

# INSPECTION REPORT

**ST CUTHBERT MAYNE CATHOLIC PRIMARY  
SCHOOL**

Cranleigh

LEA area: Surrey

Unique reference number: 125222

Headteacher: Mrs Helena Pickering

Reporting inspector: John Bald  
17932

Dates of inspection: 22 - 23 May 2000

Inspection number: 191241

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Aided

Age range of pupils: 4 -11

Gender of pupils: Mixed

School address: St Nicolas Avenue  
Cranleigh  
Surrey

Postcode: GU6 7AQ

Telephone number: 01483 274961

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Appropriate authority: The governing body

Name of chair of governors: Mrs Rosemary Henry

Date of previous inspection: November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St Cuthbert Mayne is a small, mixed Roman Catholic primary school, with 159 pupils. The school's social and economic circumstances are favourable, and most pupils entering the school have reached standards for their age which are a little above average. A small number of pupils are from ethnic minority backgrounds, but only one has English as an additional language. The proportion of pupils entitled to free school meals is low, and a relatively small number have special educational needs.

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

St Cuthbert Mayne is a very effective school. Eleven-year-old pupils reach high standards in their work, and achieve outstanding results in national tests. The overall quality of teaching is good, with a significant proportion of very good and excellent teaching. The school makes excellent provision for pupils' spiritual, moral, social and cultural development within its strong Christian ethos. The leadership and management of the school are excellent, and it provides very good value for money.

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

- Eleven-year-olds reach high standards in English, mathematics and science.
- Provision for spiritual, moral, social and cultural development is excellent.
- Leadership and management are excellent.
- Teaching is good, with very good or excellent teaching in almost two fifths of lessons.
- There is very good assessment of pupils' personal and academic development.
- Pupils have excellent attitudes to school, and complete homework to a very good standard.
- There is a very strong and well-managed partnership with parents.

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

- The teaching and use of information and communications technology is limited.
- Some learning targets set for pupils could be followed through more consistently in their work.
- There is not enough large play equipment for children under five.

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

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

The school was last inspected in November, 1996. Standards, the quality of learning and the overall quality of education were good, but some improvement was required in management. Teaching was sound overall, but there was some unsatisfactory teaching. There have been very good improvements in all of these areas, both in extending the school's strengths and in addressing its weaknesses. Standards are now high at eleven, and are improving rapidly among the youngest pupils at the school, though standards at seven have not yet fully recovered from some previous weaknesses in teaching. No unsatisfactory teaching was seen during this inspection, and there is now a very significant proportion of very good and excellent teaching. Arrangements for assessing pupils' work and setting targets are now very good overall, despite some inconsistencies, and contribute much to the quality of work of eleven-year-olds. Pupils' personal development has improved markedly, building on the school's previous strength. The headteacher, deputy headteacher and governors have brought about these changes while re-inforcing the school's very strong Christian ethos and

developing a very strong sense of teamwork among teachers, pupils and parents. Improvement since the last inspection has been very good.

## 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	B	A*	A*	A
mathematics	A*	A*	A*	A*
science	A*	A*	A*	A*

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

The grade A\* places the school's performance in English in the highest five per cent of all schools, and it is also well above average when compared with similar schools. Results in mathematics and science in 1999 were in the highest five per cent when compared both with all schools and with similar schools. These results have improved at an above-average rate over the past three years, and in 1999 over four fifths of pupils exceeded the standard expected nationally in mathematics and science. Overall, standards at eleven are higher than might reasonably be expected. Pupils reached good standards in other aspects of their work seen during the inspection apart from information and communications technology (ICT) where their skills were less developed than in most schools. Singing in assembly, including African sacred music, is of a very high standard.

Above-average proportions of seven-year-old pupils reach and exceed the standard expected in national tests in reading, writing and mathematics, but standards at seven are well below those at eleven. There has been some interruption to the quality of teaching of pupils aged five to seven since the last inspection, and the school has taken effective action to improve it. As a result, six-year-olds during the inspection produced work of a very good standard, but there were still some weaknesses in the written work of seven-year-olds in comparison with the standards reached elsewhere in the school. Children under five are reaching good standards for their age in all aspects of their work and progressing smoothly into the National Curriculum.

The school has appropriate targets for maintaining its high standards and for improving its work further.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils take part with enthusiasm and maturity in all aspects of the school's work. They work together very well in groups, accept responsibility willingly, and complete homework very consistently.
Behaviour, in and out of classrooms	Very good. Excellent in almost all classes, though some younger pupils are at times over-exuberant and a small minority need to develop their concentration further. Behaviour around the school is excellent.
Personal development and relationships	Excellent. Pupils have a strong sense of personal responsibility and care for others, including pupils who have special educational needs.
Attendance	Well above average, with no unauthorised absence.

