

INSPECTION REPORT

THE CATHEDRAL SCHOOL OF ST MARY

Cecil Street, Plymouth

LEA area: City of Plymouth

Unique reference number: 113489

Headteacher: Paul Cotter

Reporting inspector: Yvonne Crizzle
OFSTED Inspector No. 1951

Dates of inspection: 5th – 6th February 2001

Inspection number: 192313

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: Cecil Street
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Devon

Postcode: PL1 5HW

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Appropriate authority: The Governing Body

Name of chair of governors: Barbara Solomon

Date of previous inspection: 3rd March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Cathedral School of Saint Mary is a popular voluntary aided Roman Catholic school with 105 children on roll aged from four to eleven, and is smaller than average for a primary school. Therefore the number of children who take the National Curriculum tests when they are eleven is few: there were six girls and eight boys in 2000. The school is situated in the centre of Plymouth and serves its immediate area. There are four classes and children are taught in mixed age groups. Children under five years old are taught together with Year 1 children. Children are predominantly from a white UK heritage. There are 36 children with special educational needs, two of whom have statements of special educational needs. The percentage of children speaking English as an additional language is low. The percentage of children thought to be eligible for free school meals is 56 per cent and is well above the national average. The majority of children have average attainment on entry although their wider experiences, particularly their knowledge and understanding of the world, is often limited. The school is in the Plymouth Education Action Zone.

HOW GOOD THE SCHOOL IS

The Cathedral School of Saint Mary is an effective school with many strong features. Children achieve impressively good standards, when compared to similar schools, by the time they leave. There is a good sense of community underpinned by a strong Catholic ethos. Leadership and management of the school are very good. The school provides satisfactory value for money.

What the school does well

- Standards in English, mathematics and science are well above the average for similar schools by the end of Year 6.
- The quality of teaching of the oldest children is good.
- Children's attitudes to school are very good.
- Relationships are very good.
- Leadership and management of the headteacher and key staff are very good.
- The school improves children's learning by the very good use of the Education Action Zone support which is having a positive impact on raising standards in literacy.

What could be improved

- Standards in information and communication technology.
- Some aspects of reading and writing for infant children are weak.
- All teaching needs to come into line with best practice.
- Attendance, which was broadly in line with the national average, is now unsatisfactory as it has not improved in line with the national average and is having some effect on achievement.
- A separate and secure outdoor area for the very young children in which to work and play is needed.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a good improvement. The key issues in the 1997 report have been almost completely addressed and all statutory requirements are met. The school identifies areas for improvement and takes steps to make improvements, including taking account of children's view. However, attendance which was broadly in line with the national average is now unsatisfactory.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	E*	D	A
mathematics	A	E*	C	A
science	B	C	B	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

By the end of Key Stage 2, when compared with similar schools, standards are well above average. The percentage of children achieving the higher Level 5 in English and mathematics is below the national average, but in science it is above the national average. Results have fluctuated in recent years but this is entirely normal for a small school with a very small number of children taking the tests. When results are put into percentage terms for comparison they exaggerate small numbers because one child represents a relatively large percentage. However, the overall trend is one of steady improvement. The school attributes the sharp drop in standards in 1999 in English and mathematics to the large number of children with special educational needs that year. From speaking to the oldest children it is clear that standards in information and communication technology remain unsatisfactory.

In Key Stage 1, children make broadly satisfactory progress but do not achieve standards of which they are capable. This is largely due to insufficient opportunities to develop essential skills to support investigations and early research skills, for example in reading, writing and information and communication technology. There are many satisfactory opportunities to develop basic skills but too few planned opportunities to extend learning to include a wider knowledge of the world. The weakness in the knowledge and understanding of the world, an area of learning in the Foundation Stage, continues throughout the school.

In the Foundation Stage, children listen attentively to their teacher and make good progress. Many children have satisfactory pre-reading skills. Children enjoy numbers and count with enthusiasm and good accuracy. They recognise shapes and quickly learn their properties. Most children are on course to meet the Early Learning Goals in most of the areas of learning. The weakness in their knowledge and understanding of the world when they start in the reception class remains a weakness at the end of the Foundation Stage.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Children have a very good interest in and enthusiasm for the school. They have a strong desire to learn.
Behaviour, in and out of classrooms	Good. Children are friendly to each other and to all adults.
Personal development and relationships	Good. Relationships within the school and between children and adults are an important strength.
Attendance	Unsatisfactory, as no longer in line with the national average. The school is aware of this and has strategies planned to raise attendance.

