

INSPECTION REPORT

ST CATHERINE OF SIENA PRIMARY SCHOOL

Garston, Watford

LEA area: Hertfordshire

Unique reference number: 117571

Headteacher: Pauline Curran

Reporting inspector: Brian Evans
1049

Dates of inspection: 2-3 May 2001

Inspection number: 190194

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

School category: Voluntary Aided

Age range of pupils: 5 to 11

Gender of pupils: Mixed

School address: Horseshoe Lane
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Hertfordshire

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Appropriate authority: The Governing Body

Name of chair of governors: Steve Morris

Date of previous inspection: 28/10/1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Catherine of Siena is a Voluntary Aided Catholic primary school of average size with 229 pupils, aged from four to eleven, on roll. Few pupils join or leave the school other than at the usual times. The proportion of pupils who come from ethnic minority backgrounds is low. There are no pupils with English as an additional language. The number of pupils who have some form of special educational need is close to the national average and the number with Statements of Special Educational Need is below average. The proportion of pupils eligible for free school meals is below the national average. The attainment of pupils on entry to compulsory education, at the age of five, is just above average.

HOW GOOD THE SCHOOL IS

The school is improving. There have been many changes in staff over the past three years, but good teamwork between staff under the very good leadership of the headteacher has established a stable and positive learning environment. There is very good provision for pupils' pastoral care. Teaching is good and the strong relationships that exist are used effectively to help pupils improve their confidence and self-esteem. By the time they leave school, most pupils reach standards that are similar to, or above, those expected of them. The school gives good value for money.

What the school does well

- Pupils' overall standards in English, mathematics and science by the age of 11 are well above average.
- Teaching is good and has improved significantly since the last inspection.
- Pupils' information and communication technology [ICT] skills are above average.
- Management and leadership are very good and there is a clear educational direction for the work of the school.
- Very good relationships between all members of the school community foster pupils' positive attitudes and very good behaviour.
- The school provides a very good learning environment.

What could be improved

- Standards in the Foundation Stage, although satisfactory, are not as high as they could be.
- Integrating the teaching of literacy skills in National Curriculum subjects other than English, science and mathematics.
- Targets set in Individual Education Plans for pupils with special educational needs are not sufficiently precise or measurable.

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 made good progress since the last inspection in October 1996. All staff are involved in contributing to the school improvement plan. There are medium and long-term plans for all National Curriculum subjects. All staff are observed teaching as part of the school's good performance management system and receive constructive feedback. The partnership between staff and governors is strong. The relationship between the school and parents is much improved, although there remain some difficulties. The introduction of the National Literacy Strategy and the National Numeracy Strategy is successfully addressing the needs of pupils of all attainment levels, including the more able. The schemes of work for subjects other than English, mathematics and science, however, do not always build effectively on the basic skills learned in the timetabled literacy and numeracy sessions. There are good systems and strategies in place to maintain improvements in standards.

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
	1998	1999	2000	
English	A	B	B	D
Mathematics	A	C	A	C
Science	B	C	A	A

Key

well above average A

above average B

average C

below average D

well below average E

The information shows that standards by the age of 11 in English, mathematics and science have fluctuated, although they have remained overall well above average. Although the results show a variation from year to year, the overall trend in standards is positive and in line with the improving trend nationally. When compared with schools having a similar percentage of pupils eligible for free school meals in 2000, standards were below average for English, average for mathematics and well above average for science. When pupils' individual scores in their national tests at the age of seven are compared with their scores in tests at the age of 11, their improvement is well above average compared with similar schools. The school met its targets for English and mathematics in 2000 and it has set very challenging targets for the Year 2001. Inspection evidence broadly reflects these standards. Standards in ICT are above average. In other National Curriculum subjects, standards are similar to those found nationally. Strengths in English include speaking and listening, and reading; extended writing and spelling are weaker in Year 6 than in Years 3 to 5.

At the end of Year 2, standards are above average for reading and writing and show an upward trend. Mathematics test results show an upward trend and are well above average. Teacher assessment for science in 2000 showed pupils to be achieving below average levels. The school has identified the need to raise standards in Key Stage 1 science, particularly in investigative work. In the current year, science standards in Year 2 have much improved and are above average.