Pupils see themselves as part of a developing partnership between parents, parish, pupils and teachers. Their consistently positive attitudes to work and to their life in school make an important contribution to learning and to the school's ethos. The small number of pupils who have special needs related to behaviour are making good progress in response to very detailed guidance, based on the school's arrangements for assessment.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	very 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 during the inspection was satisfactory or better in 100 per cent of lessons, and good or better in 79 per cent, including 37 per cent which were very good or excellent. The main strengths of the school's teaching are its consistency throughout the school and its exceptionally high quality in Year 5. Teachers plan work carefully to engage all pupils in their work, and use a good variety of teaching strategies, including consistently good opportunities for pupils to develop their speaking and listening skills by discussing their work. Classes, including those in which some pupils have special needs related to behaviour, are managed well, and relationships are excellent. Homework is used very well throughout the school, with a particularly good balance of reading and writing tasks for younger pupils. Pupils with special educational needs are given work which is well matched to their learning needs, and receive very effective support from teachers and assistants, as well as from other pupils. Teachers almost always use assessment and marking very effectively to improve standards, though in some cases weaknesses identified in pupils' work could be followed through more consistently. Where the teaching is satisfactory rather than good, work is less closely matched to the needs of all of the pupils in the class, and the pace of work is rather slower. A good pattern of teaching and learning has now been established for children under five and for those beginning the National Curriculum.

The overall quality of teaching in English is very good, and in mathematics it is good. Literacy and numeracy skills are very effectively taught, particularly among older pupils. The teaching in Year 5 is based on excellent professional knowledge and understanding, inspiring presentation and meticulous attention to detail. The exceptional climate for learning in this

class creates a bridge across which pupils pass from the early stages of learning to the more advanced skills of investigation and thinking which equip them for secondary education and for later life. This excellent work is effectively consolidated and further developed in pupils' final year at the school, which includes very thorough preparation and revision for national tests.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good balance and breadth, with very good provision for English and mathematics. Information and communications technology is under-represented. Good opportunities for learning outside the classroom.
Provision for pupils with special educational needs	Good overall, and very good for pupils with Statements of Special Educational Need and for those with special needs related to behaviour.
Provision for pupils with English as an additional language	This pupil, who is in the early stages of learning English, is fully involved in all aspects of the life and work of the school and is making good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Excellent, based on the school's Christian ethos. Pupils develop mature and responsible attitudes to each other, to their work, to the school and to the wider community. They learn to respect their own culture and the values and cultures of others, and have a very strong sense of right and wrong.
How well the school cares for its pupils	The school takes very good care of pupils' welfare. Assessment of pupils' work is very good and makes a very good contribution to standards.

Personal relationships, and the school's close partnership with parents, are at the core of the school's care for its pupils. The Parish Priest makes an important contribution to the pastoral care of pupils and of the staff. The curriculum meets statutory requirements, and the quality of learning in history and geography, for which time is limited, is sustained by good teaching.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher and other key staff have created a strong sense of teamwork in the school, and have generated a strong and effective commitment to high standards and to its Christian aims and values.
How well the governors fulfil their responsibilities	The governors have detailed understanding of all aspects of the life and work of the school and play a leading role in maintaining its standards and values.
The school's evaluation of its performance	The school keeps all aspects of its work under critical review. It takes very effective action to address weaknesses and build on strengths.
The strategic use of resources	Very good strategic use of resources to support the school's aims and values. Good overall use of teaching resources.

Management combines efficiency with strong personal commitment to the development of the school, its teachers and pupils. The management roles of the deputy headteacher and

co-ordinator for five to seven-year-olds are clearly thought out in relation to the school's needs, and very effectively fulfilled, and school administration is very effective. The school manages its relationships with parents very well, and this leads to a high level of parental participation in learning. The school applies the principles of best value very effectively, both in strategic planning and in purchases.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The school is well led and managed.</li> <li>• It expects children to work hard and do their best.</li> <li>• The school is approachable.</li> <li>• The teaching is good.</li> <li>• The school works closely with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for learning outside the classroom.</li> </ul>

Parents responded in unusually high numbers to the questionnaire, and there was high attendance at the meeting for parents. Parents are pleased with almost every aspect of the school's work. Many spoke or wrote with particular appreciation of the improvement of the school since the last inspection, and of the leadership of the headteacher. However, almost a quarter thought that the school did not provide a sufficient range of activities outside lessons. Inspectors investigated this carefully, and concluded that the school's overall provision was good and well-balanced.

