

# INSPECTION REPORT

## **THE GIFFARD CATHOLIC PRIMARY SCHOOL**

Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104383

Headteacher: Mrs S Bentley

Reporting inspector: Mr D Speakman  
20086

Dates of inspection: 3<sup>rd</sup> – 5<sup>th</sup> July 2000

Inspection number: 190705

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Hordern Close Hordern Road Newbridge Wolverhampton
Postcode:	WV6 0HR
Telephone number:	01902 556447
Fax number:	01902 556441
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Brian Davis
Date of previous inspection:	18 <sup>th</sup> November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr D Speakman	Registered inspector
Mrs J Hesslewood	Lay inspector
Mrs K Campbell	Team inspector

The inspection contractor was:

*Criterion School Inspections*

*Juniper House  
23 Abbots View  
Abbotswood  
Cinderford  
Gloucestershire  
GL14 3EG*

*Tel/Fax: (01594) 829222*

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

Pages

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

6-10

Information about the school  
How good the school is  
What the school does well  
What could be improved  
How the school has improved since its last inspection  
Standards  
Pupils' attitudes and values  
Teaching and learning  
Other aspects of the school  
How well the school is led and managed  
Parents' and carers' views of the school

### **PART B: COMMENTARY**

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

11-16

The school achieves high standards in English, maths and science at the end of Key Stage 2. Standards in some aspects of information technology are good.

Pupils at Key Stage 2 and children in the nursery are taught well and they make good progress. At the end of Key Stage 2 pupils are making very good progress.

The curriculum for children in the nursery is good and is relevant to their needs.

Provision for pupils' personal development, including the spiritual, moral and social aspects, is good and enables them to become mature and responsible.

The school is well led and managed by the headteacher, with good support from the deputy headteacher and governors.

#### **WHAT COULD BE IMPROVED**

16-19

Standards and pupils' progress in reading, writing, and mathematics at Key Stage 1.

The quality of teaching at Key Stage 1.

Assessment procedures and the use of data in planning work appropriate to the needs of individual pupils.

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

20

### **PART C: SCHOOL DATA AND INDICATORS**

21-24

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

### **INFORMATION ABOUT THE SCHOOL**

The Giffard Primary School is a voluntary-aided Catholic school situated in the Newbridge area of Wolverhampton. The area served by the school is very mixed, and unemployment is quite high. The school provides full-time education for 214 pupils aged from four to eleven and is about the same size as other primary schools. In addition, the school has a designated nursery unit with 52 places. Currently 46 children attend part-time. At the time of the inspection, most pupils in reception were five years old. The percentage of pupils identified as having special educational needs, at 19 per cent, is in line with the national average, and the percentage of pupils with statements, at just under one per cent, is below the national average. The school community is mixed, and almost 30 per cent of pupils come from minority ethnic backgrounds. Nineteen pupils, almost eight per cent, have English as an additional language and receive external support. This is high when compared with other primary schools. Thirty-three per cent of the pupils are eligible for free school meals, which is above the national average. The majority of four-year-olds entering the school have levels of attainment that are below average.

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

The Giffard Catholic Primary School is an effective school. Standards at the end of Key Stage 2 in English, mathematics and science are above average. The quality of teaching for children in the nursery, and at Key Stage 2, is good and pupils make good progress overall. Pupils' attitudes are very good and their behaviour and personal development are good. The school is well led and managed. Despite the high cost of educating each pupil, the school provides satisfactory value for money.

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

- The school achieves high standards in English, mathematics and science at the end of Key Stage 2. Standards in some aspects of information technology are good.
- Pupils at Key Stage 2 and children in the nursery are taught well and they make good progress. At the end of Key Stage 2, pupils are making very good progress.
- The curriculum for children in the nursery is good and is relevant to their needs.
- Provision for pupils' personal development, including the spiritual, moral and social aspects, is good and enables them to become mature and responsible.
- The school is well led and managed by the headteacher, with good support from the deputy headteacher and governors.

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

- Standards and pupils' progress in reading, writing, and mathematics at Key Stage 1.
- The quality of teaching at Key Stage 1.
- Assessment procedures and the use of data, in planning work appropriate to the needs of individual pupils.

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

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

There has been satisfactory improvement since the previous inspection, although there has been an increased rate of improvement in recent months. Standards in English, mathematics and science at Key Stage 2 have improved significantly, although standards at Key Stage 1 have not improved sufficiently. Very good attitudes and high standards of behaviour and personal development reported at the time of the last inspection have been maintained. The quality of teaching at Key Stage 2 has improved, as there is now a greater proportion of good and very good teaching. There has been some improvement in the cultural development of pupils, and good provision for their spiritual, moral and social development remains. The reporting of pupils' progress

is not as good as was reported at the time of the previous inspection. The quality of leadership and management has improved. There has been satisfactory progress in addressing the key issues, namely: the length of the school day has been increased, permitting more appropriate teaching time for all subjects; provision for information technology, design and technology and physical education has improved and now meets recommendations; school development planning has improved and there are now clear links to the budget, however priorities are not clearly established and the criteria for measuring success need to be more specific.

## 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	B	A	A*
Mathematics	C	A	B	A
Science	E	A	B	A

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

Although standards for children under five remain below those expected for their age, they make good progress in the nursery towards achieving the Desirable Learning Outcomes<sup>1</sup>. By the age of five, children have well-developed personal and social skills but remain below average in language and literacy and mathematical development. By the age of seven, pupils achieve standards in reading, writing and mathematics that are below average when compared with all schools. When compared to similar schools<sup>2</sup>, standards in reading and writing are average but remain below in mathematics. Standards are significantly improved at Key Stage 2 and, by the age of eleven, attainment in English is well above average and above average in mathematics and science when compared to all schools. Inspection findings confirm these standards. When compared to similar schools, standards in English are very high, and well above average in mathematics and science. Standards in information technology and design and technology are now as expected for pupils at this age and have improved since the previous inspection, with some strengths in information technology, for example, the use by pupils of new technology, in producing multi-media presentations and using the Internet. Standards at the end of Key Stage 2 are high for more able pupils, but at the end of Key Stage 1 they could be higher. Pupils with special educational needs and those for whom English is an additional language, make satisfactory progress.