Standards in literacy, numeracy and information and communication technology are above average. Pupils use computers for work in a range of subjects and are taught skills systematically. Pupils with special educational needs make satisfactory progress. Pupils' Individual Education Plans need improvement to include targets that are more specific and measurable.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are interested in their work and keen to learn.
Behaviour, in and out of classrooms	Very good. Pupils clearly understand what is expected of them. They behave well but discipline is not oppressive. There is little evidence of bullying in school and no pupils have been excluded for bad behaviour.
Personal development and relationships	Very good. Personal development is good. Older pupils enjoy the extra responsibilities they are given. The quality of relationships is good and a distinctive feature of the school community.
Attendance	Attendance is in line with the national average. Pupils arrive punctually at school and to lessons.

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.

Teaching is good. Twenty-four per cent of lessons were very good, 58 per cent were good and 18 per cent were satisfactory. There were no unsatisfactory lessons. This is a considerable improvement on the last inspection and is a consequence of the vigorous action taken to eliminate unsatisfactory teaching and raise teachers' expectations. Pupils make good progress because they benefit from well-structured activities which give them a rich variety of learning experiences. Examples of good teaching were seen in all years. Strengths include the teaching of basic skills, high expectations and good classroom management. Children in their first year in the school receive good support in developing their personal and social skills but, in their learning activities, are over-dependent on the teacher. Generally, in all years, pupils' ability to work on their own is not as well developed as their other learning skills. Teachers communicate lesson objectives well and classrooms are attractive learning environments. Pupils are keen learners: they concentrate well and they put much effort into their work. A feature of the good and very good teaching is lesson planning which builds on pupils' understanding and knowledge systematically in small, yet challenging, steps. Planning in the reception year, whilst satisfactory overall, is not as effective in extending children's learning as in other years. Information and communication skills are well taught by all teachers. Although careful attention is given to pupils with special educational needs, guidance to class teachers on pupils' targets in Individual Education Plans needs to be more specific and measurable. Literacy and numeracy sessions are taught well in all years. However, opportunities for reinforcing literacy skills are not identified enough in subjects other than English and mathematics.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All statutory requirements are met.
Provision for pupils with special educational needs	Provision is satisfactory. Pupils with Statements of Special Educational Need make satisfactory progress. However, some targets set in Individual Education Plans are not specific enough for progress to be adequately measured.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils know right from wrong and relate very well to each other. Spiritual and cultural development is good. Aspects of the school's curriculum enable pupils to reflect on events and on their lives.
How well the school cares for its pupils	Very well. Sensible procedures ensure that pupils are well cared for, including good child protection arrangements. Recently introduced systems for monitoring academic performance are developing well.

There is an active parents' association. Parent representatives contribute fully to the work of the governing body and its committees.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school benefits considerably from the strong leadership and clear vision of the newly appointed headteacher. There is an effective performance management policy supported by a good monitoring and evaluation policy. Senior staff and subject co-ordinators have responded well to the drive to improve the school.
How well the governors fulfil their responsibilities	Good. The governing body ensures that legal requirements are met and has been effective in maintaining school morale during a difficult interregnum period. It gives strong support to the headteacher and her staff.
The school's evaluation of its performance	Good. Regular observation of teaching have helped to raise expectations and standards.
The strategic use of resources	Good. Financial administration and planning are good. The school makes good use of its resources to support the learning of all pupils and to improve the fabric of the school. The school seeks to get the best value whenever buying goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Behaviour is good. The school helps children become mature and responsible. Teaching is good. The school has high expectations. Children make good progress. 	<ul style="list-style-type: none"> The school working more closely with parents. Homework.

Inspection evidence supports the positive views expressed by parents. Overall, homework is satisfactory but, in a few instances, it is inconsistently set. The school recognises that there is a need for it to review its arrangements for reporting pupils' progress to parents and that more could be done to make information more readily available.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' standards in English, mathematics and science by the age of 11 are above average.