## **PART B: COMMENTARY**

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

#### **Eleven-year-olds reach high standards in English, mathematics and science**

1. The consistently high standards reached over the past three years are the result of careful planning and co-ordinated teaching, which establishes the skills pupils need in Years 3 to 5, and then hones and consolidates them in Year 6. The quality of teaching in Year 5 makes an exceptionally strong contribution to this pattern. Results in the 1999 national tests for English, mathematics and science were exceptionally high, with over four fifths of pupils exceeding the standard expected nationally. The proportion of pupils exceeding the national standard in work observed during the inspection was slightly lower, but still very high overall. Individual pupils reach exceptionally high standards in mathematics, working at Level 6 in the National Curriculum. Standards and the quality of learning in other subjects are generally good, except for information and communications technology (ICT), where pupils' skills are less well-developed than in most schools.
2. Pupils pay very good attention to detail in all aspects of their work, and almost all present it well. They learn a very good range of skills in mathematics, including fast and accurate mental calculation, and most writing in English is well constructed, with a good range of vocabulary. Speaking and listening skills are very good throughout the school, and pupils read demanding texts with very good levels of understanding. Pupils learn to use adult dictionaries from Year 3 onwards, and are very competent in this skill in Year 5. Scientific knowledge and understanding are very effectively developed for pupils aged seven to nine. Pupils learn to design, carry out and record experiments to a high standard in Year 5, with further development of this skill at the end of Year 6. However, some science teaching for younger pupils relies too heavily on photocopied materials and does not allow them sufficient scope to develop their own writing and recording skills. With this exception, the use of reading and writing in the school curriculum, notably in history and religious education, makes a very effective contribution to literacy skills. Pupils with English as an additional language, and those who have special educational needs, make good progress. The pupil with a Statement of Special Educational Need benefits from very carefully adapted teaching, for example to enable her to take a full part in physical education, and from very effective support in the classroom.
3. Standards at eleven show very good improvement on those currently reached at seven. While most pupils at seven reach the standard expected nationally in national tests, and above-average proportions exceed it, standards at seven do not compare so favourably with those of similar schools, particularly in writing. This is due to weaknesses in teaching which arose after the last inspection. The school has taken effective action to improve this teaching, and has established a good pattern of learning for children under five and for pupils aged five to seven. While the standards reached by seven-year-olds are still affected by this previous weakness, six-year-olds are now reaching very good standards in reading and writing, and good standards in other aspects of their work.

### **Provision for spiritual, moral, social and cultural development is excellent**

4. The school provides excellent opportunities for pupils to reflect on their work and its purpose, both through its curriculum and in assemblies. As they move through the school, pupils come to adopt its values as their own, treating each other and adults with courtesy and consideration, and respecting the views of others. They sing to a very high standard, responding well to the talented singing of the headteacher in assembly, and develop a sense of respect and enjoyment of other cultures. They study the lives of distinguished people from a range of cultural backgrounds – for example, Nelson Mandela and Tiger Woods – and develop very good understanding of the issue of racism. Provision for moral development is both explicit, in the school's very effective code of conduct, and implicit, in the example of teamwork and service to others set by all of the adults in the school. Parents and governors give high priority to these aspects of the school's work and do much to sustain its quality.

### **Leadership and management are excellent**

5. The headteacher, deputy headteacher and governors provide a strong and very effective sense of direction for the school, based on commitment to its Christian ethos and to the highest standards of achievement for all of its pupils. The management roles of the co-ordinator for pupils aged five to seven, and of subject co-ordinators, are clearly thought-out and effectively fulfilled. There is careful financial and educational planning, both for the school's long-term development and to meet immediate needs. For example, the school has adopted a policy of appointing experienced teachers with proven skills in the classroom, and careful medium-term budgeting enables it to make maximum use of its financial resources. The school has made effective provision to eliminate the financial deficit brought forward from 1999 to 2000. Administration, including financial administration, is very effective.
6. Where weaknesses have been identified, including those pointed out during the last inspection, the headteacher and deputy headteacher have taken sympathetic but effective action to bring about improvement. A similar approach is being developed to improve the school's work in information and communications technology. The school's system of appraisal is very effective, and is linked to programmes of professional support and development that are directly related to the needs of the school, for example through careful selection of additional training courses to help teachers meet particular aspects of special educational need. All teachers and governors are effectively involved in the formulation and monitoring of the School Development Plan, and several parents commented on the very strong sense of teamwork that has been developed in the school. The headteacher has recruited new teachers and worked with existing teachers very effectively, both to improve the quality of teaching for younger pupils and to make best use of the strengths in teaching for pupils aged nine to eleven. This has been a most important factor in the rise in standards since the last inspection.

