

INSPECTION REPORT

**ST. BERNADETTE'S CATHOLIC PRIMARY
SCHOOL**

Walsall, West Midlands

LEA area: Walsall

Unique reference number: 104242

Headteacher: Mr. A. F. McCann

Reporting inspector: Brenda Iles
T12000

Dates of inspection: 24 – 25 January 2000

Inspection number: 191583

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:	3 - 11
Gender of pupils:	Mixed
School address:	Narrow Lane Brownhills Walsall West Midlands
Postcode:	WS8 6HX
Telephone number:	01543 452921
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Appropriate authority:	The governing body
Name of chair of governors:	Reverend Father David Mellor
Date of previous inspection:	February 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Bernadette's Catholic Primary School is situated about a mile from the centre of Brownhills in Walsall and within the Archdiocese of Birmingham. The catchment area is broader than at the time of the previous inspection and includes Brownhills, Clayhanger, Norton Canes, Stonnall and Pelsall. Pupils are admitted to the school in the year in which they have their fifth birthday. The majority of pupils attend the attached nursery unit, which admits children from the age of three. The intake is mainly Catholic but families of other faiths are admitted in line with the governors' admissions policy. At the age of eleven, pupils transfer to local secondary schools.

The school is smaller than most primary schools and has 173 pupils on roll, 85 boys and 88 girls. The school is popular and over-subscribed. Twenty-four children attend the nursery on a part time basis.

For this year only there are seven classes organised by year group through the 'Reduction in infant class sizes' scheme. Due to the current building programme to extend the number of classrooms and the playground, two classes are in temporary positions. There is an additional nursery unit, computer access for all classes, a large hall, library area and kitchen which serves hot meals.

The proportion of pupils entitled to free school meals is 13.6 per cent, which is broadly average. No pupils have English as an additional language. Twenty-two per cent of pupils are on the school's register of special educational needs which is broadly average. Three pupils have statements of special educational needs. The school's baseline assessment results show that when compared to similar local schools attainment on entry is about average.

HOW GOOD THE SCHOOL IS

The school is well led and managed and has clear priorities for future development. The systematic approach to monitoring the effectiveness of teaching and learning by staff is successfully raising standards in English, mathematics and science. The very good quality of teaching supports pupils' learning well. The school's funding is about average. Taking into consideration the average attainment on entry, the good quality of education provided, the above average standards pupils achieve by the age of eleven, the school provides good value for money.

WHAT THE SCHOOL DOES WELL

- Standards in English, mathematics and science are above average by the age of eleven and all pupils are appropriately challenged.
- Teaching is of very good quality and assessment procedures support learning well.
- The school is well led and managed.
- Partnership with parents is very good.
- Pupils' personal and social development and relationships between adults and pupils are very good.

WHAT COULD BE IMPROVED

- Standards in information and communications technology could be higher.
- Children in the reception class do not have sufficient access to the nationally approved curriculum for children under five and resources are unsatisfactory.
- Governors are not systematically involved in monitoring and evaluating the work of the school.
- The building is in need of renovation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in February 1997 assessment procedures were not consistently used across the school, the role of co-ordinators was not fully developed and the management of pupils' behaviour was an area for development. Good progress has been made in addressing these issues through an effective programme of action. The curriculum now offers appropriate breadth and progression, and national initiatives such as the literacy and numeracy strategies have been implemented very successfully. This is largely due to co-ordinators carrying out their responsibilities for staff training and monitoring and evaluation effectively. Assessment procedures are now detailed and thorough and are a significant strength. Behaviour management is very effective and pupil relationships are good

In addition to the points raised in the last report the school has improved its partnership with parents, which is now very good. Provision for moral development has also improved and is very good. The quality of teaching pupils receive has improved and is now very good. The attention given to literacy and numeracy has successfully raised standards above average and the school is on line to meet the targets it has set for 2000. Although there are variations in the proportions of pupils with special educational needs between cohorts trends show an overall improvement over the previous four years.

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	
	[97]	[98]	[99]	[99]	
English	C	D	B	B	well above A average above B average Average C below average D well below E average
Mathematics	C	E	B	C	
Science	C	D	A	A	

The table shows that in the 1999 tests for eleven-year-olds attainment in science was well above average and in English and mathematics it was above average. In comparison to schools similar to St. Bernadette's, results were well above average in science, above average in English and average in mathematics. These results show an overall trend of improvement on previous years. In the 1999 test results for seven-year-olds attainment was average in reading and mathematics and just below average in writing. When compared to similar schools', results at seven were average in reading, below average in mathematics and well below average in writing. However, within small schools there is considerable variation between year groups as the proportion of pupils with special educational needs varies. Steps taken to improve standards in writing and mathematics in Key Stage 1 are succeeding. The standards of work seen during the inspection were above average overall at the ages of seven and eleven and pupils make good progress.