Standards in reading, writing and mathematics at the end of Key Stage 1 have varied, although attainment remains about the same as that four years ago. There was a significant increase three years ago, but standards in reading and mathematics have fallen over the last two years, and in writing over the last year. At Key Stage 2, standards in English, mathematics and science have risen at a pace which is significantly greater than the national trend of improvement.

The school's targets for 2000, were for 77 per cent of pupils to reach Level 4 or above, in English, and 63 percent to reach the same level in mathematics. The school has surpassed its targets for this year. The school has set realistic targets for further improvements for 2001.

<sup>1</sup> The nationally agreed goals for learning for children by the time they enter compulsory schooling at the age of five. The skills, knowledge and understanding which are deemed to provide a suitable foundation for young children are described in the Government's guidance document "Desirable Learning Outcomes for Pupils entering Compulsory Education".

<sup>2</sup> The school's results are compared both to the national average (ie the average of the results of all schools in England, where pupils took National Curriculum assessment tests at the end of Key Stage 2) and to the average for similar schools (ie the average of the results for all schools whose pupils come from similar socio-economic backgrounds, determined by the eligibility of pupils within the school to receive free school meals).





## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are very good. They really enjoy coming to school and are enthusiastic about their work.
Behaviour, in and out of classrooms	Behaviour overall is judged to be good. On the few occasions when teaching is unchallenging, or when control is weak, behaviour is unsatisfactory. Playtimes are sociable occasions. Pupils move around the school in an orderly, respectful and courteous manner and are polite to visitors.
Personal development and relationships	Good. Relationships between pupils and between pupils and adults are very good. In Year 6, pupils show good levels of maturity. However, in some lessons, at both key stages, there are insufficient opportunities for pupils to develop their independent learning skills. Otherwise, pupils carry out their duties with high degrees of personal responsibility.
Attendance	Satisfactory, but the level of unauthorised absence is higher than 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	Unsatisfactory	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 throughout the school is satisfactory. It is good or better for children in the nursery and for pupils at Key Stage 2 and contributes significantly to the good quality of learning for both groups. At Key Stage 1, the quality of teaching is unsatisfactory overall. Most lessons seen were satisfactory, but with some weaknesses. The teaching in a quarter of lessons seen was unsatisfactory. At Key Stage 2, over two-thirds of the lessons seen were at least good and all lessons seen in Year 6 were very good. No unsatisfactory teaching was observed at Key Stage 2.

In the nursery, the teacher has a good knowledge of how young children learn. Expectations of the children are high, and the teacher's planning is good.

At Key Stage 1, teachers' expectations are sometimes too low, the pace of lessons is often slow and pupils are not sufficiently challenged. In some lessons, organisation is lacking and a significant number of pupils are not directed to use their time efficiently and to learn effectively. Teaching in English and mathematics is unsatisfactory and results in standards that are below average. There are weaknesses in the teaching of information technology.

At Key Stage 2, expectations are high and pupils are challenged appropriately. Lessons are lively and stimulate pupils' interest well. Teaching in both English and mathematics is good, and consistently very good in Year 6. This encourages pupils to achieve above average standards in both subjects by the time they leave the school.

At Key Stage 1, teaching of literacy and numeracy across the curriculum is satisfactory. Teaching of literacy and numeracy skills at Key Stage 2 is good, and some very good use of literacy skills in English and other subjects was seen during the inspection.

Teaching of pupils with special educational needs is satisfactory overall, although there are weaknesses, for example, pupils are, too often, withdrawn from the class during lessons, sometimes when important learning points are being made. Otherwise, support staff make a

significantly positive impact on pupils' learning in class. Higher-attaining pupils are provided with challenging tasks at Key Stage 2 and they achieve good standards. At Key Stage 1, these pupils are not challenged sufficiently and their progress is unsatisfactory. Support for pupils who have English as an additional language is good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the nursery and satisfactory for pupils in Key Stages 1 and 2. It includes provision for health, sex education and information on the misuse of drugs. Provision for extra-curricular activity is satisfactory.
Provision for pupils with special educational needs	Satisfactory. Procedures for identifying and monitoring pupils with special educational needs have been improved. Pupils often miss important teaching points when they are withdrawn from lessons.
Provision for pupils with English as an additional language	Provision has recently been improved and is now good. Pupils who have English as an additional language, and require support have specific set targets, which they are achieving satisfactorily.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral and social development is good. For their cultural development it is satisfactory. Provision for pupils' personal development is good and enables pupils to become mature and responsible by the time they leave school.
How well the school cares for its pupils	Satisfactory. The school shows good levels of care and welfare for pupils. Although child protection is effective, there has been no recent training for staff. Assessment of pupils' progress often lacks precision, and analysis of data is not yet used sufficiently well to set accurate targets, and appropriate work for individual pupils, including some higher-attaining pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a very clear vision for the future direction of the school. She provides strong leadership and is supported effectively by a highly competent deputy headteacher. The recently revised role of the subject co-ordinators has not yet had sufficient impact on raising standards.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities satisfactorily. They need to revise all school policies, and ensure that these meet all statutory requirements.
The school's evaluation of its performance	Good. The headteacher has monitored teaching and teachers' performance, data on standards, and overall school provision carefully. She has a good knowledge of where the school's strengths lie and of the areas for development. Curriculum co-ordinators are not yet sufficiently aware of strengths and weaknesses in their subjects, or in standards achieved.
The strategic use of resources	The financial management of the school is satisfactory and money for specific purposes is appropriately well targeted. Spending is linked to targets in the school development plan and the school currently seeks the best value for its spending commitments, having identified weaknesses in this aspect. The school is beginning to look at the impact on standards of their financial commitments.