Children who do not attend regularly do not make good use of what the school has to offer.

TEACHING AND LEARNING

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

The quality of teaching is always satisfactory or better. Teachers generally have a satisfactory knowledge and understanding of subjects in the National Curriculum, although there are weaknesses in the teaching of some aspects of mathematics and science in Key Stage 1. Teachers' lack of confidence in using information and communication technology was mentioned in the last report and is still an area needing improvement.

In the Foundation Stage teaching often has high expectations of what the children can do. The quality of questioning appropriately examines what children understand and develops their thinking and reasoning skills well. Weaknesses occur when some teaching methods do not help children sustain their concentration and use time well. The school has an unsatisfactory understanding of the purpose and use of 'baseline assessment' to measure attainment on entry to school. Teachers estimate the children as being of below average ability although the data they collect and have analysed clearly shows the majority of children are average. Governors and staff need to have a secure understanding of baseline assessment if children are to benefit and achieve the standards of which they are capable.

In Years 1 and 2, a particular strength is the teaching of literacy. Basic skills are taught well and literacy is promoted effectively. The teacher has good subject knowledge and uses a range of methods to successfully encourage children to learn. However, opportunities to develop children's skills further through more challenging work to enable them to apply their learning are often missed. The teacher's expectations are not high enough.

In Key Stage 2, teachers' expectations are high and teaching methods and planning are effective. Teachers have a good knowledge and understanding of the work and use time, support staff and resources well. The many good features are especially evident at the end of Key Stage 2. The pace is generally very brisk and purposeful and teaching allows no time for coasting. This greatly improves children's learning and their rate of progress.

Although work is marked regularly it is inconsistent and does not often inform children of how to improve their work or alert them to spelling errors which they must correct. There are very few opportunities for children to assess their own work or to work on drafts as they develop a piece of work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. It is satisfactory in the Foundation Stage, and good in Key Stages 1 and 2.
Provision for pupils with special educational needs	Good for children throughout the school. There is good provision and records are carefully kept.
Provision for pupils with English as an additional language	Satisfactory. This is largely because children are included in all activities. Although the local education authority provides useful support the school needs to raise its awareness and understanding of the particular needs of children who have English as an additional language.
Provision for children's personal, including spiritual, moral, social and cultural development	Good. 'Peer mediation' is a new initiative which is already making a good contribution to children's personal development.
How well the school cares for its pupils	Good. However, there is evidence to support parents' views that consistently well-behaved or 'good' children do not get sufficient attention or rewards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. There are many examples of high quality leadership. The main strength is that the headteacher successfully involves all members of staff in the running of the school.
How well the governors fulfil their responsibilities	Good. The governors have a shared commitment to improvement, and educational priorities are very well supported through financial planning. They are fortunate that the headteacher clearly provides them with good professional advice and also implements their decisions efficiently.
The school's evaluation of its performance	Satisfactory. The headteacher monitors the quality of teaching and learning effectively.
The strategic use of resources	Very good. The school benefits from funding and resources from a wide range of bodies and is particularly successful not only in identifying sources but also in using them well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school • Teaching is good • Good progress made in smaller infant classes, and is better than in the larger junior classes • They feel comfortable about approaching the school with questions or a problem. • The school expects children to work hard and achieve their best • The school is well led and managed • Children are helped to develop their maturity and responsibility • Full confidence from parents new to the school. 	<ul style="list-style-type: none"> • More homework for older children and a more consistent approach to homework throughout the school • Information about how children are getting on • The school should work more closely with parents • A few parents were concerned about the continuity of education in the class where there is a job share situation • Average children receive insufficient attention and well behaved children are forgotten.