Children in the nursery and reception class achieve standards that are appropriate for their ages. By the age of seven, reading, speaking and listening are strengths and the content of pupils' writing is interesting. Inaccuracies in spelling result from the differences in pronunciation of sounds used in pupils' spoken English compared to those required in writing. Mental mathematics skills and the application of skills and knowledge to investigations in science are also well developed and strengths of the school. By seven, standards in information and communications technology are below average and this is a weakness; by the age of eleven they are about average but could be higher. By the time they leave the school pupils are confident readers and writers and work is usually well presented.

Pupils with special educational needs and those who are more able are appropriately challenged through their individual targets and the very good quality of support they receive from staff. They make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like coming to school and are enthusiastic learners.
Behaviour, in and out of classrooms	Behaviour in classes and in the playground is good.
Personal development and relationships	Relationships between adults and pupils are very good and pupils have a broad range of opportunities to take responsibility for their learning and to prepare them for life beyond school.
Attendance	Attendance is satisfactory

All staff project the values of the school strongly and provide very good role models for pupils. This engenders trust and respect and pupils usually behave well. There are a very small number of occasions when pupils with challenging behaviour require additional support to meet their needs. There have been six fixed period exclusions in the last year, all of whom were boys. This figure is high for a small school but relates to a number of incidents when behaviour was unacceptable and action was necessary to ensure the health and safety of others. Parents and the appropriate authorities were informed on all occasions and procedures carefully adhered to. Parents strongly support the school's behaviour policy. Attendance has improved but there are still too many occasions when holidays are taken in term time.

TEACHING AND LEARNING

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

Just under half the lessons were very good, with 13 per cent being excellent for pupils aged seven and eleven. A further 23 per cent of lessons were of good quality and the remainder is satisfactory. No unsatisfactory lessons were seen.

The teaching of literacy and numeracy is very good and this ensures that pupils learn at a good pace and that their individual needs are met well, particularly those of more able pupils and those with special educational needs. Planning states clear objectives, which are communicated effectively to pupils. Teachers' assessments are detailed and are well used to set realistic targets for pupils to achieve. Subject knowledge is good. The management of behaviour is positive and well focussed questioning maintains pupils' attention and motivation. Lessons are carefully timed to ensure the balance of teacher direction, and independent and group activity sustain interest and promote independence. Homework diaries are maintained and this supports a strong home school partnership approach to learning. Minor weaknesses are the under-use of information technology resources, particularly in Key Stage 1, and in lessons for reception aged children under five there are too few structured play activities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum offers appropriate breadth and balance and is of good quality. The curriculum for children under five is not extended to include the reception class and this is a weakness.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good and pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good. The school projects strong Christian values and there is a clear understanding of right and wrong. Pupils work and play happily together, take responsibility and are eager to learn about other cultures through literature, art and music.
How well the school cares for its pupils	The school cares for pupils very well. Self esteem and individual success are celebrated. When pupils experience difficulties they are handled sensitively and effectively.

Partnership with parents is a strength of the school and parents feel strongly that the school meets the needs of their children very well in all respects. Provision to support pupils' personal development promotes the values of the school and engenders trust and respect. All pupils are valued and have equal opportunities in school activities and support. Because

the school aims are reflected throughout the curriculum and in lessons there is a strong learning culture, which encourages all pupils to achieve their best.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very effective leadership and is well supported by a committed team of staff.
How well the governors fulfil their responsibilities	Governors provide good support but are not systematically involved in monitoring and evaluating the school's work.
The school's evaluation of its performance	Self-evaluation is effective and provides a clear direction for school improvement.
The strategic use of resources	The school makes good use of its available resources.

The headteacher provides a clear direction for the future of the school and evaluations of strengths and weaknesses are used to form priorities within the school improvement plan. The plan is detailed and gives clear guidance to staff. Co-ordinators take responsibility for leading their subjects; they are effective in providing staff training and monitoring standards.

Governors are committed and carry out their duties responsibly but are not systematically involved in monitoring and evaluating school initiatives. The principles of best value are used well and the school makes good use of the resources available.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel very strongly that their children achieve their best. • The quality of teaching is good • Their children like school • They are kept well informed about their children's progress. 	<ul style="list-style-type: none"> • No significant weaknesses were identified by parents

Parents express strong and positive agreement about all aspects of the school's work. No significant areas for improvement were identified by parents. The inspection team agrees with parents' very positive views about the school's work.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are above average.