## 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>• Their children like school and are making good progress.</li><li>• Behaviour is good.</li><li>• Teaching is good and teachers have high expectations of their children.</li><li>• The school helps children to become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• The amount of work that their children are given to do at home.</li><li>• The information they receive about their children's progress.</li><li>• Some feel uncomfortable about approaching the school with a question or problem.</li><li>• They do not feel that the school works closely with parents.</li><li>• The range of activities outside of school.</li></ul>

The inspection team generally agrees with the positive views of parents. Pupils enjoy school and behave well. They are making good progress overall, particularly in the nursery and at Key Stage 2. However, pupils at Key Stage 1 do not achieve satisfactorily. This is consistent with the quality of teaching. Inspection findings confirm parents' views of good teaching and high expectations for children in the nursery and at Key Stage 2. However, this was not the case at Key Stage 1, where teaching was unsatisfactory overall and expectations were too low. The school does help pupils to become mature and responsible by the time they leave the school.

Some parents' concerns are justified. There is insufficient organised opportunity for parents to be informed of concerns about their children. The school is aware of this situation and plans are already made to address this weakness. During the inspection, homework seemed to be used appropriately and supported work in class well. There is no evidence to confirm that parents should feel uncomfortable about approaching the school, or that the school does not work well with parents. There is a good level of parental support in classes throughout the school. The range of activities out of school is satisfactory. Teachers supervise recorders, choir, football and netball. There is a dance club, and football and gymnastics training for which pupils pay.

## **PART B: COMMENTARY**

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

#### **The school achieves high standards in English, mathematics and science at the end of Key Stage 2. Standards in some aspects of information technology are good.**

1. The percentage of pupils achieving the expected Level 4 in English in the 1999 National Curriculum tests at the end of Key Stage 2 was well above average in comparison to the national percentage, with 96 per cent of pupils achieving at least this level. Thirty-two per cent gained the higher Level 5, and this is well above the national average. When compared with similar schools, standards were very high. In mathematics, the percentage of pupils achieving Level 4 was close to the national average but the percentage achieving Level 5 was above average. In science, 89 per cent gained at least Level 4. This was above the national average. Thirty-nine per cent gained the higher Level 5 and this was well above the national average. Overall, standards in mathematics and science were above average when compared nationally and well above when compared to similar schools. Over the last four years, standards in English, mathematics and science have risen at a pace greater than the national rate. Although unconfirmed at present, indications are that these standards have been maintained this year, and teacher assessments for pupils currently in Year 6 confirm this. Inspection evidence confirms that standards at the end of Key Stage 2 are above average in English, mathematics and science.
2. Results of the National Curriculum tests at the end of Key Stage 1 in 1996, indicate that pupils currently in Year 6 entered this key stage with standards in reading and writing that were below average and well below in mathematics. These pupils have made very good progress and now their attainment is above average.
3. By the time they reach Year 6, pupils are very confident and articulate in both formal and informal learning situations. Standards in speaking and listening are good. Pupils express themselves confidently and their answers to questions are clear, concise and relevant to the questions asked. This was seen in a science lesson in Year 6 in which pupils were able to explain clearly what they were investigating and the conclusions they had reached. They were able to explain what was happening, for example when they were filtering “contaminated rocket fuel” in their Moon Project. This project required high levels of collaborative group work and discussion. Pupils listened intently to their teachers, showing good concentration, and their actions proved that they had understood what was being said to them. These good standards were also seen in mathematics, when pupils joined into oral sessions confidently and discussed percentage reductions in shop sales. In English, pupils in Year 5 are developing skills to debate issues. They discuss the points for and against wearing school uniform in a mature and sensible manner, speaking when appropriate and listening carefully to the contributions of others. Pupils in Year 6 have a good use of language and when expressing their feelings about evacuees for example, use mature and appropriate vocabulary. They evaluate each other’s work well and give clear opinions about poems that they read in literacy lessons, recognising the descriptive qualities of the poetry and clearly explaining their understanding of imagery.
4. This standard is reflected in the good standard of their writing, which is clear and specific and relevant to the theme. Pupils write for different purposes and they use these skills well in other subjects. They use appropriate styles when writing in history and their written records in science are of an appropriately scientific format. Writing shows evidence of re-drafting with good variation in sentence structure to create interest. When writing historical accounts that involve two sides of an argument, they are able to structure a balanced argument in their writing. There is a wide range of evidence to show that pupils produce extended writing of a good quality in a range of contexts. More able pupils produce mature writing for a wide range of readers in different subjects. They show an imaginative choice of vocabulary, but spelling

is sometimes careless. They use punctuation well to add interest and present their work in a neat and well-organised way.

