

INSPECTION REPORT

ST MARY'S RC PRIMARY SCHOOL

Eccles, Manchester

LEA area: Salford

Unique reference number: 105953

Headteacher: Mrs H Devine

Reporting inspector: Mr David A Hill
3692

Dates of inspection: 25th – 27th June 2001

Inspection number: 193143

Short 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: 3 to 11 years

Gender of pupils: Mixed

School address: Hemming Drive
Eccles
Manchester

Postcode: M30 0FJ

Telephone number: 0161 789 4532

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Appropriate authority: The governing body

Name of chair of governors: Fr. Robert Livesey

Date of previous inspection: December 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Roman Catholic Primary School is situated in Eccles within Salford Local Education Authority area. It serves the parish of St Mary's with additional pupils from the parish of SS Peter and Paul. The school roll is average for schools of this type and is the same as at the last inspection. There are 234 pupils in all, 124 boys and 110 girls, including 27 children full time in the Nursery and 26 children in the Reception class and all are baptised Catholics.

Pupils are drawn from wide socio-economic backgrounds, a majority coming from the immediate area around the school where there is a high proportion of high rise flats, terraced houses and local authority housing. A small percentage is transported to school by car, largely from owner-occupied properties. Thirteen per cent of the pupils are known to be eligible for free school meals, broadly in line with the national average. Almost all pupils are white. Sixteen pupils are on the special educational needs register, well below the national average and three pupils have statements of special educational need. Attainment on entry is below average in language development and is average in numeracy. The school has received an Investor in People award.

HOW GOOD THE SCHOOL IS

The school was last inspected in December 1996 and was judged to be a good school with many strengths. It has continued to improve and is now a very good school. High standards in English, science and mathematics are achieved by the time the pupils leave the school. Teaching is good throughout the school. Pupils have positive attitudes and behave well both in and out of lessons. Relationships are good. The headteacher provides strong, firm and purposeful leadership and is well supported by governors and staff. Very good value for money is provided.

What the school does well

- Literacy and numeracy are taught thoroughly and well resulting in good standards at seven and high standards at eleven.
- Pupils' very positive attitudes, good behaviour, relationships and attendance are helping them to achieve well.
- The headteacher provides very effective leadership and, by involving all staff and governors in discussion and decision making, has their fullest support in initiating developments.
- There are very strong links with Catholic primary schools and the Catholic High School and pupil transfer arrangements are excellent.

What could be improved

- More emphasis needs to be placed on helping pupils understand cultures present in the society in which they live.
- Marking does not consistently help pupils to improve their work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

All the key issues from the last inspection have been addressed well. The curriculum for art and information and communication technology has been strengthened, partly through the use of outside expertise but also through improved resources and extensive staff training. Pupils with special educational needs are placed at the appropriate stage of assessment, this being aided by involvement in a local authority pilot scheme in 2000, by continued in-service education and by release time being given to the special needs co-ordinator to monitor provision. Co-ordinators' roles have been clarified and are being further developed to include monitoring of work in their area of responsibility with time given to share expertise and disseminate good practice to all staff. Work has been undertaken on further development of multicultural education, taking opportunities offered by other local communities. The school is trialling materials with older pupils to enrich links with all communities. Other improvements have been made. Standards in the national tests for pupils aged seven and eleven have improved over time and, where fluctuations have occurred, the school has

quickly applied remedial action. Accommodation, especially for Key Stage 2 pupils, has been improved significantly. The move away from an open-plan setting to the provision of classrooms, aids pupils' concentration and removes distraction. A computer suite has been created and is networked and fully operational. Planning is well advanced for the further development of information and communication technology through the provision of computers in classrooms.

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	
	1998	1999	2000	2000	
English	A	B	A	A	well above average A above average B average C below average D well below average E
mathematics	C	C	B	A	
science	A	A	B	B	

The results show that, taking the three years together, pupils' performance in English and science exceeded the national average for their age group. Performance in mathematics has risen from average to above average and, when compared with similar schools, is well above average. The school's trend in performance is broadly in line with the national trend. Inspection evidence confirms that these standards are being maintained, particularly by the good teaching throughout Key Stage 2. Standards in mathematics have improved through the setting of homework and because of an increased emphasis on quick recall of number facts. In the last reported tests for seven-year-olds, pupils' results in reading, writing and mathematics were above the national average. Pupils' performance in science teacher assessments was close to the national average. Over the three years from 1997 to 2000, results at Key Stage 1 have been inconsistent. From 1999 to 2000 there has been considerable improvement in reading, writing and mathematics and this improvement has continued during the current year, being attributed to improved planning and monitoring. Standards in information and communication technology are improving and are now good. Statutory targets have been well achieved.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school; they work hard and are keen to learn.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are polite and respectful. They listen carefully to the views of others.
Personal development and relationships	Relationships are very good and sometimes excellent. Pupils respond very well to responsibility.
Attendance	The attendance rate is well above the national average.