Pupils make good progress in English, mathematics and science and standards observed by inspectors were generally above average throughout the school. The most recent results at Key Stage 1 are below the standards seen in the school but there is plenty of evidence to suggest that efforts made to improve standards in writing and mathematics by the age of seven are successfully raising attainment.

Strengths in pupils' achievements by the age of seven include the confident manner with which they express their ideas and opinions. However, the articulation of sounds is frequently inaccurate. Issues relating to standards in writing in Key Stage 1 have been addressed. Spelling is weaker in pupils' drafted work because they focus on developing imaginative ideas rather than spelling accuracy at this stage. Errors reflect speech patterns and while the majority of teachers across the school ensure they speak clearly and remind pupils of the differences between the written and spoken word, there is a small number of occasions when they do not. However, the content of pupils' writing is interesting and they draw well on their reading experiences when describing characters. They understand the purpose of capital letters and full stops, which are used well within final drafts. Final drafts are of good quality and handwriting is neat and legible. Pupils are eager to read and, by the time they are seven they understand the difference between fiction and non-fiction. They read expressively and talk enthusiastically about their favourite authors and stories, for example, traditional stories and 'Charlie and the Chocolate Factory' by Roald Dahl. Pupils make good use of punctuation in their reading and understand the purpose of speech marks, exclamation and question marks. They are confident to describe the use of contents and index pages in their research. These skills are systematically developed in the junior classes and, by the age of eleven, the very good teaching pupils receive enables them to link the skills of reading and writing and they write in a range of styles, often based on national and international news reports and the work of authors such as Sam Mc Bratney, C.S.Lewis or Roald Dahl. Higher attaining pupils describe important features of writing to support their views based on reading experiences, for example the work of Oscar Wilde. They use a wide range of vocabulary both in discussion and written work and almost all pupils use paragraphs appropriately. The teaching of literacy for the oldest pupils is a significant strength and this supports learning very well. Initiatives such as the 'Bookstart Scheme' involving local families in reading and also the school's own 'Books and Beyond' project promote the development of literacy skills in the community very effectively.

In mathematics numeracy skills are a strength across the school. Seven-year-olds understand place value well, with higher attainers ordering numbers to one hundred. Pupils understand terms such as more and less and apply this knowledge when comparing numbers. By the age of eleven the skills of computation are independently applied to problem solving situations, both in mathematics and in other subjects. Pupils explain their methods of calculations coherently using appropriate vocabulary.

Within science pupils apply their investigative skills and knowledge well, and this is a strength. They understand how to construct a fair test and use terms such as prediction and hypothesis. Through their good collaborative work pupils show that they understand the

process of investigative science, for example when measuring the saturation level of salt in hot and cold water. Eleven-year-olds understand the importance of science in society, particularly in relation to health. They talk knowledgeably about body organs and their functions and the importance of exercise and healthy eating. There is a high level of awareness of the dangers of poor eating habits and of the benefits of medicines and dangers of the misuse of drugs.

Teaching is of very good quality

Just under half the lessons are at least very good, of which a quarter are excellent for pupils aged seven and eleven. A further 23 per cent of lessons are of good quality and the remainder is satisfactory. No unsatisfactory lessons were seen.

The teaching of literacy and numeracy is very good and this ensures that pupils' learn at a good pace. Their individual needs are well met, particularly those of more able pupils and those with special educational needs. This is because teachers' assessments are detailed and are used effectively to set targets for pupils to achieve. Subject knowledge is good and specific vocabulary introduced in lessons supports the development of literacy across the curriculum. Behaviour management is positive and effective and teachers project very good role models for pupils. There is a high level of trust and respect which underpins the values of the school and ensures that the aims are met successfully. Most teachers speak clearly and encourage pupils to use Standard English in more formal situations. This is a particular strength in the nursery and also in Years 2 and 6. Because teachers have a very good knowledge of pupils their personal development is monitored effectively and as a result pupils become increasingly responsible for their learning as they move through the school. This has a positive impact on pupils' learning and progress. The very good relationships that exist between teachers and parents also ensure that learning is extended appropriately through homework. Weekly home-school liaison diaries are very effective in communicating pupils' achievements and targets for improvement. The quality of teaching has improved since the previous inspection when it was generally good.

Pupils of all ages are enthusiastic learners and eager to succeed because teachers have high expectations and tasks are well matched to the needs of higher attaining pupils and those with special educational needs. The very good support pupils with educational needs receive through carefully designed programmes of work and the very good level of support from staff ensure they make good gains in their learning.