Inspection evidence confirms almost all the strengths and some of the improvements identified by parents. Teaching is satisfactory for children under five and in the infant classes, and good in the junior classes and progress is better in the larger junior classes too. There is some good practice to inform parents of how children are getting on but this needs to be seen throughout the school, particularly in the quality of annual reports to parents. The organisation and planning for continuity of children's education in the job share class is satisfactory.

Parents and carers have a high regard for the headteacher and the staff and a firm confidence in the school's ability to take care of their children and to teach them well.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are well above the average for similar schools by the end of Year 6

1. The school's analysis of the National Curriculum tests and tasks, and other results, for children at the age of seven are clearly understood. They are well used to set targets and group children for specific support to improve their knowledge and understanding and skills in these subjects. The school makes good use of government initiatives and applies the 'booster' model to raise achievement in science to higher levels well. There is a good focus on writing and developing reading for meaning through the teaching of important higher order skills such as inference, deduction and empathy. The sense of urgency, commitment, high expectations and a clear understanding of what needs to be done serves the older children well.

The quality of teaching of the oldest children is good

2. The teacher of the oldest children has high expectations of all children and this is a significantly positive factor in teaching. The challenges the teacher sets are challenges for herself too as she perseveres to help all children to achieve well. This has a significant impact on children's learning and their rate of progress. The pace in lessons is very brisk and purposeful. Teaching allows no time for coasting. The range of teaching methods and use of resources are very appropriate and praise is used very well to develop confidence. For example, a Year 6 pupil who had been receiving extra support for quite a while, was confident in saying 'I don't think I need to do this anymore because I understand the work.' There are built in opportunities for assessment throughout the lesson through teacher's questioning. This enables the teacher to continually check children's understanding and for children to add to their knowledge and understanding systematically.

Children's attitudes to school are very good

3. In the previous inspection report attitudes were reported as being a strength of the school and this is still true. Children enjoy coming to school and have a keen desire to learn. They are enthusiastic about what the school has to offer them and clearly find the work relevant and interesting. In a Year 2 lesson, pupils were willing to participate as they shared their knowledge about punctuation, drawing on previous learning. They behave well, work collaboratively and from a very young age offer each other useful tips to succeed. In a Year 6 lesson, children worked sensibly together and helped one another as they checked the meaning of metaphors. Children generally demonstrate high levels of concentration and a strong determination to do their work well. In a Year 5 lesson, a few children were restless and their concentration was not good but this improved during the practical activity. Children respond well when teachers' expectations are high, and this is most noticeable amongst the older children in Key Stage 2. Children take good care of resources and show respect for the buildings, play areas and each other's property. There are useful opportunities for all children to develop initiative and responsibility. Parents and carers recognise that the school helps their children to develop mature and responsible attitudes.

Relationships are very good

4. Relationships within the school and between children and adults is an important strength. This supports children well in their learning particularly in group work. Children are courteous and polite. They have a strong understanding of the impact of their actions on others. This is

evident from their day-to-day interaction with each other. This clearly demonstrates the school's great success in its anti-sexist, anti-racist and anti-bullying work.

Leadership and management of the headteacher and key staff are very good

5. In the previous inspection report the leadership and management of the school had some serious weaknesses which formed the basis of the key issues. The current headteacher has a firm determination and a clear educational direction which has strengthened the shared commitment of governors and staff to improve the quality of education for all children. The headteacher has delegated to staff, responsibility with authority and they have responded to this well. The headteacher ensures accountability through monitoring. Consequently, the key issues have been addressed to a large extent and development is ongoing. One of the main strengths of the leadership is the headteacher's strong commitment and his ability to successfully involve all members of staff and governors in the running of the school.

The school improves children's learning by the very good use of the Education Action Zone support which is having a positive impact on raising standards in literacy

6. Strategic use of resources, including specific grant and other funding is very good. The school's documentation, and formal and informal methods ensure that all governors and staff are clear about how specific grants and resources are used. Educational priorities are supported by careful financial planning. The school benefits from funding and resources from a wide range of bodies and is particularly successful not only in identifying sources but also in using them well. The headteacher is instrumental in ensuring that the school takes advantage of every government and local initiative to improve the quality of learning opportunities. The school makes good use of the Education Action Zone, particularly to develop specific literacy skills to support the oldest children.

