good arrangements for monitoring academic progress ensure that most teachers are fully aware of what pupils need to do in order to fulfil their potential. The school takes very good care of all its children.

Other than for under fives in the main school, staff provide good learning opportunities for boys & girls of all abilities to develop academically & personally. They take very good care of all pupils. The great majority of parents are very happy with the school and their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The deputy-head, Key Stage 1 coordinator and head of the nursery department have, for some time, provided very clear direction for their areas of responsibility. The new head has brought fresh eyes and new energy & purpose to whole school perspectives and as a management team they form a considerable force for good. The school is being very well led and managed by the senior management team.
How well the governors fulfil their responsibilities	Governors are very supportive and keen for the school to succeed. They have appropriate arrangements for fulfilling their responsibilities, know the school well and are very aware of its strengths and limitations. The new head has ensured that they are fully involved in identifying what needs to be done to improve and as a group and individually they are providing the school with very necessary practical and moral support.
The school's evaluation of its performance	The school is very aware of the need to ensure that it sustains the highest standards and staff are increasingly using comparative data to measure the school's success, modify planning and set priorities. The advent of the present year six group which has changed significantly since year two, has given added importance and meaning to current moves to develop detailed systems to track individual pupils to monitor achievement as well as attainment.
The strategic use of resources	An historic lack of funding combined with a laudable decision to keep the staffing levels necessary for four main school classes and high supply costs, has meant that the school has had to be very frugal in its spending. The situation is improving and the development of a fully costed agreed development plan ensures that funds are being targeted on what the school considers to be its priorities. However, costs in the old buildings are high and the inherent limitations of the main building and site make teaching and learning difficult. Despite the best efforts of the staff, it is not a good quality learning environment.

The head, senior staff and governors know their school well and are well on the way to resolving the issues that are within their power to change. Time and resources are focussed on high standards and improvement and the fresh perspective provided by the new head is enabling the school community to benchmark what it does against schools in a similar situation

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like going to school • Teaching is good, their children are expected to do their best and are making good progress • The school helps their children to become more responsible and behaviour is good • All staff are very approachable and parents are encouraged to get involved • They are kept well informed about what their children are doing and how well they are getting on. 	<ul style="list-style-type: none"> • The range of activities for their children to get involved in outside lessons

Inspectors agree with parents' positive views but feel that, although with help more could be done outside lessons, what the present staff are providing in the limited accommodation is very

reasonable.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils of all abilities achieve well in Key Stages 1 and 2 and standards are usually high in the core subjects when pupils leave the school

1. The school has been concentrating on the basics for some time and took the literacy and numeracy strategies on board enthusiastically. Teachers particularly welcomed the structure provided by the support materials and have used this to improve the levels of challenge for each year group and to help in providing work to match pupils' needs. Particular attention has been paid to supporting pupils with extra needs which notably include those of more able pupils. This is very important in a school that caters for pupils from a very wide spectrum of abilities and backgrounds. As a consequence, even when standards are not as high as usual, as is the case this year, all pupils still achieve what they are capable of. They enjoy learning, feel good about themselves and are willing to try which makes a very good contribution to their own successes.
2. Teachers, and older pupils, are very aware of what it will take for individual pupils to achieve the necessary levels and teaching is focussed on these very specific objectives. Moves brought about this year by a year six group which has seen many changes since year two, are concentrating teachers' attention on formally tracking individuals to monitor progress as well as attainment. All this contributes to ensuring that each child does as well as he or she can.
3. It is significant that most pupils spend two years with the same good teachers before they take their statutory tests thus ensuring progression and continuity. A further important factor for school leavers is the voluntary booster sessions held after school for year six as an extra-curricular activity. The fact that almost every year six pupil attends shows the very good attitudes of the pupils to learning and its relevance to their needs.

The nursery provides a good education & children make good progress in all areas of learning

4. The nursery gives children who attend a very good start to their school careers and is very important in ensuring that, when pupils enter the main school, their attainments in all the areas of learning are at least in line with those found nationally. Many do even better. With the skilled help of her nursery nurses, the head of the nursery department has created an ordered and secure environment in which children from very diverse backgrounds work happily together and gain in confidence and capacity. The spacious accommodation is well organised into clearly defined work areas and when not specifically working with an adult, boys and girls know exactly what to do and what is expected of them. While the teacher assessed letter recognition, one nursery nurse helped children to print hand shapes and the other worked with a group on the computer. The rest of the class moved sensibly and constructively around the other activities available with minimal need for adult help or control. This makes a big impact in developing children's social and personal skills.
5. An important feature of the work of the nursery is the high quality of the assessment, recording and monitoring that goes on. Every child has a comprehensive, detailed and very easily understood record of his or her attainments which is very regularly updated and added to. This forms the basis of any specific teaching and also helps in the early identification of children who may need more help than the rest. By the time they leave, each child has a very informative and attractive record of their progress while in the nursery.