5. Standards in reading are above average by the end of Key Stage 2. More able pupils show a good breadth of understanding. They enjoy reading and read widely for pleasure, and are also familiar with reference books. Pupils read with accuracy and fluency, and use punctuation effectively to add interest and expression. Other pupils are confident readers by the time they are eleven. They have a wide range of preferences of reading material, ranging from popular fiction, and traditional stories, to a wide range of non-fiction reference material. Pupils have good reading skills. They recognise when they have made a mistake and generally correct themselves. They pay good attention to expression and punctuation and they are generally interesting to listen to when reading a range of texts. Attitudes towards reading are good and this makes a positive contribution to the good progress that pupils make in reading at Key Stage 2.
6. Standards in mathematics are above expectations for all pupils when measured against their potential levels of attainment and all pupils make good progress. By the time pupils reach Year 6, they have developed very competent skills in number and problem solving, and they have a very good knowledge in all other areas of mathematics. They are able to develop and apply a good range of strategies for finding the answers to, often-difficult, questions. They use good methods, for example, to work out the amount of VAT at 17.5 per cent on £350. They mentally calculate 10 per cent, halve this to find 5 per cent, and halve again to find 2.5 per cent. They then add these three sums together in their heads. Lower-attaining pupils confidently and accurately calculate 10 per cent of quantities, showing a good knowledge of place value in number. All pupils competently work with number to two decimal places, including adding, subtracting, multiplying and dividing with these numbers. They accurately convert from one fractional form to another. Given 4 and  $\frac{4}{100}$ , for example, they readily give the equivalents as 4.04 and 404 per cent. This forms a good basis on which to work with percentages and fractions. They know about negative numbers and what types of quantity these numbers represent. They demonstrate this well when working with co-ordinates using negative numbers. Pupils have a good knowledge and understanding of shape. They use angle accurately to the nearest degree when constructing shapes. They calculate areas of irregular shapes accurately by splitting into regular shapes and adding the different areas. Pupils are able to compare quantities given in metric and imperial units and know the approximate equivalents in the two units of measure. They have a good grasp of statistics and represent data accurately using a wide range of graphs. They work well with mean, median and modes as representative unit for a sample. They investigate mathematical situations well, make predictions and test these to good effect. For example, pupils investigated the reductions in a sale, using catalogues, and worked out the best value when given a limited amount of money to spend. They documented their findings accurately and in an easily understandable format. Numeracy is used accurately and effectively in other areas of the curriculum, such as science and geography.
7. In science, pupils show good investigative skills and a good knowledge of a wide range of topics across the science National Curriculum. Pupils in Year 6 study from a bridging project that they start in their final term at The Giffard and continue at the feeder secondary school. In their Moon Project, they purify contaminated rocket fuel by filtering. They also are able to separate salt from water by evaporating the water, leaving salt crystals. They explain clearly what is happening and show a good understanding of their work. Pupils have a good knowledge of electricity and know that some materials are insulators and some are conductors. They apply their knowledge well and appreciate the impact that science has on everyday life, talking about this with good levels of understanding and knowing about the health and safety aspects of science in the home. They have a good knowledge of forces and understand that magnetism, for example, is a force. Pupils have developed a good understanding of light and sound and are able to describe in good detail how these travel from their sources. They have gained a good understanding of how heating and cooling substances can change the state of materials, and that some changes are not reversible and



some are. Pupils have very clear ideas about fair testing and can explain exactly what makes a fair test. They make predictions about what they think will happen in an experiment and draw appropriate conclusions from scientific evidence gained. Accurate measurements are taken in this process, such as temperature to the nearest degree and accurate timing. When they are writing up accounts of their work, they present their findings in a good scientific format, using graphs, where appropriate, to support their conclusions.

8. Provision in information technology was a key issue at the time of the previous inspection. This has now been improved and standards are satisfactory overall, with some good aspects at Key Stage 2. Pupils' word-processing skills are good. They effectively present their work, using text and graphics to produce eye-catching presentations. They use word art effectively and combine pictures from clip art in their overall finished text. Some of the computer-generated artwork that pupils produce using the art programs is of a good quality. They effectively control the mouse to reproduce accurately and create effective pieces of work, either in the style of other artists or original work. In Year 5, pupils have produced impressive 'Power Point' presentations. They have combined animation, text, graphics and clipart into a "timed" production of very good quality for their age. All pupils are taught these skills and they have produced presentations connected to their work on the Tudors, and a presentation of thanks to their teacher. Pupils also use the Internet well. They used a CD-ROM presentation to predict the path of a hurricane in the Caribbean, using given data, and to write up their thoughts on this subject. This was submitted over the Internet and a presentation of their work was produced. They won second place, nationally, and these and other pupils readily access the presentation. Other aspects of information technology are developing well and pupils are learning effectively how to use sensors to detect changing patterns in temperature and light. Pupils use CD-ROMs effectively to research in support of topic work in other subjects, such as healthy eating in science.

**Pupils at Key Stage 2, and children in the nursery, are taught well and they make good progress. At the end of Key Stage 2, pupils are making very good progress.**

9. The quality of teaching in the nursery is at least good, and sometimes very good. The teacher has a good knowledge of how young children learn. This means that questions are pitched at appropriate levels for these children and they feel confident to answer. This also gives them a sense that they have worked hard and that they have achieved well in their work. They feel confident in their learning. Basic skills are well taught at this stage. Children are taught to listen carefully, speak using appropriate vocabulary, to understand number and more importantly, good learning skills. Learning is constantly re-enforced by the good use of language. The teacher's planning is good. A very appropriate range and good balance of free choice and structured activities is offered. This has the effect of stimulating children's interest and encouraging their learning. Children make good progress because of the quality of the activities. Expectations of children are high. Children are constantly challenged by the activities, and questions are targeted well. More able children have to think hard to come up with and justify their answers. Methods used are effective and are highly appropriate to this age of child. The management of children in the nursery is good. The teacher and helpers have good relationships with children and behaviour is well managed and good levels achieved. Good use is made of day-to-day assessment. The teacher and support assistants assess the children's achievements and progress. This is used well in planning the activities that children will follow in their learning. Lessons run at a brisk pace and good use is made of time and resources.
10. At Key Stage 2, the quality of teaching is good. No unsatisfactory teaching was seen at this key stage during the inspection and the majority of teaching was either good or very good. The teaching of pupils in Year 6 was consistently very good. Teachers' subject knowledge is good. It is good in information technology at Year 3 when the teacher introduces databases and pupils are well guided in how to enter information into the fields. In this lesson, good use was made of subject specific vocabulary and pupils were introduced to the ideas of, "fields", and "edit and amend data". Good subject knowledge enables teachers to explain methods