### **Teaching is good, with very good to excellent teaching in almost two fifths of lessons**

7. The school's arrangements for planning and co-ordination ensure consistency in the quality of teaching, and the significant proportion of unsatisfactory teaching observed during the last inspection is no longer evident. Teachers throughout the school ensure that pupils learn effectively in each lesson, manage behaviour well, and use the school's small class sizes effectively to engage pupils in their work. Homework is consistently effective and well-balanced, particularly for younger pupils, where it is making a most important contribution to raising standards in writing. Marking is of

good overall quality, and is of a very high standard in Years 5 and 6, where it contains excellent personal guidance. Some marking in science, however, is less effective in helping pupils to improve, and some weaknesses in pupils' work identified in marking are not followed through sufficiently in later work. The proportion of good teaching is substantially higher than in most schools nationally, and this consistent experience of good teaching is a major factor in developing high standards and the excellent attitudes to school shown by older pupils. In history and geography, for example, the quality and planning of the teaching are maintaining the quality of pupils' work at a good level, despite limited time for the subjects. Good teaching for children under five, and for pupils up to seven, is a key factor in the pattern of improving standards among these younger pupils, not least through exceptionally well-planned and balanced homework, which is leading to very good early writing in Year 1. Where the teaching is satisfactory rather than good, work is less well-matched to the learning needs of the class, and some science lessons for younger pupils do not contain a good balance of the knowledge, skills and understanding set out in the National Curriculum.

8. The overall proportion of very good and excellent teaching has shown a very significant improvement since the last inspection. The very good teaching is based on outstanding knowledge and understanding of the subject, and is planned in great detail to ensure that work is very well matched to the range of learning needs in the class. It contains very well-chosen learning tasks, and is well paced, with very good feedback to individual pupils. The overall teaching of English, including reading and writing, is very good, and the teaching of mathematics is good, with very good and excellent teaching in individual lessons. The sustained excellence of the teaching in Year 5, based on professional skills and commitment of the highest quality, is a major factor in the proportion of pupils exceeding the nationally expected standard at eleven. For example, pupils studying the lives of famous people are expected to locate and evaluate information from a variety of sources, and to write well-organised biographies which are then bound and placed in the school library. Much of this work exceeds the nationally expected standard for English a year in advance of the test. The benefits to pupils of this exceptional work are enhanced by the good quality of teaching in other classes.

### **There is very good assessment of pupils' personal and academic development**

9. Teachers assess pupils' progress and personal development in unusually good detail. Information from this assessment is used very well to provide individual guidance to pupils. This is particularly effective for younger pupils, some of whom are working on improving their behaviour and concentration, and for the oldest pupils preparing for national tests. Parents contribute to assessment through the very effective system of home-school reading records, which also promote good attitudes to reading. The assessment of pupils with special educational needs is a strength, and, where necessary, individual education plans are reviewed fortnightly. Information from assessment is used effectively in planning lessons, and there is extensive and generally effective use of personal targets for pupils.

## **Pupils have excellent attitudes to school, and complete homework to a very good standard**

10. A pupil in Year 6 described the school's approach as "parents, parish, children and teachers all working together". Pupils as they grow up in the school develop a strong sense of partnership and shared endeavour with other members of the school community. They speak of their school with pride and affection, and want to contribute to it. This shows itself in the excellent attitudes to work of the older pupils, in the care and support they give to other pupils who need it, and in their unusually good completion of homework. Pupils are happy to take responsibility within the school, and their excellent attitudes to work make a very significant contribution to the quality of their learning.