1. Pupils enter the school with just above average attainment levels. They make good progress through the school and attain well above average standards in national tests by the age of 11. In national tests at Year 2, standards were above average in reading, writing and mathematics in 2000 and were significantly higher than in the previous two years. However, the school's performance in teachers' assessments in science was well below the average. At the end of Year 6, standards in 2000 were above average in English and well above average in mathematics and science. They showed a significant improvement over the 1999 results.
2. Standards in English, mathematics and science at the time of the inspection remain above average and reflect a continuing improvement. Science standards in Year 2 show a significant improvement compared with the teacher assessments in 2000. Overall, standards are above average in Year 6 but are not as high overall for pupils' age as they are in Years 3, 4 and 5. This is because the current Year 6 have been adversely affected by the unusually high number of staffing changes prior to September 2000. However, pupils in all years are now achieving well.
3. Staff have worked hard since the previous inspection to improve handwriting, spelling and presentation. They have been largely successful. Pupils throughout the school write neatly and quickly. Pupils' spelling is generally good. The improvement is partly due to the school's concerted efforts and partly due to the introduction of the literacy hour and an increased emphasis on building words phonetically. Presentation of writing is very good in all classes. Pupils' final drafts are presented well and are attractive. They often include the use of ICT. Teachers frequently display work on walls or in class books and this encourages pupils.
4. Pupils write with imagination because the work set is interesting and relevant. Throughout the school they write in many forms and for a range of purposes. These include poems, stories, accounts, descriptions, note-taking and play scripts.
5. Staff have worked hard and successfully to improve the planning for writing activities. Pupils who do not do as well as the rest of the class are identified and given appropriate support and planned tasks that will interest them. More able pupils are challenged and achieve well.
6. Standards in mathematics and in science are well above average throughout the school. This is because teachers plan carefully, lessons move at a good pace and much is achieved.

Teaching is good and has improved significantly since the last inspection.

7. The overall quality of teaching is good and much improved since the last inspection. In lessons seen, teaching was good in 58 per cent of lessons and very good in 24 per cent. Teaching was satisfactory in 18 per cent of lessons. No unsatisfactory teaching was seen. Good teaching enables pupils of all abilities to make good progress and achieve high standards. The considerable emphasis on improving the range of teaching styles since the last inspection has borne fruit.

8. There are three major strengths in most of the teaching. The first is teachers' high expectations. These are exemplified by their good subject knowledge, by the good quality lesson planning and by their understanding of how to teach pupils to achieve high standards. These are key factors in enabling pupils to fulfil their academic potential and mean that pupils work hard, concentrate well and are keen to learn. Lessons are planned to include a sequence of progressively harder tasks, which enables all pupils to cope with demanding work. An example was seen in a Year 3 science lesson in an investigation into conditions for growth in plants and what constitutes a fair test. Less able pupils were supported by a classroom assistant who checked whether pupils knew plants basic needs of water, light and soil. The pupils recognised the need to keep variables the same. More able pupils' learning was extended by the class teacher ensuring that measurements are taken of the effect of the depth at which the seeds were planted. The teacher's authoritative subject knowledge was well communicated and included a very good initial session on challenging the pupils' prior understanding. The lesson plan included different group activities designed to stretch pupils at a level appropriate to them.
9. The second strength is that high standards are based on very good teaching of basic skills, which pupils begin to acquire as soon as they start school. Pupils gain well above average skills of speaking and listening, reading, writing and numeracy, and above average ICT skills. For example, pupils were able to reach high standards in a Year 4 literacy session, when the teacher insisted on a high quality use of language in both their oral and written work to show how the grammar of a sentence alters when the sentence type alters.
10. The third major strength is that teachers know their pupils and their needs very well. The teachers' assessment of how successfully pupils are learning in lessons is of high quality. It enables them to match work appropriately to the attainment levels of individuals and of groups. Most pupils of all ages and abilities feel their written work is marked in a helpful and constructive way. In addition, teachers use careful and effective questioning in their assessment of pupils' progress. At the beginning of lessons, they check what pupils remember and in the course of the lesson they check knowledge and understanding periodically. Questions are also used to develop knowledge and understanding, and independent thinking is encouraged by open questions. In most lessons, pupils are encouraged to question information presented to them and to think for themselves. In a Year 5 personal and social education lesson, the objective set was to recognise inappropriate and risky behaviour and start to develop strategies to overcome this behaviour. A constant interplay of questions both ways between pupils and teacher led to the overall objective being achieved.
11. Good teaching, allied to consistency between teachers on pupils' learning, is a major contributory factor in pupils' good attitudes to learning.

