

INSPECTION REPORT

**ST THOMAS MORE CATHOLIC PRIMARY
SCHOOL**

Leicester

LEA area: Leicester City

Unique reference number: 120226

Headteacher: Mrs P Mason

Reporting inspector: Mrs G Pitt
11634

Dates of inspection: 5 - 6 June 2000

Inspection number: 190916

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Newstead Road
Leicester

Postcode: LE2 3TA

Telephone number: 0116 2706365

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Appropriate authority: The Governing Body

Name of chair of governors: Rev. M O'Donoghue

Date of previous inspection: 13 January 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Thomas More Catholic Primary School in Leicestershire is situated to the south-east of Leicester City. 46% of the pupils come from outside the parish. 276 pupils (149 boys and 127 girls), aged 4-11, attend the school and they are taught in 9 classes. Most of the classes have two age groups. The assessment of the pupils on entry to the school indicates that, overall, they are just below the average range of ability. The proportion of pupils with special educational needs (12.7%) is below the national average but the proportion of those pupils with statements for special educational needs (2.9%) is above the national average. The proportion of pupils who speak English as a second language (3.6%) is high. The proportion of pupils eligible for free school meals is well below the national average.

HOW GOOD THE SCHOOL IS

This is a good school with many strengths. The headteacher and governors provide very good, effective leadership and have established a clear educational and spiritual direction for the school. Standards are very high and well above the national average and the average for similar schools. The teaching is good in many lessons. The attitudes of the pupils are excellent and behaviour is always very good. The school gives good value for money.

What the school does well

- Standards in English, mathematics and science are very high when compared with the national averages and with those achieved by similar schools. Achievement in information technology is good.
- Pupils with special educational needs make very good progress. They are given high quality support and the inclusion of all pupils within the school is excellent. There is a very good partnership established with parents.
- There is a very high proportion of satisfactory and, often, good teaching.
- There are high expectations set for pupils to which they respond positively. The behaviour is excellent and the attitudes of the pupils are very good. These are a strength of the school. Relationships are excellent.
- The school has an effective partnership with parents.
- The Headteacher and governors provide strong leadership and clear educational and spiritual direction for the school.
- The recognition and value given to multifaiths and multicultures is good. All children feel valued.

What could be improved

- The monitoring of teaching and learning so that the strengths and weaknesses in teaching are clearly identified.

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 successfully tackled most of the four key issues for action identified in the inspection carried out in January 1997, when standards in the school were identified as being sound. Standards have improved dramatically. The school has successfully adopted the National Numeracy and Literacy Strategies and the recently published and nationally recommended schemes of work. Planning is good. It is thorough and effective, and provides for the different ages and abilities in each class. This is a good school in which there has been all-round improvement. The role of the co-ordinators is being developed to monitor planning and look at samples of pupils' work. Monitoring of teaching and learning remains a key area for further development. The school development plan is an impressive document with clear timescales and priorities for action. This is closely monitored by the governing body. The development of the curriculum, to include cultural diversity and

recognition and appreciation of major world faiths, is very good and a strength of the school. The school has the capacity for further improvement.

STANDARDS

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

Performance in:	compared with				Key
	all schools			Similar schools	
	1997	1998	1999	1999	
English	A*	A	A*	A*	well above average A
mathematics	B	A	A*	A*	above average B
science	A	A	A*	A	average C
					below average D
					well below average E

Results in national tests for eleven year olds in 1999 indicate very high standards in English, mathematics and science in comparison with all schools. In comparison with similar schools, those in which there is a similar proportion of pupils eligible for free school meals, results were well above average in English and mathematics and above average in science. Performance indicated by A* places the school in the top five percent of schools nationally.

Trends over the last three years indicate that there is continuous improvement in line with the national trend.

Evidence from inspection confirms that standards remain very high in English, mathematics and science. The work seen indicates that most pupils are achieving standards which meet or exceed those expected nationally of pupils aged seven and eleven.

