

INSPECTION REPORT

**CORPUS CHRISTI CATHOLIC PRIMARY
SCHOOL**

Rainford

St Helens

LEA area: St Helens

Unique reference number: 104814

Headteacher: Mr L Balmforth

Reporting inspector: Mr A Clark
21596

Dates of inspection: 22nd –23rd January 2001

Inspection number: 192369

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Old Lane Rainford St Helens Merseyside
Postcode:	WA11 8JF
Telephone number:	01744 882759
Fax number:	01744 882759
Appropriate authority:	The Governing Body
Name of chair of governors:	Canon L Stoker
Date of previous inspection:	10 th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21596	Andrew Clark	Registered inspector
19698	David Hirons	Lay inspector
21094	John Brennan	Team inspector

The inspection contractor was:

ISIS

Independent School Inspection Services
15 The Birches
Bramhope
Leeds
LS16 9DP

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

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Corpus Christi Catholic Primary School is in the village of Rainford near St Helens. There are 137 boys and girls on roll between the ages of four and eleven and a further 39 children who attend part-time in the nursery. The school is smaller than average. There are no pupils from ethnic minorities and no pupils with English as an additional language. The percentage of pupils eligible for a free school meal is average at 11 per cent. Fourteen per cent of pupils are on the register of special educational needs, which is fewer than the national average, although the percentage of pupils with a statement of special educational needs, three per cent, is above average. The majority of pupils are from the immediate locality and achievement on entry to the school is broadly typical for the children's age.

The nursery class is a new addition to the school and opened in September 2000.

HOW GOOD THE SCHOOL IS

Corpus Christi is an effective school and gives good value for money. Pupils of all ability make good progress and standards are generally above average. The quality of teaching is good and pupils behave well and their attitudes to learning are good. Leadership and management provide a clear educational direction.

What the school does well

- The professional development of staff is effective. As a result the quality of teaching is good and pupils learn well.
- The provision for pupils with special educational needs is very good and they make good progress.
- Support for moral and social development is very good and pupils are mature and sensible learners.
- The school makes good use of homework and other links with parents to help the pupils achieve high standards.

What could be improved

- The quality of pupils' handwriting.
- Providing more opportunities for pupils to work independently, particularly in science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in March 1997 the school has continued to build on its strengths and has addressed well the few weaknesses identified at the time. Standards of pupils' work are generally above average by the age of seven and eleven. The quality of teaching has continued to improve. There is now effective planning for science and geography for the five to seven year olds and standards are high. There is much better provision for the development of pupils' cultural awareness through subjects such as art, history and religious education. The quality and range of resources for learning are now systematically monitored and maintained. Resources are accessible to both staff and pupils and this has a particularly positive effect on children's learning in the nursery. Improvement since the last inspection is good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A	C	C
Mathematics	A	A	A	A
Science	A	B	C	C

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

By time pupils are eleven years old standards in English and science are above average overall and in mathematics they are well above average. There are year-on-year variations in the results achieved in the National Curriculum tests because of the small number of pupils taking them each year. In 2000, pupils' attainment in the tests was in line with the national average for English and mathematics. However, standards in mathematics are consistently high. This is because the planning and teaching procedures are very well established. In all three subjects the proportion of pupils achieving high results is above average. The standards have improved at least as well as they have nationally since the time of the last inspection. In the work seen standards are high in all three subjects. Pupils' understanding of grammar and punctuation is good and pupils write with imagination and good choice of words and phrases. However, the pupils do not consistently write in a joined and fluid handwriting and this limits the speed and quantity of their work. In mathematics, pupils make quick and accurate mental calculations and develop a range of strategies to complete their sums. In science pupils have a good knowledge of scientific facts but do not plan their own investigations. Even in mathematics, where standards are consistently high, pupils do not select and use the skills they have learned often enough. Pupils make good progress against their earlier achievement. There is no significant difference in the achievement of boys and girls over time. The school sets suitably challenging targets for improving pupils' attainment. As a result of good quality of teaching and accurate assessment of pupils' previous attainment they are likely to achieve at least a 10 per cent improvement on the results for 2000. Standards in information and communication technology are high and pupils use computers well across the school.