The school is well led and managed

The headteacher has a clear vision for the future of the school and his accurate evaluation of strengths and weaknesses is used to form priorities in the school improvement plan. He negotiates decisions with staff and there is a strong team commitment to school improvement. The qualities of leadership mentioned in the previous report have been maintained.

The school development plan is detailed and gives clear guidance to staff about current and future initiatives. It ensures responsibilities are defined clearly and are costed. Monitoring procedures are identified appropriately. Co-ordinators have a good understanding of their roles and responsibilities and provide good guidance to staff. Their knowledge and expertise are used well and they are effective in providing staff training and monitoring standards. This has supported raising standards in literacy and numeracy and shows improvement from the previous inspection when a key issue was to redefine the roles and

responsibilities of co-ordinators. Governors are committed and carry out their duties responsibly. The principles of best value are used well and the school makes good use of the resources available.

Partnership with parents is very good

Parents are very happy with all aspects of the school's work. They comment positively on the way in which teachers support their children's learning and the effective partnership between home and school which enables them to stay well informed and understand how best to support their children. They are pleased with the pace of learning and feel the school does all it can to enable all children to achieve their best. Particular credit has been given to the early identification of pupils' special needs and the valuable intervention, which maintains pupils' enthusiasm and ensures they make the best possible progress. Parents of pupils who are more able also indicate their satisfaction with the way in which their children are challenged.

The home school agreement works very effectively and ensures that children, parents and teachers are kept well informed about children's learning and their personal development. Parents feel able to talk to teachers at any time and value open evenings and opportunities to learn about the curriculum.

The friends of the school association works hard to raise additional funds to enhance resources and to plan social events. Parents are very supportive of the behaviour policy. They are confident that bullying is dealt with very effectively and support the decisions to exclude pupils whose behaviour adversely affects the learning of others.

The partnership is based on principles applied from the time parents register interest in their children attending the school. Information is clearly presented and parents feel welcomed into the school community. Governors play an important and effective role in this respect, and the links with the church are very effective in promoting school values and a happy learning community. Parents trust and respect the leadership qualities of the headteacher and feel confident to approach the school with ideas and problems.

This aspect of the school's work continues to be of very good quality.

WHAT COULD BE IMPROVED

Standards in information and communications technology could be higher

Standards in information and communications technology (ICT) are below average by the age of seven and this is a weakness. There is no systematic time-tabled programme to ensure pupils have sufficient time and regular direct teaching of the subject to secure progress at a fast enough rate. This has been a particular problem for the school during this year due to lack of space and equipment. Some teachers also lack confidence in teaching the subject. The small amount of teaching of information technology with this age group was undertaken by support staff and was of good quality. Pupils use the mouse, move the cursor and learn to type and print their names and simple sentences. From their earliest days in the nursery they are introduced to computers, for example through the use of paint programs. The display of children's work reflects the school's intention to develop information technology as an integral part of the curriculum. Throughout the school displays reflect the use of information technology in the world and the school has made a significant

contribution to a local millennium exhibition. By the age of eleven, standards are about average. Pupils talk with keen interest about the different ways in which they use computers, for example organising data, word processing and designing. The majority of pupils understand how to use computers for research and access the Internet. They have good knowledge of how recent developments in the use of information technology influence our society and every day life. However, they recognise that they have limited access to facilities due to the limitations of temporary accommodation which do not enable the class to be networked. Many benefit from their use of computers at home to develop their skills. Pupils who do not have computers are supported through extra-curricular provision. The current building programme, designed to extend teaching space, will enable the school to reorganise and improve its provision. Staff training is identified as a priority. The school improvement plan identifies how the subject is to be developed. The school is aware that this is an important area for improvement.

Children in the reception class do not have sufficient access to the nationally approved curriculum for children under five and resources are unsatisfactory.

The curriculum for children under four in the nursery is appropriately organised in line with the nationally prescribed Desirable Learning Outcomes for children under five. Planning is well linked to children's needs and the environment in which they learn is bright and welcoming. The quality of displays is very good and the teaching space is well organised to provide a range of structured play activities, which meet children's needs well. This is the first year the school has had a reception class. In previous years the class has been mixed age with Year 1. As a result, the current planning for the reception class relies too heavily on the Key Stage 1 curriculum and there are insufficient links with the curriculum for under fives. While pupils do have opportunities for structured play, they are too limited. Activities are mainly directed by the teacher and at times children are expected to listen for too long. This results in some children losing concentration and becoming restless. However, children enjoy good relationships with their teacher and the high expectations made of children ensure that most meet the Desirable Learning Outcomes by the age of five.