Pupils' attitudes and values are strengths of the school and these have a very positive impact on learning.

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 overall quality of teaching is good. It is satisfactory or better in all lessons and very good in 25 per cent. Literacy and numeracy are taught well throughout the school and this helps pupils to make good progress. The school assessment system is good. Strong features of the best teaching are the very effective use of assessment to help pupils improve their work, high expectations with a good pace to lessons and careful planning to meet the needs of all pupils. Support staff make a valuable contribution to the teaching and learning. In some classes work is not always marked thoroughly and does not consistently indicate what pupils need to do to improve further. Pupils mostly learn well although the oldest pupils are at present showing some lack of enthusiasm.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, and the range of learning opportunities is good.
Provision for pupils with special educational needs	Provision is good and pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, with spiritual and moral development being particularly strong.
How well the school cares for its pupils	The welfare, health and safety of pupils are supported well by a caring staff and by the provision of a secure environment.

The curriculum fully meets statutory requirements. Information and communication technology and religious education have a prominent place alongside the core subjects of English, mathematics and science. The Foundation Stage curriculum provides a wealth of opportunities for pupils to develop personally and socially as well as in literacy and numeracy. Pupils' work is well displayed but does not reflect sufficiently the cultural diversity of the neighbourhood around the school. Extra-curricular activities provided for Key Stage 2 pupils are good.

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 supported by both teaching and non-teaching staff.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities but wider participation in the life of the school through informed involvement by all governors would further strengthen the support they give.
The school's evaluation of its performance	Monitoring and evaluation of the school's work are very thorough.
The strategic use of resources	Expenditure is well planned and efficiently controlled. Day-to-day administration is of a high order. Resources are used effectively. The school provides very good value for money.

The headteacher has developed a strongly supportive team, which is effective in raising standards throughout the school. The staff are united in striving for further improvement. The principles of best value are applied well, for example in careful comparison of pupils' performance in national tests with those of other schools.

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 and pupils are expected to work hard. • Behaviour in the school is good. • The school is well led and managed. • Children are helped to become responsible. • Parents are comfortable about approaching the school with a problem. 	<ul style="list-style-type: none"> • Children do not get the right amount of work to do at home. • There are too few formal opportunities to meet with staff to talk about a child's progress. • The range of activities outside lessons is not interesting. • The school does not work closely enough with parents.

Thirty per cent of the questionnaires were returned. Almost all of the completed questionnaires agreed or strongly agreed with the list of what pleases parents the most and, at the pre-inspection meeting with parents, these views were endorsed. The inspection team's findings strongly support these views. Evidence gathered during the inspection about extra-curricular activities suggests parents' concerns are unfounded as the school provides pupils with residential experiences, sporting activities, music and an after-school care club. The school's homework policy is clear and broadly follows national guidelines. However, the school will monitor this further. Also, there are two occasions when parents are formally invited to meet with staff. The inspection team's view is that some rearrangement of formal consultation meetings with parents would be of some benefit. In this way the parents would feel the school would be seen to be working more closely with them.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Literacy and numeracy are taught thoroughly and well resulting in good standards at seven and high standards at eleven.