Most teaching in the main school is good with some very good at the ends of both key stages especially in teaching literacy and numeracy skills

6. A key reason why pupils continue to achieve what they are capable of in statutory testing is the good quality of teaching especially during the two years preceding the ends of key stages. In these classes the teachers have established clearly understood high expectations for the way pupils work and behave which means that in both, very little time is lost in managing or controlling their classes. Work provided is well matched to the range of abilities represented in the two year

groups involved and pupils are encouraged to do their best. The quality of oral work is of the highest quality and pupils respond by making thoughtful and creative responses to whatever is being discussed. This was well demonstrated in a science lesson where the teacher used skilful and well targeted questioning to draw out from the class what they would need to investigate germination.

7. However, its greatest impact is in the development of numeracy and literacy skills where, throughout the two key stages, great enthusiasm has been generated for working with words and numbers. The Key Stage 1 teacher made good use of a 100 square to help pupils to see patterns in numbers larger than ten. By using a combination of open and targeted questioning she drew in the unsure and stretched the more able. Year one pupils were really stretched but the teacher ensured that they coped when working in parallel to year two. She also showed good awareness in noticing that the most challenging work was beyond the targeted group so she would work with them 'on Friday' using a number line.

Pupils' moral and social development have a high priority. They are enthusiastic, work hard, behave well and relate well to each other

8. Staff work hard from nursery to year six to ensure that the very diverse population of the school get on well together and know what is expected. Given the limitations of the main building this is very important especially for older pupils whose classrooms and play areas are very cramped. A good deal of time is spent in working with groups and individuals to support them in coping with the situation and all that can be done to avoid confrontations is done. Circle time is used regularly to provide a forum for teachers and pupils to talk about any issues. The nursery makes a big contribution to helping boys and girls understand what being at school entails and in becoming independent but cooperative in their work and play. This stands them and the school in good stead as they move through the classes.

9. Most pupils make a good contribution to their own achievements and development by working hard, behaving well and getting on well together in class. They are keen to learn and happy to be challenged. Good evidence of this was seen in a years five and six mathematics lesson where most of year six were very happy to pursue the use of the concept of angles and degrees in geography until they finally arrived at longitude.

Staff take very good care to ensure that their pupils are safe and happy and able to do their best by carefully monitoring their progress and development

10. Given the condition and position of St George School it is very important that all staff take very good care of their charges and this they do. Every child in this small school is well known by several adults and teaching staff put in a good deal of extra time before and after school and during breaks to ensure that all is well. Child protection procedures are well developed and all staff are aware of possible signs and potential difficulties. Health and safety are difficult areas but all risks are minimised and pupils are made aware of their own responsibility for self-protection.

11. As noted previously, the records kept by the nursery staff are very good and well used to monitor progress and plan an appropriate programme. Although this unfortunately does not carry through into the other under fives class, in the rest of the school, staff keep a close watch on pupils progress and development, keep appropriate records and make good use of the information. An important recent initiative is the development of the process of tracking individuals that will further improve the school's ability to meet the needs of its pupils. With such a broad spectrum in the intake, the good work of the special needs coordinator and support staff in ensuring that all pupils whose needs cannot be met in the day to day work of the class are identified and their progress monitored, is important.

12. The school's success in these areas is recognised by parents and the wider community and several pupils joined the school specifically because they were finding life difficult in other, larger, schools. All these pupils, some with identified special needs, are now working happily and finding success at their own levels at St George's.

The senior management team are, individually and as a group, making a very good contribution to the success of the school

13. Although this is a small school, several of the staff in addition to the head have important leadership roles which they perform very well. The head of the nursery in the separate annexe runs a well-organised, self-sufficient unit which, through its high standards and quality of care is a good advertisement for the school when prospective parents visit. She manages staff and resources well and has proven to be a good leader over the years. The Key Stage 1 coordinator is also the literacy and special needs coordinator and in all three capacities she is very effective not least in ensuring that pupils in her own class do well. This is also the case with the deputy head, who in his role as assessment coordinator, is responsible for the fact that the school community is very aware of trends in performance, targets and the reasons for them.

14. The new head has brought a fresh perspective and new energy to the work of the school which she is using to good effect to focus the efforts of the school community and especially the governors, on addressing outstanding issues and on improving the environment. She is making good use of the talents of the senior staff as noted above, and is involving the governing body more in the decision making and monitoring process when deciding priorities for development.

WHAT COULD BE IMPROVED

In the reception class teaching is poor, the curriculum is weak and progress is slow.

15. Most children enter the reception class after attending the nursery with well-developed work habits, good basic attainments and good social and personal skills for their age. However, provision in the reception class does not build on these foundations and four-year-olds make slow progress so that by the end of their foundation year, the standards of five-year-olds are below national expectations. Year one pupils in the same class do not keep up with other year ones in the next class.

16. In the lessons observed, the teacher did not keep to lesson plans that were themselves barely adequate. Too much time was taken in whole class sessions that lacked real purpose, and this resulted in other activities either being left out altogether or being rushed with little explanation. No real attempt was made to provide work to challenge more able pupils or the year ones, and less than satisfactory work was accepted or even praised. No basic procedures and organisations to enable boys and girls to take some responsibility have been established and, except when working with the whole class, control and management are fragile. The classroom itself is not conducive to good early years practice in that resources are not well maintained and labelled to make them available and no ongoing activities are provided. Little learning took place in either lesson.