Between the ages of four and seven, pupils make good progress. From information provided by the school, progress made by pupils aged eleven, in Year 6, since the age of seven, is very good.

There are significant strengths in reading and writing of the younger pupils and in the writing of the older pupils.

The targets set for individual pupils are monitored and provide an accurate assessment of pupil achievement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school. Their attitudes to learning are very good. They are keen and enthusiastic and maintain concentration often for long periods of time.
Behaviour, in and out of classrooms	In lessons, at playtime, at lunchtime and in the confined corridors and cloakrooms, pupils' behaviour is excellent.
Personal development and relationships	Relationships throughout the school are excellent. All pupils are valued and they care for one another. Personal development is very good. The school provides many opportunities for pupils to take responsibility and show initiative around the school. The trust placed in them by the staff is well founded. Personal development could be further developed through the way in which pupils are grouped to work.
Attendance	Attendance is very good. Punctuality is exceptional, with the school making a very prompt and efficient start to the day.

Pupils' attitudes, behaviour, personal developments and relationships are consistently very good and often excellent. They are a strength of the school. Pupils care for one another. They look after the more vulnerable in the playground and are polite and respectful to each other and to adults.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	Satisfactory

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.

On balance, the quality of teaching is satisfactory. More than fifty percent of teaching was good or better, nine percent was very good. Only one unsatisfactory lesson was seen. There are many examples of very good, thorough planning. The skills of literacy and numeracy are taught well and this contributes to the high standards of achievement in reading, writing and mathematics. Many of the teachers show a genuine love of teaching. They set challenging work for all pupils. They know their pupils well and plan work for them which is based on what the pupils already know and can do. There are particular strengths in the teaching of information technology and how it is used to support subjects such as geography. The best teaching is in the mixed age classes of pupils aged between five and nine years old. Where teaching is less effective, teachers do not provide sufficient opportunities for the pupils to contribute their own ideas and build on what they already know. In these lessons, there are too many worksheets, and activities become repetitive. Pupils are constrained from using their very good collaborative skills which they could use in paired and groupwork. The teaching of pupils with special educational needs is always very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All subjects of the national curriculum and religious education are taught. There is an emphasis on literacy and numeracy which is used effectively in other subjects of the curriculum. The extra-curricular provision is good. Pupils are very enthusiastic about the wide range of clubs provided which includes sport, language and creative arts.
Provision for pupils with special educational needs	This is a strength of the school. The inclusion of all pupils is managed very well and pupils are given very good, and often excellent, support. The special needs provision throughout the school is very well co-ordinated.
Provision for pupils with English as an additional language	Pupils for whom English is a second language are integrated fully into the life and work of the school and make very good progress.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	This is a strength of the school and is seen to be so by the parents. Pupils are encouraged to take on responsibilities around the school, to care for one another and to provide help in the wider community and towards the third world. Cultural development is very good and embraces and celebrates similarities and differences across the world and in major world faiths. The aims of the school and gospel values are reflected throughout the school community.
How well the school cares for its pupils	The care and concern for each pupil's wellbeing is excellent. Individuals are valued and there are very good systems in place to monitor pupils' academic and personal and social development.