clearly, such as different ways of subtracting numbers. Pupils are clear about the methods they are expected to use. Teachers' knowledge in science is good. In Year 6, pupils follow a bridging project in conjunction with the feeder secondary school, to which most will transfer. A science teacher from this school works with the pupils and gives them very good guidance based on specialist knowledge. As a result, skills are well taught and there is good attention to accuracy, such as not removing a thermometer from warm liquids when taking the temperature to achieve good levels of accuracy. This effectively develops good practice in practical scientific investigation. Basic skills in other subjects are taught effectively from early in the key stage and then reinforced when pupils are older by using more difficult problems to solve. Good teaching of basic skills was seen in a Year 6 mathematics lesson about percentages, when pupils developed a good range of problem-solving strategies.

11. Teachers' planning is good. Careful lesson planning ensures that skills are developed within a progressive structure and, in the more successful lessons, learning is well rooted in pupils' past experiences and achievements. Good attention is paid to detail in presenting work. For example in a Year 5 literacy lesson, pupils were reading an advertisement and before pupils found difficulty with reading and understanding £21.5m, the teacher explained what this meant. This resulted in the pupils having a good understanding of the text and the presentation was able to continue at a brisk pace with pupils understanding clearly. Learning objectives are clearly stated in planning and, in most lessons, are shared with pupils so that they are clear about what they are intended to learn. Teachers' expectations of pupils are high. Activities are challenging and engage pupils' interest, for example, in a Year 3 information technology lesson when pupils were expected to enter their own details into a database. The language used was highly appropriate to the subject, and effectively raised pupils self-esteem and interest. Towards the end of the key stage, expectations are clearly very high. Teachers move pupils on through challenging discussions, such as when preparing a debate or mentally calculating the amount of VAT to be paid on purchases.
12. Methods used are effective in engaging pupils' interest and encouraging their enthusiasm for learning. There are good opportunities for pupils to develop independent work skills in information technology through carefully planned management of activities that require pupils to put into practice what they have learned. The good variety of methods in lessons includes direct teaching, good levels of directed questioning, individual and group work. Pupils are managed well. Good standards of behaviour are established through presenting interesting and challenging activities and through high expectations of behaviour being made clear. Good behaviour management skills result in good behaviour and effective learning. Good relationships, and mutual respect, help to create a good learning environment within class. Lessons generally move at a brisk pace and in response, pupils' learning is of a good quality. Pupils sustain interest and concentrate well, completing the set tasks quickly and with enthusiasm. Homework is used appropriately. It is often used to consolidate learning taking place in class, but also to prepare for future lessons.

**The curriculum for children in the nursery is good and is relevant to their needs.**

13. The curriculum provided for children who are being taught in the nursery is good and is relevant to their needs. It is planned appropriately on the six areas of learning for children of this age and provides a good foundation for children's education, and they make good progress. There is a strong emphasis on the development of children's personal and social skills. This is provided through a good balance of free choice and structured activities, which are very appropriate to children of this age and to their needs. Careful management of children ensures that all have a similar range of experiences. The nursery teacher is very skilled at making each child feel happy, secure, confident and valued. Careful consideration is given to the development of literacy and numeracy skills.

**Provision for pupils' personal development, including the spiritual, moral and social aspects, is good and enables them to become mature and responsible.**



14. The school's provision for pupils' personal development is good. It is good for their spiritual, moral, and social development. Standards reported at the time of the previous inspection have been maintained.
15. An ethos of spirituality and Christianity underpins the life and work of the school. Collective worship takes place in a calm and peaceful atmosphere. Teachers take opportunities to develop spirituality within their lessons. Prayers at the end of morning and afternoon sessions provide pupils with opportunities to offer thanks for God's gifts to them. Before lunch, they offer thanks for the food they are about to eat and for the people who prepared it for them. At the end of the school day, they ask for safety throughout the night and offer thanks for the opportunities of the day. Some teachers ask pupils if there is anyone in their lives for whom they would like a prayer. In literacy lessons, older pupils at Key Stage 2 are encouraged to empathise with the need to support sick animals and they analyse positive and negative point of advertising for this cause. In assemblies, they are able to offer contributions about feelings, such as love, and they are clear about the people they love and those who love them.
16. Teachers generally provide clear guidelines for acceptable behaviour and they display the rules of the school in classrooms. Pupils are taught the difference between right and wrong, from the earliest age, and teachers expect them to behave well and to respect the rights of others. Teachers foster values such as honesty and fairness. In lessons, older pupils develop good moral attitudes and regulate their behaviour automatically. They are taught to respect actions such as sharing, taking turns, working together, and the need to express their own feelings without upsetting others. In the playground, they understand the need for rules, and in activities, such as playing games, their actions indicate their sense of fair play. During assemblies, pupils come into the hall quietly and sit silently whilst they wait for the rest of the school to arrive. Their behaviour is very good.
17. The school provides sufficient opportunities for pupils to take responsibility, to show initiative and to develop an understanding of community living. Teachers celebrate and encourage good work, achievements in and out of school, and pupils' attitudes and behaviour. Pupils gain confidence on occasions when they are encouraged to tell others of their successes. They willingly accept the rules of the school and form good relationships with their teachers and with one another. Throughout the school, pupils are given duties that help to develop their independence and responsibility. Consideration for others is promoted through a considerable amount of charitable work and pupils are made aware of the needs of others less fortunate than themselves. Parents' views that the school enables pupils to become mature and sensible are confirmed by inspection evidence.