1. Very effective teaching is helping all pupils perform well with more able pupils performing well above the national average in English.
2. When children enter the Nursery their language development is below average. During the time the children are at the Foundation Stage, their language develops very well through group discussions, listening to stories and responding to opportunities to communicate through writing. Their writing skills emerge and grow as they make marks on paper until they are ready to form letters and write simple sentences with adult help. In the Nursery, children were involved in 'writing' invitations to a barbecue and addressing envelopes. This they accomplished confidently and were keen to show their work. The teacher read to them the story of the Very Hungry Caterpillar, which they enjoyed and could recall well, in addition to other stories they had heard. As a result of the teachers' encouragement, children participate eagerly in discussion and express themselves with confidence. For example, a group making sandwiches enjoyed a good level of discussion about how the spread had become very runny due to the heat. They speak clearly and listen well.
3. The very good work in the Nursery continues in the Reception class and, towards the end of the school year, most children have become confident and competent readers. The children have been taught letter sounds, the importance of vowels and are able to read new words by recognising how groups of letters sound. In this way, children are able to read words such as 'salamander', 'gasped' and 'stuck'. They all enjoy reading and are keen to talk about the story and the characters within the story. The children read with good quality expression and many accurately identify full stops and commas. This level of reading is aided by the strong home/school link established through the comment book in which both parents and teachers communicate well about the child's development of reading. At Key Stage 1 pupils are beginning to write capably and construct a story, but overall in Year 1 there is an overuse of worksheets which have only limited use in developing pupils' writing skills.
4. Listening and speaking skills continue to develop well and reading is of a good standard because sufficient time is given to helping pupils develop their reading skills further. Year 2 pupils read very well and use punctuation to give meaning and expression to stories. Word knowledge is good with pupils familiar with words such as 'anorak' and 'eerie'. They have a very good knowledge of phonics. Of the pupils who were heard to read, all spoke with knowledge and enthusiasm about reading books, how the story had been constructed and could identify author and illustrator.
5. Progress continues to be good throughout Key Stage 2. Pupils write well. They have studied writing in various periods, for example in Dickens' time, and are capable writers of stories and factual accounts. Good progress has been considerably aided through the homework given but especially through the excellent standard of marking in Years 4 and 5 where it is informative, with comments made which are helpfully critical and challenge pupils to think further. Pupils commented on their work and, when one pupil commented 'I only like poetry when it rhymes', the teacher had written 'well, let's look at some poems that don't rhyme and see if you change your mind'. More able pupils write extensively and with a well-developed coherent style.

6. Throughout the school, pupils' attitudes to literacy are at least good, although in Year 6 there is some 'falling off' of enthusiasm for reading. Enthusiasm for poetry appears to have waned. The teacher is aware of these areas and is working hard to correct them by introducing more challenging material. Their workbooks suggest that a large proportion of this class performs well above average. The more able write well in a variety of styles.
7. English lessons were not observed in all classes, although all classes were well organised to support pupils' literacy development and contained examples of good writing across the curriculum, for example in history and geography. Pupils use information and communication technology very well to retrieve information, word process their work and present it attractively. Teachers involve classroom support assistants fully in planning and evaluation of lessons, these being carefully structured to meet the needs of all pupils with differing abilities.
8. The adoption of the numeracy strategy has been a significant factor in raising levels of attainment throughout the school. These have risen from below average at Key Stage 1 in 1998 to above average in 2000. At the end of Key Stage 2 in 1998, mathematics was average and by 2000 attainment, in comparison with similar schools, was well above average. Inspection evidence suggests that this level is being maintained.
9. High priority is given by the school to the teaching of numeracy. Lessons are planned to include all elements of the programmes and other subjects are used to reinforce the learning. In a physical education athletics lesson, pupils took measurements, timed activities and tabulated results. In an information and communication technology lesson, pupils were taught how to use spreadsheets for the rapid calculation of the costs of shopping.
10. By the time the children leave the Reception class most are beginning to count at least to five and make simple additions. They use counting in play activities and are beginning to appreciate number in the world around them. Their mathematical ability increases in Key Stage 1 and, by the end of Year 2, higher attaining pupils are able to add and subtract three-digit numbers and use standard units to measure time. They know the mathematical names for common two-dimensional and three-dimensional shapes. Lower attaining pupils order, add and subtract numbers up to ten and are beginning to use correct mathematical language.
11. Pupils make good progress in Key Stage 2. By Year 6, higher attaining pupils have gained a very good knowledge of number, percentage calculation, are able to draw and calculate angles accurately and know the mathematical names of various shapes. They interpret data and present this in a variety of graphical forms. Lower attaining pupils achieve a satisfactory level of understanding of basic calculation.
12. The teaching is at least satisfactory in all lessons observed with careful planning to ensure work is set which matches the potential of the pupils. However, in some classes, marking, especially in mathematics, is not sufficiently informative to help pupils make progress being, in a few classes, almost always only a 'tick'.
13. Pupils' work is neat and well presented and this is insisted upon throughout the school. Homework is used well to consolidate understanding and advance standards, particularly in mental mathematics. Good or very good teaching is raising standards in literacy and numeracy and very effective teaching is aiding more able pupils attain well above average standards, especially in English.