A significant weakness in provision is the lack of good quality resources for this age range. Overall provision is unsatisfactory. There are too few games and toys of good quality to engage children in play experiences to support their learning. Many resources are old and no longer attract the interest of these young children. In addition, much of the furniture is old and scratched and in need of renovation or replacement and teaching space requires redecoration. More use could be made of the safe outdoor play area. These features restrict opportunities to provide a broader range of experiences in the reception class.

There are plans to review this provision. Staff are to attend training to support the development of a curriculum based on the new 'Early Learning Goals' to be implemented in September.

Governors are not systematically involved in monitoring and evaluating the work of the school

Governors offer good support to the school and have a well-organised committee structure. They are confident that the school is well led and managed by the headteacher but they rely too heavily on the headteacher for information about the progress the school makes in meeting its targets. There is a shared vision for school improvement and governors know the school's strengths and weaknesses. They ask questions about progress made towards meeting the targets set out in the school development plan and have effective procedures

for seeking the best value. The weakness lies in the lack of systematic procedures to ensure the frequent and regular involvement of governors in monitoring and evaluating the school's work against specific criteria.

The building is in need of renovation

A further weakness lies in the poor state of internal decoration of the building and the unsatisfactory quality of much of the furniture. In order to raise standards, resources have been targeted towards staffing. There has been no internal redecoration of the building since the previous inspection. Also, as the school has grown, furniture has been acquired from a range of sources requiring little expenditure. As a result, the scratched furniture, walls and paint work detract from the quality of pupils' learning. The staff room also requires renovation as carpets and chairs are badly worn. Carpets have been replaced recently in some classrooms but some floor tiling in toilet areas relies on temporary fixing to ensure pupils' health and safety. There is urgent need of a rolling programme of redecoration, alongside the buildings improvement programme, to ensure the fabric of the building is maintained to a higher standard.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education further for pupils, the headteacher and governors should include the following issues in their action plan.

- (1) Raise standards in information technology by ensuring staff receive appropriate training to deliver the planned curriculum and by improving access to resources to ensure pupils are regularly taught how to apply their skills and knowledge across the curriculum.
- (2) Ensure the curriculum for children under five meets the needs of all pupils in the reception class by reviewing the planned curriculum in the light of new national guidance and improving the quality and range of resources for the age range.
- (3) Develop systematic procedures to involve governors in monitoring and evaluating school improvement against specific success criteria.
- (4) Develop a rolling programme of redecoration and replacement of furniture to improve the quality of the internal condition of the school building.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11.8	35.3	23.5	29.4	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	12	152
Number of full-time pupils eligible for free school meals	0	20

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	40

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.49
National comparative data	5.7

Unauthorised absence

	%
School data	0.17
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 (98)	14	12	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	11	12	12
	Total	21	22	22
Percentage of pupils at NC level 2 or above	School	81 (62)	85 (84)	85 (62)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	12	12
	Girls	12	12	12
	Total	22	24	24
Percentage of pupils at NC level 2 or above	School	85 (61)	92 (85)	92 (62)
	National	82 (80)	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
	99 (98)	16	3	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	15
	Girls	2	2	3
	Total	15	15	18
Percentage of pupils at NC level 4 or above	School	79 (52)	79 (38)	95 (67)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	15
	Girls	2	2	2
	Total	12	14	17
Percentage of pupils at NC level 4 or above	School	63 (71)	74 (71)	89 (62)
	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	1
Black – African heritage	
Black – other	
Indian	3
Pakistani	
Bangladeshi	
Chinese	
White	117
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	5	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.9
Number of pupils per qualified teacher	19.2
Average class size	18.4

Education support staff: YN – Y[6]

Total number of education support staff	4
Total aggregate hours worked per week	90

Financial information

Financial year	1998/99
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	£
Total income	253272
Total expenditure	249665
Expenditure per pupil	2561
Balance brought forward from previous year	7621
Balance carried forward to next year	11238

**Qualified teachers and support staff:
nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	12

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	164
Number of questionnaires returned	38

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	24	3	0	0
My child is making good progress in school.	74	24	0	0	3
Behaviour in the school is good.	68	32	0	0	0
My child gets the right amount of work to do at home.	50	32	13	3	3
The teaching is good.	79	21	0	0	0
I am kept well informed about how my child is getting on.	74	24	0	0	3
I would feel comfortable about approaching the school with questions or a problem.	87	13	0	0	0
The school expects my child to work hard and achieve his or her best.	89	11	0	0	0
The school works closely with parents.	68	32	0	0	0
The school is well led and managed.	74	26	0	0	0
The school is helping my child become mature and responsible.	74	24	0	0	0
The school provides an interesting range of activities outside lessons.	50	45	3	0	3