**The school is well led and managed by the headteacher, with good support from the deputy headteacher and governors.**

18. The headteacher who, at the time of this inspection, had been in post for less than two terms, has a very clear vision regarding the development of the school and, in rewriting the school development plan, has already identified the areas for the development to move the school forward. She is committed to improving provision constantly and raising standards. The commitment to seeking the highest possible achievement for pupils across a wide range of learning experiences, and the personal development of all pupils, is of high importance. She is well supported by a competent deputy headteacher and a group of committed governors, many of who are also new to their responsibilities.
19. The headteacher rigorously monitors the performance of teaching staff and knows her staff well. She uses the outcomes of her observations effectively in continuously seeking the best quality teaching possible. She has a clear picture of where individual teachers' strengths and weaknesses lie, and she supports teachers' development effectively. Curriculum co-ordinators' roles have recently been reviewed and the structure of responsibilities within the staff has been re-organised. Levels of responsibility appropriately match the financial rewards that teachers receive. Some are new into their roles and, as yet, have not developed their

subject management roles sufficiently so that they have a secure overview of standards and provision in their subjects. This is a current weakness and the work of core subject coordinators has not yet had sufficient impact on standards.

20. Members of the governing body are developing their involvement in both strategic planning and in the daily life of the school. Many members of the Governing Body are new to their roles and they are forming a strong management structure of committees to address all areas of governing a school. The governors are becoming fully involved in policy making, working parties are responsible for areas of school management, and they are developing clear terms of reference for their work. Policy statements are not up-to-date and do not fully meet statutory requirements. The chair of governors is aware of the school's strengths and concerns, and makes a very supportive contribution in establishing the way forward for the school and its subsequent development. Governors have high levels of personal involvement in the school, many being interested parents of pupils in the school. Governors think highly of the headteacher and work well with her.
21. At the time of the last inspection, a key issue was to improve the school development plan by identifying priorities more clearly, stating how success will be measured in terms of higher achievement and clarifying how the curriculum budget links to school priorities. Aspects of this have been satisfactorily addressed, but the current development plan still has a large number of targets that are not yet prioritised. The school still needs to make its development plan manageable and attainable by prioritising the targets, setting realistic time scales, examining success criteria and ensuring that they effectively enable measurement of success. The development plan is largely based on the headteacher's audit of provision and the recommended way forward is securely based in her very strong knowledge of primary education and good educational practice.
22. The financial management of the school is satisfactory and care is taken to ensure that the limited amount of money available is well targeted. Most spending is well linked to priorities in the school development plan. These are costed carefully and spending is accurately monitored throughout the year. The headteacher has re-organised teachers' responsibilities so their responsibility matches salary enhancement better. Before major spending is confirmed, the governors ensure that they are getting the best value for money. A number of quotations are obtained for major investments and these are carefully analysed before agreement. However, some costs to the school do not represent good value for money, such as the payment of two teachers to supervise pupils during lunchtime. The school is beginning to look carefully at the impact on standards of their financial commitments to ensure value for money is achieved.

## **WHAT COULD BE IMPROVED**

### **Standards and pupils' progress in reading, writing, and mathematics at Key Stage 1.**

23. In the Key Stage 1 National Curriculum tests for reading in 1999, the percentage of pupils gaining Level 2 was below the national average. It was well below the national average for those gaining the higher Level 3. In writing, the percentage of pupils gaining the nationally expected Level 2 was below the national average and was close to the national average for those gaining the higher Level 3. When compared with similar schools, standards in reading and writing were close to the national average. In mathematics, the percentages of pupils gaining the expected Level 2 and the higher Level 3 were well below the national average. When compared to similar schools, standards remained well below the national average. In 1997, standards in reading, writing and mathematics rose significantly, but in reading and mathematics, standards have now fallen to 1996 levels. Standards in writing fell between 1998 and 1999. Inspection evidence confirms that standards in English and mathematics are currently below average.

24. Standards in speaking and listening are generally satisfactory, although some younger pupils find listening to their teacher and to other pupils difficult. All pupils, including those with special educational needs, make satisfactory progress. Most pupils listen well to their teachers during lessons, and answer questions when called upon to do so. They join in with discussions willingly and offer opinions freely. They are very willing to talk about their work. For example, pupils in Year 2 show high levels of enthusiasm as they talk about their work in design and technology in which they are using paper mechanics to make moving pictures and cards. They sequence events appropriately and share information, using a suitable vocabulary. This is as a result of their enthusiasm in response to interesting and stimulating activity. However, a minority of pupils shows a lack of awareness of the needs of others in conversations. They interrupt and call out without recognising that they cannot all speak at once.
25. The quality of writing is generally lower than expected for pupils of this age. Higher-attaining pupils have developed sound writing skills, but the application of their literacy skills is not well developed. Pupils are beginning to write in sentences with accurate use of simple punctuation. However, their choice of words lacks maturity and their stories lack imagination. There is too much teacher-directed and unchallenging work. Standards in formal English are satisfactory, but standards in literacy in other subjects are under-developed. Pupils of average ability are beginning to develop free writing skills, although their work is often muddled and lacks structure. They are using full stops and capital letters generally accurately and basic spelling is correct. However, there are also examples of inaccuracies in this work where pupils spell simple words incorrectly and miss out capital letters. Lower-attaining pupils are at the early stages of writing. They are beginning to write in sentences, but their use of some simple words, such as 'went', is not consistently correct. Handwriting varies in quality and some pupils do not yet write on the lines, and their writing is untidy and sometimes difficult to read.
26. Standards in reading are generally below those expected for pupils at this age. More able readers generally achieve the nationally expected level, with some strength in the understanding of text. They show secure word-building skills and read with appropriate accuracy, with only a few errors, and most words recognised accurately. However, reading still lacks expression and does not convey the full meaning of the text effectively. This is also characteristic of the reading of pupils of average ability. These pupils have developed generally secure phonic skills. They recognise most words, but with some difficulties, and mistakes are mostly noticed and corrected by the pupil. They often use initial letter sounds to sound out and build words. Lower-attaining pupils still struggle in reading accurately and fluently. High levels of hesitation, and low levels of expression, are characteristic of their reading. Some familiar words are recognised, but pupils often have to use initial letters to sound out even simple single-syllable words. All pupils express pleasure in reading, even though some lack confidence. They are beginning to use non-fiction books for reference effectively.
27. Standards of attainment in mathematics are generally below those expected for pupils at this age. Higher-attaining pupils recall number bonds to 20 and are able to double numbers up to a hundred when challenged. However, their recall of multiplication bonds is slow and they lack confidence with multiplication. Pupils have a satisfactory understanding of place value and use this to place a set of numbers in order. They recognise simple number patterns related to multiplication tables, counting backwards and forwards in threes. They name simple two- and three-dimensional shapes, such as triangles, squares, rectangles, pyramids, cuboids and cones. Pupils are beginning to measure to appropriate levels of accuracy using standard metric units. Average-attaining pupils complete much the same work as higher-attaining pupils but the level of their accuracy and understanding is a little lower than that of higher attaining pupils. Lower-attaining pupils continue to use cubes and peg boards to make simple addition and subtraction sums and their mathematical understanding in this area is very insecure. They recall addition number bonds to 10 and make up simple sums of money from coins. These pupils find some difficulty in accurately remembering subtraction bonds to ten. Many of their answers are inaccurate and this is a weakness in their knowledge and