Pupils' information and communication technology skills are above average.

12. Pupils were observed working with computers in a number of lessons. Every classroom has a network of three computers, and teachers plan their lessons to include the use of appropriate software in most subjects. Standards in work seen are above average. The youngest children are developing confidence in mouse control. Pupils frequently use computers to work on the final draft of their writing. Pupils in the reception class gain a good experience of control technology.
13. Pupils are enthusiastic about their work in ICT. They work sensibly and responsibly

and co-operate very well with each other.

14. There is a firm basis for the systematic development of ICT skills. Teachers include the use of computers in their planning for English and mathematics as well as in some other subjects. The work often extends the tasks set in the main part of the lesson and poses some interesting challenges for pupils. There is a clear overview of the skills pupils are to be taught year on year and a systematic record of pupils' progress. Staff are involved in further training to improve their own subject knowledge.

Management and leadership are good and there is a clear educational direction for the work of the school.

15. The school's clearly stated shared aims and values are realised in the everyday life of the school. What is written about in the documentation actually happens in school. The headteacher's vision for the school is shared by governors, staff, pupils and parents. It is of a learning culture for pupils and staff within the framework of a strong community. There is substantial evidence that, through her outstanding leadership, very good progress towards achieving this vision has been made since the last inspection. Pupils have good attitudes to learning. Teaching and support staff show a great commitment to the school and to pupils, and are eager to extend their expertise through continuing professional development. Governors, staff, parents and pupils work closely together to maintain high standards of achievement across the full range of activities in the school.
16. An effective management structure is in place. The school improvement plan is comprehensive, detailed and well structured, with clearly defined targets. Arrangements for monitoring pupils' progress are at an early stage but are developing well. Lines of communication within the school are clear, open and effective, which contributes to the unity between all teaching and support staff. The headteacher is supported well by senior staff, who are effective in creating a positive learning ethos around the school. Staff with key responsibilities manage their areas of responsibility well. Management decisions are carefully considered with the specific aim of driving standards up whilst building on the current strengths of the school.
17. The governing body is well informed and gives strong support to the headteacher and staff. The budget is efficiently and effectively managed, a judgement which is confirmed by the most recent auditor's report. Principles of best value are applied well and spending is closely linked to the school improvement plan. Governors monitor the work of the school through regular presentations by the headteacher and senior staff to appropriate committees. These arrangements ensure that all aspects of the school's work are reviewed regularly.

Very good relationships between all members of the school community foster pupils' positive attitudes and very good behaviour.

18. Very good relationships have been established between pupils and their teachers and these set a firm foundation for pupils' learning. Staff are friendly and encouraging but expect pupils to act responsibly. The warm relationships established help pupils to feel safe and accepted. Pupils enjoy school. There is a calm and purposeful atmosphere in the classrooms and most pupils listen attentively to teachers and work hard on the tasks set.
19. Pupils are positive about their learning and behave well in lessons and at playtimes. The overall provision for the personal development of pupils is very good. There is a

clear, well-thought-out philosophy for the spiritual, moral, social and cultural development of pupils. All teaching and support staff work effectively as a team and provide very good role models. The climate of high expectations encourages moral development. In lessons, pupils take turns, respect other people's opinions and help each other.

20. At playtimes, pupils move around the building quietly. They are polite and considerate, holding the door open for visitors, for example. The dining hall is a civilised place. In the playground, the vast majority of pupils play very happily and any minor incidents are dealt with very effectively by adult supervisors.

The school provides a very good learning environment.

21. The school has worked hard to provide a stimulating environment in which pupils can learn. The buildings are well maintained and clean. Displays of pupils' work in the corridors and in classrooms are of a high quality. The sense of teamwork between teachers, support staff, administrators, kitchen and premises staff conveys itself to pupils. There is mutual respect between all staff and pupils which is enabling the school to move forward towards meeting its aims successfully.

WHAT COULD BE IMPROVED

Standards in the Foundation Stage, although satisfactory, are not as high as they could be.