17. The taught curriculum as shown by lessons observed, past plans and work analysed does not meet statutory requirements and does not provide a rich, cohesive learning programme. It is based on fragments of the National Curriculum with elements of the literacy and numeracy strategies. However, even in the literacy lesson observed, virtually no time was spent looking at or using words with most taken up interpreting pictures. Year ones do not follow a parallel curriculum with their counterparts in the next class. Almost no constructive assessment takes place and the teacher is unaware of his pupils' actual achievements in relation to what is expected.

The taught curriculum does not sufficiently reflect the wonderful cultural diversity of the children or the richness of the surrounding area as a resource for learning

18. While the school provides a broad and balanced curriculum with due attention to the basics, it does not make enough use of its two richest resources – the diversity of its pupils and the wealth of resources nearby. Current medium term plans are based on a straightforward interpretation of current National Curriculum documents. The advent of Curriculum 2000 gives the school the opportunity to build into its planning opportunities to celebrate the rich social and cultural heritage of its pupils' families. Teachers do make some use of local resources but usually in an 'ad hoc' way and there is scope for making this a feature of the work of this unique inner city

school not just in the humanities and science but in the arts, religious education and literature.

The main school building makes teaching and learning difficult especially for older pupils

19. Teachers and pupils in the main building do a good job despite the accommodation they have to use. Though the two infant rooms are adequate in size, the fact that one room is the only access to the other places constraints on both with disturbance in the years one and two classroom being the major factor. Both the junior classrooms are small and narrow with the only other access into the other room. Any larger scale practical activities are precluded and it is difficult for pupils to move around independently to fetch or return equipment. Noise permeates between the two classrooms. The hall and the playground are not big enough for larger children to use properly for physical education.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To ensure that all pupils receive the same good quality education as that provided in most classes and make the most of the wonderful social and cultural diversity of its pupils and the rich resource of its neighbourhood, the governors, headteacher and staff of St George CE Primary School should:

- (1) Improve teaching and learning for under fives in the main school and younger pupils in year one so their achievements match those of their schoolmates by:
 - developing a curriculum that builds on the high quality early years curriculum in the nursery, prepares children for the National Curriculum and, where appropriate, matches in rigour that provided for year one in the next class.
 - using very good records provided by the nursery as a starting point and model for recording children's progress in order that work can be challenging and matched to pupils' needs
 - expecting more work to be completed and higher standards in its production
 - developing the classroom as a high quality learning environment
- (2) Interpret the National Curriculum in terms of St George's unique context to celebrate quality in diversity by:
 - exploring and investigating the rich and ever-changing social and cultural landscape of the families it serves to add relevance & coherence to pupils' work
 - cataloguing the wide range of community resources available on the school's doorstep and planning to use as many as possible in its work
- (3) While working towards major improvements, look afresh at what can be done with the accommodation as it is, to improve the working environment for the whole school community but especially for the older pupils

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	9	2	1	1	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	Y R – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	30	106
Number of full-time pupils eligible for free school meals	0	34

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y 6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	9	39

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	6.5
National comparative data	5.4

Unauthorised absence

	%
School data	2.6
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	7	8	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	7	7	8
	Total	14	14	15
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (100)	100 (89)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	7	8	8
	Total	14	15	15
Percentage of pupils at NC level 2 or above	School	93 (100)	100 (89)	100 (100)
	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	6	3	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	6
	Girls	3	3	3
	Total	8	9	9
Percentage of pupils at NC level 4 or above	School	89 (71)	100 (71)	100 (71)
	National	70 (65)	69 (62)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	3	3	2
	Total	9	9	8
Percentage of pupils at NC level 4 or above	School	100 (71)	100 (79)	89 (79)
	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	10
Black – African heritage	2
Black – other	12
Indian	5
Pakistani	
Bangladeshi	
Chinese	
White	52
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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: Y R – Y 6

Total number of qualified teachers (FTE)	5.2
Number of pupils per qualified teacher	20.3
Average class size	26.5

Education support staff: Y R – Y 6

Total number of education support staff	2
Total aggregate hours worked per week	43

Qualified teachers and support staff: nursery

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

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

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999
	£
Total income	287236
Total expenditure	292757
Expenditure per pupil	2152
Balance brought forward from previous year	7177
Balance carried forward to next year	1656

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	144
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	40	2	2	4
My child is making good progress in school.	51	40	5		4
Behaviour in the school is good.	38	54	4		5
My child gets the right amount of work to do at home.	33	54	6	4	4
The teaching is good.	68	25	4	2	2
I am kept well informed about how my child is getting on.	45	41	7	5	2
I would feel comfortable about approaching the school with questions or a problem.	76	22		2	
The school expects my child to work hard and achieve his or her best.	52	43	2	4	
The school works closely with parents.	34	50	7	7	2
The school is well led and managed.	38	45	5	2	11
The school is helping my child become mature and responsible.	36	50		2	12
The school provides an interesting range of activities outside lessons.	13	41	24	15	7