Pupils' very positive attitudes, good behaviour, relationships and attendance are helping them to achieve well

14. Pupils enjoy coming to school. They respond well in lessons and are keen to learn. Very good learning habits are taught in the Nursery where children are expected to concentrate on a variety of tasks, to work amicably together, consider the needs of others and to listen attentively when they are being spoken to. A very good feature is the way in which Year 6 pupils and the Nursery children play together at lunchtime, the older pupils responding well to the responsibility. From observation it is clear that each enjoys the other's company. In a Year 1 lesson in science, pupils worked very well together when divided into groups to make a collage of sources of light. They organised themselves well and decisions were taken sensibly. Because of the good relationships between pupils in Year 2, they help each other as appropriate and this helps them to make progress, for example in group work in mathematics. In Key Stage 2 pupils are increasingly expected to organise their own learning, for example in topics they have studied. Year 6 pupils have researched details of the work of various authors and have made very attractive books of their findings. Throughout the school, pupils are expected to treat resources with respect, and to return these to the appropriate place after use.
15. A positive ethos pervades the work of the whole school. Most of the pupils are keen to succeed and, by acting on advice from their teachers and other adults, make good progress. Pupils' personal development is well catered for by the school. The school places an emphasis on healthy eating by making available a range of good quality snacks. Pupils are given responsibility, for example in collecting registers, preparing the hall for assembly, and by producing an informative termly paper for parents, which is of good quality being clearly set out, informative and attractive.
16. Attendance is consistently above the national average and there is little unauthorised absence. Pupils are punctual and settle down to work quickly and quietly.

The headteacher provides very effective leadership and, by involving all staff in discussion and decision making, has their fullest support in initiating developments

17. The headteacher has been at the school for ten years and during this time has established a strong staff team who are fully in accord with the aims of the school and ways in which these are to be achieved. Since the last inspection, two members of staff have been promoted to headships and three teachers have been appointed.
18. The headteacher provides strong and purposeful leadership and is well supported by the deputy headteacher. A strong structure of management has been established with an experienced senior management team and this leads to very thorough monitoring and evaluation of the school's work. The senior management team has been strengthened by the appointment of an additional member who is responsible for assessment, art and information and communication technology. All teachers are given an area of curriculum responsibility and in this way the co-ordination of all subjects is covered. A regular programme of lesson observation, both by school staff and local authority inspectors, ensures that there is a sound awareness of strengths and areas for development in teaching and learning. These are carefully documented, shared with individual teachers and provide information for their professional development. Regular weekly staff meetings are held during which issues are also identified and shared with staff. For example, in order to raise attainment at Key Stage 1, pupils' work has been collated and examined by the senior management team to ascertain the quality of marking. The findings are being shared with all staff. Staff are knowledgeable about their areas of responsibility and are very accepting of advice given.

19. The clear view of the future direction of the school, as seen by the headteacher and staff, is shared with the governors, who are very supportive of the school. Some governors have a sound knowledge of the work of the school but this is not, at present, understood by all. Some in-school lesson observation has taken place but governors are not yet sure as to what to look for. Knowledge and understanding of the work of the school amongst governors is growing and plans to enhance this development through governor training, in-house and externally, are in hand.
20. The school secretary provides a warm and friendly welcome to visitors to the school. She very ably assists the headteacher and staff in day-to-day administration. Additionally, she is clerk to the governors and provides a useful bridge between staff, parents and governors which considerably aids a coherent consultation process.
21. Principles of best value are carefully applied and priorities are identified and costed in the school development plan. Standards Fund money is well applied to raise attainment in the core subjects and in information and communication technology. The school provides very good value for money.
22. Through careful monitoring of the work of the school, analysis of statutory and optional test results, overseen by the headteacher, and by a continuing drive to improve pupils' progress by all staff, statutory targets are being well achieved.

There are very strong links with Catholic primary schools and the Catholic High School and pupil transfer arrangements are excellent

23. The headteacher and deputy headteacher, along with other key staff, are very active in supporting and initiating developments within the local group of Catholic primary schools and at the Catholic High School to which all pupils transfer. The initiative of the headteacher in planning joint in-service training with associated primary schools and the High School using new material from the Catholic Association for Overseas Development (CAFOD) aims to provide a coherent approach to this area of learning by all local Catholic pupils. Transfer arrangements are excellent with pupils visiting the secondary school on a number of occasions. Records are compiled well thus further aiding pupils' transfer.