The school provides a broad and balanced curriculum and the quality of the extra-curricular activities provided is very good. The curriculum for the youngest children does not provide sufficient opportunities for structured play. There is an over-reliance on worksheets for the older pupils which does not enable them to develop their research, investigation and problem solving skills.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are very good. The headteacher has a very clear sense of direction for the school. She has very high expectations for the school and is a driving force in leading the school community forward. She sets high standards for herself and her team and, together, they enable the pupils to achieve high standards. The role of the curriculum co-ordinators has been developed in part. The monitoring aspect of the role is not sufficiently focused on the classroom, and has not yet impacted on the quality of teaching and the learning experiences of the pupils. The headteacher and the governors work well together to provide an effective team.
How well the governors fulfil their responsibilities	The governors have a good understanding of the work of the school. The school development plan is thorough, fully costed, includes priorities for the long and short term and is monitored regularly. The governors are very aware of value for money. The decision by the governors to embark upon an ambitious building programme was well thought out, supported through significant fundraising by the parents, and is making an important contribution to pupil achievement and progress, particularly in information technology.
The school's evaluation of its performance	Led by the headteacher, the analysis of pupil attainment, the tracking of the progress that pupils make and the targets that are set are good. The school development plan is used effectively to link staff development to curriculum priorities. The least effective evaluation is in the monitoring of teaching.
The strategic use of resources	The use of resources is good. The library is very well equipped and the computerised system is exceptionally well managed by voluntary help and by pupils. The computer suite is a recent excellent acquisition. Additional support provided for special educational needs is very effective. Most of the educational resources are of good quality. Some of the resources for the youngest pupils in the school are aged and worn and the reading books are in need of a thorough review, overhaul and replacement. The furnishings in some of the classrooms for the older pupils require attention. The monitoring of the expenditure is effective. The school gives good value for money.

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 in the school • Good teaching • Children are expected to work hard • The school is well led and managed • Children like school and make good progress • The school helps pupils to become more mature and responsible • Parents feel that the school is approachable 	<ul style="list-style-type: none"> • The amount of homework and the inconsistencies between classes • The over-testing of younger pupils • Mixed age classes • The rigidity of the reading scheme used by the younger pupils

The inspection team confirms the strengths of the school recognised by the parents. The inspection team considered the areas that the parents would like to see improved in the school and concluded that:

- the homework required is consistent with government guidelines;
- the school's policy indicates that an appropriate amount of homework is identified for each group;
- the school may wish to monitor what is set for each class;
- the frequency with which younger pupils are tested is inappropriate;
- mixed age classes are unavoidable because of the number of pupils admitted into each year group;
- the rigidity of the reading scheme limits pupils' access to literature. The use of the scheme should be reviewed.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science of 11 year old pupils are very high and are in the top 5% of schools nationally. Achievement in information technology is good.

- 1 The results in national tests for both 7 and 11 year olds in 1999 were very high. Standards in reading and writing at age seven are well above the national average and very high in mathematics. The school's results compare very favourably with those of similar schools. The progress of pupils is carefully monitored, and individual targets are set; a good example of this is found in the current Year 6. Progress and attainment have been tracked since 1996 when this group of pupils took the national tests as 7 year olds. Indications are that they have made very good progress and most of the pupils will achieve Level 4, the national average, or the higher Level 5, in English, mathematics and science in this year's national tests for 11 year olds.
- 2 Very clear targets are set for each of the year groups, in terms of what pupils should be able to do by the end of a school year and the national curriculum target levels for the age group. The Quality Mark award endorsed the effectiveness of the school's systems.
- 3 Work in pupils' books reflects these high standards. From the time that children enter the school there is an emphasis on numeracy and literacy. From an early age children in the Reception class begin to write and form letters correctly, and have a good awareness of sounds and spelling. By the age of seven, pupils use their writing in many ways including retelling stories and writing letters, such as a letter from Goldilocks apologising to the three bears. Descriptive writing is very good. 'One of them is called Buster. A big, jolly boy and quite round ' was written in the introduction to the 'Danger Wood' story. Some pupils use speech marks in their writing. Extended writing is good as pupils progress through the school. There are regular opportunities for them to use their language skills in all subjects of the curriculum. By the age of eleven pupils have a very good vocabulary, experience writing in many different ways, and demonstrate very good use of language.
- 4 The National Numeracy and National Literacy Strategies have been successfully introduced and there is continuity and progression in pupils' learning. The previous report indicated that schemes of work in these areas of the curriculum should be introduced and this has been addressed.
- 5 A new computer suite is making a significant contribution to improving standards in information technology. This new resource is used effectively for whole class teaching. Pupils are making very good progress in their knowledge and use the computer to store and retrieve information. Year 3 pupils were particularly engaged when using a spreadsheet to record data.
- 6 The close monitoring of pupils' progress, the termly open evenings with parents and the early identification of those pupils who need extra help contribute and help the school to maintain the high standards that are achieved.