WHAT COULD BE IMPROVED

Standards in information and communication technology

7. In the previous inspection standards for children by the age of seven and eleven were judged to be unsatisfactory. The extent of progress children made was also judged to be unsatisfactory. This remains the same. Although the school has taken steps to improve provision in information and communication technology for the oldest children, this is a recent initiative and has yet to have a significant impact on standards. It has nonetheless, clearly been useful in enabling some children to gain confidence in using applications. The computers are used in the specialist computer area when the technician is present. At other times, these computers are generally not used, and computers in other parts of the school are generally not used. From the analysis of children's work, and from speaking with them, it is clear that the majority of children throughout the school have little or no experience of using computers.

Some aspects of reading and writing for infant children are weak

8. The National Curriculum Test results in reading and writing for children at the age of seven show that standards have been well below the national average for a number of years, including the most recent results in 2000 although, when compared to similar schools they are in line with the national average.
9. From listening to children read during the inspection it could be seen that most children generally read with developing fluency and expression. When talking about their work they recall the story well and many clearly have an interest in books. Some know the meaning of the terms fiction and non-fiction, have preferences, for example, they may like reading about fairies or

dinosaurs and others know the purpose of a contents page. Some lower attaining children struggle with initial letter sounds and blends. They talk about the pictures but are easily distracted. In general the reading books do not present enough challenge for the average and higher attaining children and are inappropriate for the lower attaining children. Reading records identify titles, often many of them, and have some comments by teachers but these are not sufficiently diagnostic to support children in their future learning.

10. From the analysis of children's work it is evident that children, even the higher attainers, are not secure in handwriting in terms of letter formation, size, and spacing and there are examples of letter reversal. The handwriting books indicate that practise occurs weekly. The writing in exercise books is better than that seen on worksheets. Children do have a developing understanding of sentence construction and emerging spelling as they use initial sounds well to attempt spelling unfamiliar words. In Year 2, children have experience of a greater range of appropriate work to support, for example, story writing and spelling using 'family' words. Handwriting books continue to be used weekly. Marking is regular and often offers useful advice, but comments are not always followed up by the child or by the teacher. The work is largely the same for all children and this does not meet children's specific needs well and does not benefit all children in making progress at a satisfactory rate.

All teaching needs to come into line with best practice

11. There is some variation in the quality of teaching throughout the school. The school should now identify its areas of strength and replicate the features in these areas so that all teaching is as good as the best lessons.
12. Teachers' confidence and subject knowledge of information and communication technology is unsatisfactory and this adversely affects the extent of progress children make. The school has begun to take steps to raise the profile of the subject, but this has yet to have a significant impact on raising standards. There are weaknesses in the teaching of some aspects of mathematics and science in Key Stage 1.
13. There are some important strengths in the Foundation Stage where teaching has high expectations of what the children can do. The quality of questioning appropriately examines what children understand and need to learn next. In one lesson, the teacher showed great sensitivity and understanding of the children's needs as she encouraged them to venture beyond what they knew and felt safe with. The teacher gently encouraged the children to become more confident and put some beans in a bottle to hear the sound they would make when shaken. Other teachers and classroom assistants would benefit greatly from following a similar approach.
14. In Key Stage 1 a particular strength is the teaching of literacy. Basic skills are taught well and literacy is promoted effectively in the classroom through displays of phonics, labelling, guidance on story writing and books. The teacher has good subject knowledge and uses a range of methods to successfully encourage children and to develop their skills.
15. A weak aspect in teaching of the very young children occurs when they take turns to answer questions. For example, first the youngest and then the Year 1 children. This method of attempting to involve all children in the work is not effective. Children do not sustain concentration well and the pace and momentum of the earlier part of the lesson is lost.
16. In Key Stage 2 teachers' expectations are high, teaching methods and planning are effective. Teachers have a good knowledge and understanding of the work and use time, support staff and resources well. The many good features are especially evident at the end of Key Stage 2.

Here the teacher has very high expectations of all. This has a significant impact on children's learning and their rate of progress. The pace is generally very brisk and purposeful.