WHAT COULD BE IMPROVED

More emphasis needs to be placed on helping pupils understand cultures present in the society in which they live

24. At the last inspection a key issue stated that, in order to further improve educational standards, the school needed to build on the work begun in multicultural education by capitalising on opportunities offered by local communities. Since then much has been achieved and the task now is to take this work on further and to make this aspect more overt in the life and work of the school. The school celebrates festivals in other cultures, for example Divali during the festival of light. An African steel band has visited the school and speakers from ethnic minority cultures have spoken to the pupils. However, at present there is little evidence to indicate pupils' understanding of life in a multicultural society. Geographical work on other countries gives pupils a good understanding of physical features and climate but little on the culture of the country studied. The library, which is being restocked, at present contains few books on multicultural issues. Extra resourcing has been allocated to restock and this will provide opportunities to expand this section. The deputy headteacher is working with other deputies from Catholic primary schools and the High School to produce an anti-racism policy, which is urgently required. The Salford diocese multi-faith pack and the

CAFOD material 'It's Time for Justice' are important initiatives which the school is considering using. Pupils' moral development is very strong. All pupils practise tolerance, respect and courtesy. However, at present there is no curricular programme in place which will enhance pupils' understanding of a multicultural society, its similarities and differences or prepare them adequately for life in such a society.

Marking does not consistently help pupils to improve their work

25. Throughout the school, pupils' work is marked regularly and a marking policy is in place, but this is not applied consistently. Some marking is helpful to pupils, especially when a clear indication is given as to the standards achieved and how next to improve their performance. Marking of work in classes 4 and 5 is of a very high standard. In a number of classes marking is by a 'tick' with very little explanation as to how the work could be improved. There is an acceptance of work that could be better in some classes. In almost all classes pupils' learning targets are not being used effectively to raise standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. The governors and headteacher should:

- 1) * as soon as possible implement an anti-racism policy;
* establish a teaching and learning programme, which will enhance pupils' knowledge and understanding of different cultures, their similarities and differences.

- 2) * ensure that pupils' work is marked thoroughly and that this marking indicates what they need to do next to improve further;
* use learning targets more extensively to aid improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25	62	13	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)	27	207
Number of full-time pupils known to be eligible for free school meals	3	32

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	16

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	12
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	3.8
National comparative data	5.2

Unauthorised absence	%
School data	0.1
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	15	12	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	11	11	11
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	93 (79)	93 (61)	93 (85)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	11	11	11
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	93 (73)	93 (85)	93 (82)
	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	12	18	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	12
	Girls	17	17	18
	Total	27	27	30
Percentage of pupils at NC level 4 or above	School	90 (79)	90 (75)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	12
	Girls	17	17	18
	Total	27	27	30
Percentage of pupils at NC level 4 or above	School	90 (79)	90 (75)	100 (100)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	179
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26
Average class size	29.6

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	173

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	27

Total number of education support staff	1
Total aggregate hours worked per week	30

Number of pupils per FTE adult	13.5
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FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	441,638
Total expenditure	457,818
Expenditure per pupil	1,916
Balance brought forward from previous year	45,498
Balance carried forward to next year	29,318

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	234
Number of questionnaires returned	72

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	42	1	0	0
My child is making good progress in school.	50	39	10	1	0
Behaviour in the school is good.	53	39	7	1	0
My child gets the right amount of work to do at home.	29	40	15	11	4
The teaching is good.	64	29	6	1	0
I am kept well informed about how my child is getting on.	39	36	13	13	0
I would feel comfortable about approaching the school with questions or a problem.	56	33	4	7	0
The school expects my child to work hard and achieve his or her best.	53	40	4	0	3
The school works closely with parents.	36	43	11	10	0
The school is well led and managed.	53	36	7	3	1
The school is helping my child become mature and responsible.	51	44	1	3	0
The school provides an interesting range of activities outside lessons.	31	35	17	7	11

Other issues raised by parents

- Large classes at Key Stage 2.
- Some lack of teaching of other faiths and cultures.

Inspection team comments

Teaching group sizes will be reduced in the next academic year by the appointment of an additional member of staff.