Pupils with special educational needs make very good progress. They are given high quality support and the inclusion of all pupils within the school is excellent. There is a very good partnership established with parents.

- 7 The support given to those pupils with identified special needs is very good. The school provides a very caring environment for all pupils. The value placed upon the individual is reflected in the way that pupils care for one another and, in particular, for those with special educational needs. As a result, these pupils make very good progress. The provision is effectively co-ordinated and the team of learning support assistants is very well informed and highly skilled in the support that it provides for individual pupils. Targets are set and reviewed regularly and the progress that is made is used to set new targets.
- 8 There is very early identification of those pupils who need extra support, and all teachers take on the responsibility of monitoring progress in the early stages of identification. Challenging behaviour is always dealt with firmly and sensitively and includes very good one-to-one interaction between pupil and adult. Pupils who are given individual teacher time are taught with the utmost patience and perseverance. Classwork is always well planned so that all pupils take part in the main parts of lessons, and following activities enable them to work at their own level. The school provides a very good model of including all pupils.
- 9 Parents are involved in review meetings and the new targets that are set within individual education plans. The special educational needs co-ordinator has written a very clear and helpful information guide for parents which sets out the stages of special educational needs and the help that is available.
- 10 Parents recognise that the inclusion of all pupils is a strength of the school and that it has a very positive impact on pupils. Good, sensitive relationships are fostered, endorsing the value that is placed upon each individual child.

There is a very high proportion of satisfactory and often good teaching.

- 11 In almost all of the lessons seen, teaching is at least satisfactory. In over 50% of the lessons it is good. In 9% of the lessons, the teaching is very good. Planning for lessons at each key stage and in nearly all classes is very thorough and conscientious, and takes into account what pupils already know and can do. Teachers plan in advance the work for each half term and the planning clearly identifies what is to be taught and what the pupils will be expected to do. There is continuity and progression in pupils' learning because teachers build on prior knowledge and understanding. Support staff are very well informed. Along with the teachers they share the high expectations that are set for the pupils. Where teachers have a genuine love for teaching and an infectious good humour, it is reflected in the pupils' response in lessons and the very good progress that they make. Teachers know their pupils well and there is mutual respect between all adults and the pupils with whom they come into contact.
- 12 Through the good use of questions and good teacher knowledge, pupils are able to explain what they already know and learning is further enhanced. This was evident in a mixed Reception/Year 1 lesson on mammals. Through good questioning, which prompted pupils to think and reflect upon their own experiences, they were able to talk about living things such as guinea pigs and transferred this knowledge to other animals and what they would need to keep them alive.

- 13 In a good numeracy lesson with a Year 1/2 class, there was effective planning for the different ability and age groups within the class. This meant that all pupils within the class were able to respond positively to challenging work. Pupils persevered and were successful in interpreting information and drawing a table showing a graph of what they had found out about the number of letters in their own and other children's names.
- 14 Good continuity in learning occurred in the Year 3 class where the teacher's thorough planning built on previous learning. This enabled pupils to apply what they already knew, from the previous year, about using graphs. In geography, a computer generated spreadsheet was used prior to the production of a pie chart or bar graph. This was a highly charged lesson with plenty of humour and very good pace to learning despite difficulties with the technology. Pupils were fully absorbed by and engrossed in the process and learnt a great deal about using the computer in a short time. Good links with previous learning were also demonstrated in a Year 6 numeracy lesson. Pupils applied what they had learnt previously about fractions to solve problems involving ratios, proportions and inverse operations.

The behaviour and attitudes of the pupils are very good and are a strength of the school. Relationships are excellent.