understanding of number. They name simple two and three-dimensional shapes accurately, but their ability to draw three-dimensional shapes accurately is weak. For example, a cylinder is represented as a rectangle with a circle on top.

## **The quality of teaching at Key Stage 1.**

28. The quality of teaching at Key Stage 1 is unsatisfactory overall. Although most lessons seen were satisfactory, there were still some weaknesses in these lessons. Teaching in a quarter of lessons seen was unsatisfactory.
29. There are weaknesses in teachers' subject knowledge. Some teachers show a lack of knowledge about how young pupils learn, and their planning reflects this. There is insufficient direction for younger pupils in the key stage and a significant number of pupils wander around the room without apparent purpose. In information technology the teacher is not sufficiently aware of how to deal with a crashed program, and simply switches the computer on and off again. This does not give appropriate guidance for the pupils who are working at the computer at this time, and encourages poor practice. Some incomplete knowledge in other information technology classes is evident where the teachers' keyboard skills are slow and insufficiently developed to demonstrate computer operations to pupils effectively. In other classes, a lack of confidence and expertise in teaching music is demonstrated in pupils being discouraged from using the instruments that they need to produce the best results.
30. Planning is sometimes unsatisfactory. Not all teachers are sufficiently aware of which pupils take part in which activities and tasks. Teachers plan thoroughly for the target groups, but insufficient work is often planned for those who finish their tasks. In lessons where teaching is unsatisfactory, planning is adequate, but contains insufficient detail. Sometimes lesson planning is good. For example in literacy which is linked well into the National Literacy Strategy. However, tasks often lack imagination and routine work is set. Work is often too heavily teacher-directed and this fails to excite or stimulate pupils to give individual or independent responses. The teaching of basic skills is satisfactorily overall but there are weaknesses. Tasks are routine and do not enable pupils to apply the skills that they have learned in their lessons or to develop appropriate skills of independent learning. In some classes, expectations for the higher-attaining pupils are too low and the tasks are mostly directed at the average-attaining pupils, with insufficient attention given to higher- and lower-attaining pupils. Questioning lacks depth and does not challenge or excite higher-attaining pupils.
31. Class management is unsatisfactory overall. In the reception class, insufficient attention is paid to an unacceptable number of pupils when they are directed to work on tasks that require independent learning. Therefore, the progress of these pupils is not sufficiently monitored, nor is there a sufficient check on what they are doing. The result is that most pupils do not use their time profitably, and the quality of their learning is unsatisfactory. Organisation is insufficiently structured to ensure that all pupils make appropriate progress and use their time profitably. For example, pupils in the home corner during a numeracy lesson, were directed to lay a meal table for two persons. They spent their time re-arranging the utensils and re-making the settee. This activity remained unchecked and pupils made little progress.
32. In all classes in Key Stage 1, teachers' introductions are often too long and pupils lose interest and enthusiasm. The pace of these lessons, and of pupils' learning, is too slow. In some lessons, pupils are expected to sit for long periods of time, listening to the teacher who has to spend increasingly longer periods of time in controlling other pupils. Day-to-day assessment of pupils' attainment and progress is not evident in many lessons. In others, it is too simple, for example in music, pupils are asked about their likes and dislikes.

## **Assessment procedures and the use of data in planning work appropriate to the needs of individual pupils.**

33. The previous inspection stated that, "The school had started to measure pupils' achievement and assess in a systematic way. Apart from the lack of comments in reading diaries, records were useful and progress was effectively reported to parents." Since the previous inspection,



there has been insufficient progress in developing assessment procedures throughout the school.