## **There is a very strong and well-managed partnership with parents**

11. Parents strongly support the school and its core values. They have a high regard for the headteacher and all of the teachers, and value the Christian ethos of the school and its inclusive character as well as its high standards. Parents encourage their children in their work and provide very good support with homework. Several provide effective voluntary help in school. Parents contribute generously to school funds, and participate in school events in large numbers.
12. Some parents were concerned about the amount of homework set during holidays, and a significant number felt that there were not enough activities outside the classroom, with particular concern over opportunities for football. Pupils told the inspection team that they thought that the overall balance of homework was reasonable, but that it sometimes caused problems if they were going away during the holidays. The school takes part in inter-school football competitions, and all of the teachers are qualified football coaches. The inspection team judged that homework was a strength of the school, and that overall provision of learning activities outside the classroom was well balanced and more extensive than that found in most schools of this size.
13. The level of completion of the parent questionnaires and of attendance at the parents' meeting prior to the inspection were unusually high, and there were many warm expressions of approval of the professionalism and commitment of the headteacher and of individual teachers. Teamwork, care for the pupils and support for those with special educational needs were seen as particular strengths. A parent at the meeting found general support for her view that the school was achieving its high standards of work "with no haughty pride".

## **WHAT COULD BE IMPROVED**

### **The teaching and use of information and communications technology is limited**

14. The school has sufficient computers to teach the National Curriculum. There are examples of good work in using them, including the use of a range of graphs to record and present the results of experiments, and effective use of a laptop computer to help a pupil with special educational needs. However, there is considerable inconsistency between classes in the development of pupils' skills, and overall standards are lower than those in other subjects. The use of information and communications technology to promote learning in other subjects also varies greatly between classes. In some, higher-attaining pupils use CD ROMs well to investigate advanced aspects of science,

but in others computers are under-used. The headteacher, co-ordinator and governors have begun to take suitable steps to raise standards in the subject.

**Some learning targets set for pupils could be followed through more consistently in their work**

15. The school's systems for marking and assessing pupils' work and setting targets are an important strength. However, in some classes, teachers do not always ensure that pupils follow up targets, including shorter-term targets set in marking, in their later work. This limits the impact of the targets on the quality of learning.

**There is not enough large play equipment for children under five**

16. Children under five have good space and opportunities for play, but the school does not have enough large equipment to promote the full range of play set out in national guidelines.

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

St Cuthbert Mayne is a very successful school, whose strengths far outweigh the areas that could be improved. The headteacher and governors should take the following steps:

- (1) Develop the teaching and use of information and communications technology, by:
  - ensuring that the programmes of study of the National Curriculum are taught consistently;
  - monitoring the progress of each pupil;
  - developing the use of information and communications technology to promote learning in other subjects of the curriculum. (Paragraphs 1, 14)
- (2) Ensure that targets set for pupils in assessment and marking are consistently followed up, by:
  - taking account of targets in setting subsequent work;
  - monitoring progress towards targets systematically in subsequent marking. (Paragraphs 7, 15)
- (3) Improve the range and provision of large play equipment for children under five. (Paragraph 16)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	19
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
16	21	42	21	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	159
Number of full-time pupils eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	17

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	0

### Attendance

Authorised absence	%
School data	95.9
National comparative data	94.1

Unauthorised absence	%
School data	0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	16	10	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	13	16
	Girls	10	10	10
	Total	24	23	26
Percentage of pupils at NC level 2 or above	School	92 (89)	88 (89)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	16	14
	Girls	10	10	9
	Total	23	26	23
Percentage of pupils at NC level 2 or above	School	88 (89)	100 (100)	88 (100)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	13	12	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	13
	Girls	11	11	12
	Total	23	24	25
Percentage of pupils at NC level 4 or above	School	92 (92)	96 (92)	100 (92)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	13	13
	Girls	11	11	12
	Total	21	24	25
Percentage of pupils at NC level 4 or above	School	76 (79)	88 (79)	92 (79)
	National	68 (65)	69 (65)	75 (71)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	129
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	19.9
Average class size	22.7

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

Total number of education support staff	5
Total aggregate hours worked per week	89

### ***Financial information***

Financial year	1999
	£
Total income	274,493
Total expenditure	292,030
Expenditure per pupil	1814
Balance brought forward from previous year	5,861
Balance carried forward to next year	-11,676

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	159
Number of questionnaires returned	156

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	34	3	0	0
My child is making good progress in school.	58	39	3	0	0
Behaviour in the school is good.	72	27	1	0	0
My child gets the right amount of work to do at home.	55	39	5	1	0
The teaching is good.	77	19	3	0	1
I am kept well informed about how my child is getting on.	61	32	6	1	1
I would feel comfortable about approaching the school with questions or a problem.	81	16	2	0	1
The school expects my child to work hard and achieve his or her best.	82	18	0	0	0
The school works closely with parents.	71	25	4	0	0
The school is well led and managed.	82	18	0	0	0
The school is helping my child become mature and responsible.	69	30	1	0	1
The school provides an interesting range of activities outside lessons.	32	38	17	7	6