By the age of seven pupils' achievement is good. A higher percentage of pupils than average attain the higher levels in national tests. However, attainment in mathematics was below average overall in 2000. In the work seen pupils' achievement in reading, writing and mathematics is high.

The nursery and reception classes provide stimulating and well-planned activities and children achieve at least the standards expected for their ages. In language and literacy and personal and social development, standards are often above expected levels. Throughout the school pupils with special educational needs make good progress towards the challenging targets set for them because their needs are accurately assessed and good support is given.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn and are enthusiastic.
Behaviour, in and out of classrooms	Pupils are very well behaved. They are polite and considerate to each other and to adults. There have been no exclusions.
Personal development and relationships	Good. Pupils are mature and thoughtful. However, they do not use their initiative enough in lessons to plan and organise their work.
Attendance	Pupils are punctual and attendance is above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	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 good overall for pupils of all ages. There was no unsatisfactory teaching observed during the inspection. In over 70 per cent of lessons teaching was good or better, including 30 per cent very good teaching. In the remaining 30 per cent of lessons teaching was satisfactory. The teaching in the nursery and reception classes allows children to develop good attitudes to learning and they make a secure start in reading and writing. Literacy and numeracy are well taught throughout the school. In particular, teachers make good use of time towards the end of lessons to reinforce the key teaching points and to measure the pupils' achievement. In the best lessons, teachers set a brisk pace and ask questions designed to help pupils think more deeply. As a result pupils' knowledge in many subjects is often good and they do not waste time. However, in several lessons, there is a tendency to give the pupils too much guidance and this limits their opportunities to select the skills and techniques to use and to organise their own work, particularly in science. The quality of teachers' marking varies within the school. There is not always enough guidance given for pupils to improve their work significantly. There are high expectations for behaviour, and there is good support for pupils with identified learning and behavioural difficulties. Overall, the school is meeting the needs of pupils of all ages and abilities, except in allowing them sufficient opportunities to use their initiative and so develop their skills and understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well planned to provide interesting and varied learning experiences. The use of information and communication technology is woven skilfully into many lessons.
Provision for pupils with special educational needs	This is good. There is accurate identification of pupils' needs and class assistants provide good support in lessons. The targets set for learning are appropriate and shared with parents.

Provision for pupils' personal, including spiritual, moral, social and cultural, development	This is good overall. Pupils are engaged in discussing current moral and social issues and they contribute to school rules through their council. There is a strong Christian ethos and pupils pray for members of the community in their class worship.
How well the school cares for its pupils	Pupils are well cared for and there are suitable procedures to protect their well-being and for child protection. The parents have very positive views of the school and they are well informed. The links with parents make a valuable contribution to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is a clear educational direction and senior staff support school developments well. The headteacher creates a professional and friendly ethos for staff and pupils to work in.
How well the governors fulfil their responsibilities	They offer good pastoral support and meet statutory requirements. The governing body are supportive and are well informed.
The school's evaluation of its performance	This is good. The school draws on a wide range of information to plan future developments effectively. It is increasingly analytical in the use of statistical data such as the results of the National Curriculum tests.
The strategic use of resources	The professional development of all staff is very good and allows everyone to contribute to decision making. Support staff are very well deployed to support pupils with special needs. The school effectively monitors major expenditure, such as the new nursery provision, to ensure that there are good benefits to pupils, and takes appropriate steps to achieve the best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school. • Pupils make good progress. • The quality of teaching is good. • The staff are approachable and helpful. 	<ul style="list-style-type: none"> • The amount of homework set. • Information provided for them and the way the school works with parents. • Leadership and management.

Very few parents expressed any significant concerns. The findings of the inspection support the parents' positive views. The amount of homework set was found to be helping pupils reach high standards and is a strength of the school. The school provides more detailed, regular information for parents than many schools do and links with parents have a positive impact on pupils' learning. The school is well led and the teamwork amongst the staff has a good effect on the quality of teaching. Overall the inspection findings disagree with the parents' concerns.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The professional development of all staff is effective. As a result the quality of teaching is good and pupils learn well.