22. All areas of learning in the Foundation Stage are covered in the reception class. Relationships are good and children feel secure and happy. There are good, well-established routines and children's self-esteem is raised by their being given appropriate responsibilities in the classroom. Support for personal development is very good. There is an appropriate emphasis on developing basic skills including ICT mouse skills and simple control technology. However, the planning of children's activities is not rigorous enough and opportunities are missed to extend children's communication and spoken language. For example, in a satisfactory session, a story was read with considerable expression and held children's interest; prediction was encouraged and inference drawn from illustrations. However, opportunities for conversational dialogue were lost because once the story had been read there was no further discussion. Group work is generally well organised but in planning there is a need for a greater interaction between classroom assistants and children in the groups.

Integrating the teaching of literacy skills into National Curriculum subjects other than English and mathematics.

23. Teachers organise well the literacy hour and numeracy sessions in their classes. There were also a few examples of pupils extending their application of literacy and numeracy skills into their work in other subjects. In a very good Year 2 lesson on the similarities and differences between what nurses wear today and what they wore in Florence Nightingale's time, there was good development of vocabulary and extended writing skills from the literacy hour. Pupils of all abilities achieved well because the classroom assistant and a sixth form helper from a local secondary school were well briefed on their support roles. In general, however, literacy and numeracy skills are not as well planned into pupils' work in other subjects and so opportunities are missed to reinforce these basic skills.

Targets set in Individual Education Plans for pupils with special educational needs are not sufficiently precise or measurable.

24. The newly appointed special educational needs co-ordinator has identified the need to review the quality and effectiveness of Individual Education Plans. Pupils with special educational needs are given good support in the classroom. Teachers plan lessons carefully so that pupils of all ability levels make progress by building on their previous knowledge and understanding. The assessment procedures and monitoring of pupil progress in the school for all pupils are developing well. Targets set for pupils are increasingly based on a sound assessment database. However, currently, Individual Education Plans do not include sufficiently specific and measurable targets for teachers to monitor the small steps in progress made by pupils on the special educational needs register.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. In order to build on the many strengths of the school the headteacher, staff and governors need to:

Raise standards and the planning for work in the Foundation Stage by:

- improving lesson planning so that activities include greater opportunities for extending children's knowledge and understanding;
- enabling classroom assistants to have more interaction in supporting children's learning.

[Paragraph 22]

Reinforce pupils' literacy and numeracy skills in subjects other than English and mathematics by:

- integrating into lesson plans opportunities for pupils to apply their basic literacy and numeracy skills into topics covered in all subjects.

[Paragraph 23]

Improve target-setting and the quality of Individual Education Plans for pupils on the register of special educational needs by:

- revising the format of the Individual Education Plan so that it identifies clearly the needs of the individual pupil for each class teacher;
- setting targets which are specific and measurable.

[Paragraph 24]

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	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24	58	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)	0	229
Number of full-time pupils eligible for free school meals	0	7

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	42

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.2

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	14	17	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	14	14	17
	Total	28	28	31
Percentage of pupils at NC level 2 or above	School	90 (78)	90 (81)	100 (84)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	14	17	14
	Total	28	31	28
Percentage of pupils at NC level 2 or above	School	90 (84)	100 (88)	90 (81)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	14	18	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	13	14
	Girls	18	18	18
	Total	26	31	32
Percentage of pupils at NC level 4 or above	School	81 (88)	97 (70)	100 (82)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	11	11
	Girls	15	18	18
	Total	21	29	29
Percentage of pupils at NC level 4 or above	School	66 (85)	91 (76)	91 (82)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	224
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	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
Number of pupils per qualified teacher	24.4
Average class size	31.4

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	82

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	456,390
Total expenditure	416,590
Expenditure per pupil	1,820
Balance brought forward from previous year	52,791
Balance carried forward to next year	92,591

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	229
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	34	13	2	0
My child is making good progress in school.	48	39	6	6	0
Behaviour in the school is good.	39	52	6	3	0
My child gets the right amount of work to do at home.	29	48	16	5	2
The teaching is good.	45	44	5	5	2
I am kept well informed about how my child is getting on.	43	39	11	5	2
I would feel comfortable about approaching the school with questions or a problem.	56	29	6	6	2
The school expects my child to work hard and achieve his or her best.	50	37	10	0	3
The school works closely with parents.	40	35	18	5	2
The school is well led and managed.	46	38	8	3	5
The school is helping my child become mature and responsible.	43	48	7	0	2
The school provides an interesting range of activities outside lessons.	23	56	15	5	2