- 15 The attitudes to school and the behaviour of the pupils are exemplary. In lessons, pupils are very responsive and willing to work. They concentrate on the work they are given to do and are very co-operative. They listen politely to each other and respect each other's points of view and work well together. There are high expectations set by the school to which the pupils respond positively.
- 16 Older pupils in the school discussed their school in a very open and positive manner. They are very keen, enthusiastic and confident, and willing to share their views about the school. They talk about the many good aspects of the school that they like - the out of school clubs and activities and the help they receive from teachers. Pupils listened to each other's points of view and all of them stated that they enjoy school. This is reflected in the response made by parents and in a comment made by a Year 6 pupil who said "if the school could be increased to include a secondary school so that we don't have to leave".
- 17 Parents confirmed that the excellent behaviour is a strength of the school and that pupils are helped to sort out any disagreements they might have. Pupils are encouraged to take on responsibility, and the trust of the teachers in the pupils is well founded. Older pupils help younger pupils at lunchtime and help to run the library. They organise fundraising activities for children less fortunate than themselves and, at play times, are seen to include in their play, those who might otherwise be excluded. In the games which pupils organise, they make allowances for the less competent. Pupils wait to take their turn and the pupil organised 'bike train' for the youngest children is an excellent example of imaginative and collaborative play.
- 18 The school is a very caring environment where the teachers care about the pupils. Excellent relationships lead to a feeling of wellbeing within the school. Teachers provide very good role models for pupils through their support and interest. This can be in class, when pupils feel unwell, or when they experience difficulty with their work. There is always a sign of compassion and care shown in individual teacher

responses. This compassion and care is reflected by adults and pupils alike in the special relationships that they have built up with those pupils who have statements of special educational need.

The school has an effective partnership with parents

- 19 Parents value the partnership that they have with the school and see it as a strength. They provide a very high level of support and commitment to the school.
- 20 The recent building of an additional classroom, which has had a major impact on the working environment and the accommodation for the computer suite, was made possible by £25,000 raised by parents during the last year. This has involved tremendous energy and commitment by all those parents involved in or who contributed to the fundraising.
- 21 Parents also value the communication between home and school in the form of newsletters and 'topic' letters. They generally feel well informed, both about what is going on in school and through the good quality of the reports on their own children. The care that the school takes for the individual, including following up absence, and the help given to individual pupils, is seen by parents as a strength of the school. There are regular, termly open evenings for parents. The induction programme successfully helps children to settle into school. The school is seen very much as part of the community where everyone is welcome to become involved and the open door policy operates effectively.

Headteacher and governors provide strong leadership and clear educational direction and spiritual direction for the school

- 22 The headteacher has shown strong leadership in developing a clear vision for the school and continuous school improvement. The governing body has a very clear overview of the work of the school and is active in monitoring and reviewing school performance. The National Literacy and Numeracy Strategies are in place and plans are also in place for staff training in information technology. Through the leadership of the head, the school has achieved the Quality Mark standard which involves a rigorous process focusing on target setting for school improvement.
- 23 The very good lead given by the headteacher is recognised and valued by the parents who feel that the school is given a clear sense of direction. The headteacher and governors have established a long-term plan for the school and also identified immediate priorities. This was seen as a key area for the school to develop following the previous inspection and it has now been accomplished successfully. The current development plan has a clearly set out programme for each of the year groups and this is linked to staff development and the funding which is going to be used to pay for it. The plan is a very comprehensive document which is regularly reviewed by the school's governing body. The school's Mission Statement is fully reflected, by the head teacher and staff, in the life and work of the school. The strong Catholic tradition and gospel values encompass the spiritual dimension of the school where adults lead by example and the ethos of the school fosters respect for the individual.

The recognition and value given to multifaiths and multicultures is good. All pupils feel valued

- 24 Following the previous inspection, the school has worked hard and succeeded in improving the multicultural dimension of the curriculum. Parents recognise the ways in which the school has widened the curriculum, both through aspects of religious education, and in the studies of other continents in geography. There are informative displays in classrooms which celebrate diversity and compare contrasting localities and festivals. A good classroom display included the similarities in world faiths between the Sikhs and Hindus, in their celebration of the coming of Spring when they fly kites, and the carp steamers celebrating Boys' Day in Japan. The recent visit to the Guadwara in the nearby city has contributed to the broadening of the curriculum.
- 25 Parents of children in the school who are outside the Catholic faith feel that they and their religions are valued. They feel that they are recognised by the school community and that, in turn, their children are equally valued.