1. Teachers and non-teaching staff work well as an effective team. They feel valued because of the good provision that is made for their professional development. All staff are able to contribute to decision making and to take leadership roles. This has a positive effect on the quality of teaching and learning by allowing teachers to share their good teaching practice effectively.
2. Monitoring by the headteacher and key staff has helped teachers develop good questioning techniques. The development of teachers' professional skills is based on careful monitoring and evaluations of their work. This is a reflection of the clear focus of the leadership and sound evaluation of the strengths and weaknesses of the school. The purpose of lesson observations is discussed in advance and agreed. The focus is on the children's learning in lessons and how the teaching affects this. As a result teachers have developed good common practice in the quality and type of questions they ask pupils and the use of the summary time at the end of lessons. Both feature strongly in the good teaching. For example, in Year 6 the teacher challenged the pupils to consider the structure of the story they were reading through questions such as 'Have you noticed what happens to the sentences as the character relaxes?' As a result the pupils developed a deeper understanding of the book they were studying. Teachers value the process of monitoring and senior staff participate fully in the process.
3. All staff make a good contribution to pupils' learning. All members of the school have clear job descriptions, which highlight their main responsibilities. Non-teaching staff are encouraged to take part in curriculum discussions and to develop a deeper understanding of the learning process. This has led to classroom assistants undertaking additional training in literacy and supporting pupils with special educational needs. Through this the classroom assistants are able to use their time more effectively in developing reading skills in a carefully structured way, appropriate to the pupils' needs. For example, young pupils learn new words by grouping letters together to make a new sound such as 'ou' and 'ough' rather than through individual letter sounds, which speeds up learning and understanding.
4. The school successfully achieved the 'Investors In People' standard for its management and leadership processes. All staff are involved in analysing aspects of their responsibility and contributing to the school improvement plan. The school has become increasingly analytical in its review of National Curriculum test data and other test information. This led to the school identifying the need to improve the quality of handwriting in order to raise standards. The monitoring of teaching by the subject leaders and headteacher has led to an improvement in the quality of the pace of teaching and use of the summary or 'plenary' session at the end of lessons. This has an impact on the confidence pupils gain in handling numbers for example.

The provision for pupils with special educational needs is very good and they make good progress.

5. The provision for pupils with special educational needs is very good and they have full access to a broad and balanced curriculum. Possible learning difficulties are noted from a very early stage, usually in the reception class. The school monitors progress carefully to balance any concerns against the naturally different rates of maturation at this young age. Parents of pupils with special educational needs are kept fully informed of, and involved in, their children's learning and they are generally very appreciative of this. They share in the production of learning plans for their children and attend regular meetings to review progress.
6. The management of provision for pupils with special needs pupils is very good. The special educational needs co-ordinator works with all pupils who are on the school's register of special educational needs each week. She monitors the progress they are making in class and decides whether the targets set are appropriate and challenging or whether changes are needed. The pupils' individual learning programmes are clear and objective and give the teacher and other adults working with the pupils good guidance for addressing their special educational needs.
7. The funds available for special educational needs are used well. Support staff are deployed well and are trained effectively for their role. Every pupil on the register of special educational needs has a teachers' assistant who is assigned to monitor and support them. The teachers' assistants are all trained in techniques for teaching literacy and in supporting behaviour. Teachers and their assistants work hand in glove to make sure that the support is given at the right time. For example, the eleven year old pupils sat with their assistant during the opening session of a numeracy lesson and then worked on the same range of tens and unit problems but with cards and resources appropriate to the individual. Pupils with writing difficulties make good use of computers in school and, where appropriate, have loan of lap-top computers for their homework. The school recognises the need to encourage talented and very able pupils. Individual pupils are identified and they are supported in raising their attainment through the teaching of thinking skills and improving general knowledge. This raises the pupils' expectations in all subjects of the National Curriculum. Pupils successfully take part in a local inter-school quiz.

Support for pupils' moral and social development is very good and pupils are mature and sensible learners.