34. The local education authority's baseline assessment procedures are used to establish the levels of attainment of children soon after entry to the school. This data is used well to identify targets for individual children and also to identify those who may need special needs support.
35. Currently, assessment in Key Stages 1 and 2 is based on National Curriculum statutory assessment tests at Years 2 and 6, and on non-statutory National Curriculum tests in other years at Key Stage 2. There is no consistent whole-school approach to the analysis and use of assessment data. Assessment in the core subjects of English, mathematics and science is currently under-developed. Academic performance is, currently, insufficiently monitored. There are insufficient records of pupils' achievements to support accurate teachers' assessments. For example, when compared to the test and task results, teachers' assessments in reading and in mathematics for pupils reaching the higher Level 3 in 1999, were inaccurate. Previous record-keeping systems are no longer relevant because of the changing curriculum and they have not yet been replaced by any procedures that support teacher assessment. The school is aware of the situation and development of new recording systems is in hand. The co-ordinator for mathematics is relatively new into the post and has not as yet, had sufficient time to develop reliable and manageable systems for assessment. She is aware of the need to raise standards at Key Stage 1. Day-to-day assessment of pupils' work in lessons is inconsistent and, during the inspection, the use of assessment in planning varied.
36. Reading records are still insufficiently informative. This was a criticism at the time of the last inspection and there has been insufficient progress in improving these. Reading records are not kept consistently. Some contain helpful comments that are diagnostic and specify targets for the term, but others are less helpful, with insufficient comment on standards and progress or strengths and weaknesses.
37. There are plans for the future development and use of assessment. In mathematics the co-ordinator and has some ideas for raising standards at Key Stage 1 through assessment procedures such as the identification of strengths and weaknesses in pupils' work identified in past National Curriculum test papers. In science, the co-ordinator has plans to develop the assessment of pupils' attainment and progress in line with the development of the curriculum in light of the Government's new recommendations on the curriculum.
38. The headteacher has plans for the development of whole-school assessment procedures. Currently, assessment in most subjects is based on a record of what pupils cover in class, rather than recording what individuals or groups of pupils can do, and what they find difficulty with. This, sometimes, makes it hard for teachers to plan appropriate work for groups of pupils at different attainment levels and sometimes higher-attaining pupils are not set sufficiently challenging work. Plans include the introduction of an assessment week, at the end of each half term, in English, mathematics, science and information technology. In English and mathematics, assessment will be based in the key objectives in the literacy and numeracy strategies. In science and information technology, assessment tasks will be based on those recommended in new Government curriculum guidance. There are plans to develop the setting of individual targets in English and mathematics.
39. The school is aware of the need to analyse assessment data more effectively and make more use of the information gained in the planning of work in both medium and short term planning. They know that they need to improve the accuracy of teacher assessment through developing moderation and examining samples of pupils' work, mainly in English and mathematics, and to develop a more consistent approach to whole-school assessment.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise the standards of attainment further, the governors, headteacher and staff should:

- ❑ Improve standards and progress at Key Stage 1 by:
  - improving basic literacy and numeracy skills for all pupils;
  - providing pupils with more opportunities to apply, use and develop literacy and numeracy skills in other subjects;  
*(paragraphs 23, 24, 25, 26, 27).*
  
- ❑ Improve the quality of teaching at Key Stage 1 by:
  - improving teachers' knowledge where there are weaknesses;
  - providing pupils with opportunities to learn independently and apply the skills they have learned in other subjects;
  - providing more challenging activities for higher-attaining pupils;
  - improving class management where it is weak;  
*(paragraphs 28, 29, 30, 31, 32).*
  
- ❑ Improve assessment procedures throughout the school by:
  - refining existing procedures;
  - make more effective use of data analysis;
  - improving the accuracy of teacher assessment;
  - use day-to-day assessment more effectively to match work to individual pupils' needs;  
*(paragraphs 32, 33, 34, 35, 36, 37, 38, 39).*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	24
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
0	17	35	39	9	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)	23	214
Number of full-time pupils eligible for free school meals	0	64

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	1	46

English as an additional language	No of pupils
Number of pupils with English as an additional language	19

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.3

#### Unauthorised absence

	%
School data	1.5
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	11	19	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	6	9
	Girls	15	16	14
	Total	22	22	23
Percentage of pupils at NC level 2 or above	School	81 (100)	74 (97)	77 (91)
	National	82 (80)	83 (81)	86 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	6	9
	Girls	16	16	14
	Total	23	22	23
Percentage of pupils at NC level 2 or above	School	73 (100)	77 (97)	80 (91)
	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	13	15	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	9	11
	Girls	15	12	14
	Total	27	21	25
Percentage of pupils at NC level 4 or above	School	96 (80)	75 (72)	89 (92)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	9	11
	Girls	12	11	14
	Total	23	20	25
Percentage of pupils at NC level 4 or above	School	82 (72)	71 (68)	89 (88)
	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	23
Black – African heritage	4
Black – other	8
Indian	9
Pakistani	5
Bangladeshi	0
Chinese	0
White	133
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	22.3
Average class size	30.6

#### Education support staff: YR– Y6

Total number of education support staff	1
Total aggregate hours worked per week	32

#### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	13
--------------------------------	----

*FTE means full-time equivalent.*

### Financial information

Financial year	1999/00
	£
Total income	420,191
Total expenditure	453,701
Expenditure per pupil	1,898
Balance brought forward from previous year	55,096
Balance carried forward to next year	21,586

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	260
Number of questionnaires returned	50
Percentage of questionnaires returned	19

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	40	2	0	0
My child is making good progress in school.	40	52	6	0	2
Behaviour in the school is good.	36	60	4	0	0
My child gets the right amount of work to do at home.	24	50	18	2	6
The teaching is good.	44	54	0	2	0
I am kept well informed about how my child is getting on.	32	40	24	2	2
I would feel comfortable about approaching the school with questions or a problem.	56	34	6	4	0
The school expects my child to work hard and achieve his or her best.	48	50	0	0	2
The school works closely with parents.	32	54	12	2	0
The school is well led and managed.	34	42	8	0	16
The school is helping my child become mature and responsible.	30	66	2	0	2
The school provides an interesting range of activities outside lessons.	22	56	12	2	8