17. Day-to-day assessment is not used consistently throughout the school to plan to meet children's individual needs well. Overall, the quality of marking is weak although there is some good practice. It does not properly inform children of what they need to do in order to improve their work. However, in lessons, teachers often assess children through appropriate questioning to good effect.
18. Improved assessment practice and use of assessment data would benefit teachers when they prepare reports for parents. There are some good examples of informative reports in the school already.

Attendance, which was broadly in line with the national average, is now unsatisfactory as it has not improved in line with the national average and is having some effect on achievement

19. Attendance is unsatisfactory: the number of days lost through authorised absence is around half as much again as the national average. The school is aware of the fall in attendance since the previous inspection and has planned strategies to improve it. However, unauthorised absence is broadly in line with the national average.
20. Attendance registers are marked correctly at the start of the morning and afternoon sessions. The school actively follows up instances of unauthorised absence to get a reason from parents. The school maintains good links with the education welfare officer, and there are plans to use further Education Action Zone funding for extra administrative support to enable first day phone calls to enquire about absence.
21. The headteacher has identified a link between poor attendance and underachievement and has begun to point this out to parents. Children who do not attend regularly do not make good use of what the school has to offer.

A separate and secure outdoor area for the very young children in which to work and play is needed

22. At this age much of a child's development to support many aspects of the areas of learning, takes place using large equipment such as a climbing frame or a tricycle or is practical 'hands on' learning, for example, with sand, water and clay. Opportunities to develop children's creative and physical skills are limited.
23. These activities are best suited to an outdoor area where there is space for children to run and climb on suitable equipment and to ride on tricycles and to push and pull carts. An indoor area is a very poor substitute.
24. The outdoor area needs to be separate so that children are easily supervised and also to keep them safe from being knocked over by bigger children.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. The governors, headteacher and teachers should:

- Continue the action to raise standards in information and communication technology
- Improve the weaknesses in reading and writing for infant children
- Raise the quality of teaching to a uniformly high level throughout the school by:
 - i.* developing teachers' confidence in information and communication technology
 - ii.* improving teaching in the infant classes in English and mathematics
 - iii.* improving the quality of marking and making better use of assessment
 - iv.* using assessment to better inform parents about their children's progress
- Find ways of improving children's attendance
- Provide a separate and secure outdoor area for children under the age of five.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	10
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
0	10	40	50	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)	-	105
Number of full-time pupils eligible for free school meals	-	55

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	2
Number of pupils on the school's special educational needs register	-	36

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	7.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	6	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	8	9
	Girls	3	2	3
	Total	12	10	12
Percentage of pupils at NC level 2 or above	School	67 (60)	56 (67)	67 (67)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	8	8
	Girls	3	3	3
	Total	12	11	11
Percentage of pupils at NC level 2 or above	School	67 (53)	61 (60)	61 (53)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	6	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	8	7
	Girls	5	4	5
	Total	8	12	12
Percentage of pupils at NC level 4 or above	School	57 (29)	86 (29)	86 (86)
	National	75 (70)	72 (79)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	7
	Girls	4	4	5
	Total	9	10	12
Percentage of pupils at NC level 4 or above	School	64 (50)	71 (29)	86 (86)
	National	70 (68)	72 (69)	80 (75)

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	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	90
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.5
Number of pupils per qualified teacher	19
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	129

FTE means full-time equivalent.

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	2	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.

Financial information

Financial year	99-00
	£
Total income	269,547
Total expenditure	263,390
Expenditure per pupil	2,485
Balance brought forward from previous year	25,697
Balance carried forward to next year	31,854

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	106
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	3	0	0
My child is making good progress in school.	55	38	3	0	3
Behaviour in the school is good.	52	45	2	0	2
My child gets the right amount of work to do at home.	26	46	23	3	2
The teaching is good.	65	34	0	0	2
I am kept well informed about how my child is getting on.	46	48	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	23	2	2	0
The school expects my child to work hard and achieve his or her best.	66	32	2	0	0
The school works closely with parents.	58	35	6	0	0
The school is well led and managed.	69	28	0	0	3
The school is helping my child become mature and responsible.	66	32	2	0	0
The school provides an interesting range of activities outside lessons.	59	30	5	5	2