8. The school provides very good support for pupils' moral and social development. As a result pupils behave very well and are enthusiastic learners. The school creates a warm and welcoming ethos for parents and pupils. In the morning there is a well-run 'Breakfast' club that allows pupils to make a healthy and early start to the school day. Pupils feel valued and parents are assured they are happy. The school's behaviour policy is soundly built on recognising and celebrating all pupils' achievements and the school is a calm and organised place in which to work.
9. There are good procedures to encourage the pupils to care for each other throughout the school. Teachers organise tasks so that children work in different friendship groups in the nursery and reception classes, to get to know each other well. The oldest pupils in Year 6 take some responsibility for the five and six year olds during break times through a system of 'buddies' when children listen to each other's needs and escort them in from play. This helps to make all pupils feel part of the school as a whole.
10. Pupils learn to become open-minded towards the views of others. In Year 6, pupils hold weekly debating sessions where the pupils split into groups for and against a range of concerns. These include current events from the news and issues of concern such as racial awareness and

bullying, and they prepare a detailed speech. As a result the pupils practically learn that there is more than one 'correct' opinion on issues such as bullying for example, and become well-rounded individuals. The school council involves pupils from all classes in electing classmates to represent them in raising issues particular to the school.

11. Teachers have high expectations for the pupils' behaviour and general conduct and the pupils rise to this. Good support is given to pupils with identified special educational needs for behaviour difficulties. However, there are too few activities for pupils to take a significant responsibility for organising their own work. Pupils are given access to a good range of sporting and other activities after school and a significant proportion of the boys and girls participate. The ten and eleven year old pupils also have the opportunity to stay away from home for a few days in the summer term as part of an educational visit.
12. Overall, the school guides pupils very well to be mature and responsible individuals with a strong awareness of right and wrong. They also develop a strong interest in the world around them and as a result are keen learners.

The school makes good use of homework and other links with parents to help the pupils achieve high standards.

13. The school makes good use of homework and other links with parents to help the pupils achieve high standards. Homework is set weekly for every child in the school and starts from the nursery classes. The demands of the work and the amount of time pupils are expected to spend on it increases as pupils get older. Pupils aged seven and older are given English, mathematics and science activities each week. The work is marked regularly and discussed with the pupils. The majority of parents feel that the regular homework prepares pupils well for secondary school and makes a significant contribution to reading skills. A few parents feel that homework is too demanding.
14. Homework is carefully matched to the areas being studied in class. For example, the seven and eight year old pupils extend their studies on plurals with worksheets matched to their needs to be completed prior to the lesson in two days time. This helps pupils to consolidate the learning in the lesson and to begin to investigate new ways of making plurals.
15. From discussions with parents and teachers it is evident that homework for mathematics has been a particularly strong feature for a long time and has included games and activities to develop mental calculations. Literacy homework has largely been related to reading tasks. The range and challenge of mathematics homework contributes to the consistently high attainment in mathematics in national tests.
16. Special weekend classes make a good contribution to learning. During the summer term the school runs additional classes on a Saturday morning for the oldest pupils. They offer additional tuition in literacy and numeracy and other subjects. The headteacher and senior teachers give their own time to this initiative and parents feel this prepares pupils well for national tests. The extra classes are very well attended. In addition to this, all pupils in Year 6 are linked to teachers, other than their own, to spend extra time at lunch breaks and after school working together during the summer term. The school feels that this friendship system had a significant benefit on a significant minority of less able pupils in 2000 who attained a level higher than originally anticipated in the tests.

17. The school keeps parents well informed about their children's achievements and the areas for improvement. A report is sent home twice a year, which clearly identifies success in the main subjects studied, and sets targets for new learning that are discussed with parents. The reading records and diaries are used by both parents and staff to express any concerns either side may have about progress made and to set new targets. This has a particular impact on the rate at which young pupils learn new key words for their next reading book. Parents help in classes throughout the school and there is a very effective staff and parents organisation. Weekly newsletters give parents clear guidance on ways in which they can contribute to their children's learning by giving details of the curriculum being studied in each class and of any whole-school projects, such as that on China.

WHAT COULD BE IMPROVED

The quality of pupils' handwriting.