WHAT COULD BE IMPROVED

- 26 The monitoring of teaching and learning is not sufficiently rigorous to identify how to improve teaching.
- 27 The headteacher has already started to implement the plan to monitor and evaluate teaching. This has focused on the recent introduction of the National Numeracy and Literacy Strategies. The monitoring of teaching and teachers' plans has already identified some inconsistencies in the quality of planning. The monitoring is not sufficiently rigorous to determine the links that have been made with previous learning and how the plans enable pupils to experience and learn in a number of different ways. Many lessons depend upon worksheets which do not provide opportunities for the pupils to develop their research and enquiry skills or to work with one another in small groups.
- 28 Similarly, the monitoring of teaching has not identified those teachers who use questions effectively to enable pupils to contribute their own ideas and to use this as a model for other teachers to develop their own questioning techniques, so that in lessons there is a good balance between teacher talk and pupil contributions.
- 29 The reading scheme used by the younger pupils in the school is not monitored sufficiently closely to ensure that children progress through the scheme at their own rate and that progress is not delayed by the systematic reading of every book in the scheme.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30 The school should develop the monitoring of teaching and learning in order to improve the overall quality of teaching by:

- Providing an appropriate range of activities which allow pupils to:
 - make choices
 - develop their skills of investigation, research and enquiry
 - apply their very good collaborative skills more extensively in paired and groupwork
- developing teachers' use of questions in order to allow pupils to make a greater contribution to class discussions;
- reducing the use of worksheets and the rigidity of the reading scheme.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	5

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	42	45	3	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	276
Number of full-time pupils eligible for free school meals	0	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	0	35

English as an additional language	No of pupils
Number of pupils with English as an additional language	30

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence	%
School data	4.5
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	7	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	18
	Girls	7	7	6
	Total	25	25	24
Percentage of pupils at NC level 4 or above	School	100 (85)	100 (81)	97 (85)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	17
	Girls	6	7	6
	Total	23	25	23
Percentage of pupils at NC level 4 or above	School	92 (88)	100 (84)	92 (96)
	National	68 (64)	69 (64)	75 (70)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	3
Indian	17
Pakistani	0
Bangladeshi	0
Chinese	0
White	229
Any other minority ethnic group	26

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)	10
Number of pupils per qualified teacher	25.1:1
Average class size	30.7

Education support staff: YR – Y6

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

FTE means full-time equivalent.

Financial information

Financial year	1999
	£
Total income	414183
Total expenditure	396740
Expenditure per pupil	1486
Balance brought forward from previous year	29128
Balance carried forward to next year	46571

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	276
Number of questionnaires returned	112

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	3	0	1
My child is making good progress in school.	60	35	4	0	2
Behaviour in the school is good.	71	29	0	0	1
My child gets the right amount of work to do at home.	38	39	18	3	3
The teaching is good.	80	14	3	0	3
I am kept well informed about how my child is getting on.	42	45	12	1	1
I would feel comfortable about approaching the school with questions or a problem.	65	27	8	0	0
The school expects my child to work hard and achieve his or her best.	78	21	1	0	1
The school works closely with parents.	40	46	13	0	0
The school is well led and managed.	71	26	0	0	3
The school is helping my child become mature and responsible.	69	27	3	0	2
The school provides an interesting range of activities outside lessons.	31	55	10	2	2

Other issues raised by parents

At the parents' meeting, the strengths of the school were judged to be:

- the high expectations where children are encouraged to give of their best;
- good leadership and management; a clear sense of direction;
- the inclusion of special educational needs children has a very positive impact on the rest of the school;
- the attitude and values which the school promotes and the behaviour of the children;
- links with parents and the community.