18. By the age of eleven there are wide variations in the style and fluency of pupils' handwriting and this contributes to the variations in the results in national tests. Several pupils of all abilities are still writing with a slow printed style and this limits the quantity and quality of work produced in any given time. The less able pupils in particular are likely to write without joining the letters and at a slower than normal pace. A significant minority of pupils compound this problem with weaknesses in the presentation of their work. For example, less able pupils often leave large gaps in their exercise books between one piece of work and another or fail to complete the task. Simple mistakes such as not using a ruler to underline titles are not always addressed. The school does not have a precise policy to ensure consistent quality in the presentation of work or the marking of it.
19. The school has recognised the need to improve handwriting through an analysis of National Curriculum tests results and the subject leaders' monitoring. The school has introduced a new policy for handwriting that gives strong guidance for teachers and introduces joined letter formation from the beginning. It also links the learning of handwriting to learning the way letters blend together and to spellings. This has only recently been introduced. The school is monitoring its introduction closely.
20. Teachers sometimes use marking well to identify weaknesses in handwriting and presentation. However, this is not through a consistent approach and is not always rigorous enough. At present many pupils throughout the school show good improvements in their writing style during handwriting lessons, but do not apply their learning to other writing tasks.

Providing more opportunities for pupils to work independently, particularly in science.

21. By the age of seven and eleven, pupils have a good knowledge of scientific facts and information. In particular, they have a good knowledge of life and living processes. They understand that plants feed and grow through the process of photosynthesis for example. They record their results in charts and graphs. The eight and nine year olds have a good understanding of the process of magnetism.
22. However, pupils do not conduct experiments very often and when they do they are often heavily directed by the teacher. This gives pupils insufficient opportunity to extend their understanding of scientific processes. Pupils do not reach their full potential in science by planning and organising their own experiments and deciding on the most appropriate recording methods. The nine to eleven year old pupils talk confidently about how to make an experiment on dissolving

materials fair, but they do not put their ideas into practice. While pupils sometimes undertake extended investigations as part of their homework projects, they do not often make decisions on how to organise and present their work in different subjects.

23. There are no clear weaknesses evident in the pupils' attainment by the age of eleven in the National Curriculum tests or teachers' assessments for mathematics. There are some examples of real situations used in mathematics in Year 6, for example work on probability based on the contents of a school bag, but these are not very common. However, in the work seen the pupils do not often engage in projects and investigations in real-life situations that allow them to select their own mathematical strategies or to use precise measure of distance and time. Pupils do not use detailed scientific measurements such as newtons or fine measures of temperature and time in their work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. To raise standards further the headteacher, staff and governing body should:

Improve standards of handwriting by:
ensuring pupils write fluently in all their writing activities;

implementing a consistent policy for marking work to guide pupils' to improve handwriting and presentation.

(Paragraphs: 18, 19, 20)

Provide more opportunities for pupils to plan and organise work, particularly in science, and to select the skills to use.

(Paragraphs: 21, 22, 23)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
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	29	43	29	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)	20	137
Number of full-time pupils eligible for free school meals		15

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	4
Number of pupils on the school's special educational needs register	4	13

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

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	13	5

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	89 (92)	94 (92)	89 (92)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	89 (92)	83 (92)	94 (92)
	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	10	6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	81 (86)	81 (100)	81 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	81 (86)	88 (100)	75(100)
	National	70 (68)	72 (69)	80 (75)

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

* The total number of pupils achieving each level is omitted because the small number of pupils involved would make it possible to identify individuals.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	135
Any other minority ethnic group	2

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)	7
Number of pupils per qualified teacher	27.4
Average class size	27.4

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	107

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Total number of education support staff	1.5
Total aggregate hours worked per week	48

Number of pupils per FTE adult	8
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FTE means full-time equivalent.

Financial information

Financial year	2000
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	£
Total income	237982
Total expenditure	237348
Expenditure per pupil	2047
Balance brought forward from previous year	16739
Balance carried forward to next year	17373

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	137
Number of questionnaires returned	73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	1	0	1
My child is making good progress in school.	52	41	4	0	3
Behaviour in the school is good.	42	51	3	1	3
My child gets the right amount of work to do at home.	42	46	8	1	1
The teaching is good.	67	24	3	1	5
I am kept well informed about how my child is getting on.	50	33	15	1	0
I would feel comfortable about approaching the school with questions or a problem.	60	29	10	4	0
The school expects my child to work hard and achieve his or her best.	58	35	3	1	3
The school works closely with parents.	37	37	15	5	4
The school is well led and managed.	36	43	8	10	3
The school is helping my child become mature and responsible.	49	41	4	1	4
The school provides an interesting range of activities outside lessons.	52	30	11	3	4