

INSPECTION REPORT

ANDERTON ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Anderton, Chorley

LEA area: Lancashire

Unique reference number: 119668

Headteacher: Mr J D Birchall

Reporting inspector: Paul Bamber
15064

Dates of inspection: 30th April-1st May 2001

Inspection number: 193451

Short 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:	4-11
Gender of pupils:	Mixed
School address:	Rothwell Road Anderton Chorley Lancashire
Postcode:	PR6 9LZ
Telephone number:	01257 480598
Fax number:	01257 480598
Appropriate authority:	The governing body
Name of chair of governors:	Father Francis Marsden
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
15064	Paul Bamber	Registered inspector
1234	Tina Bradley	Lay inspector
22058	Christine Richardson	Team inspector

The inspection contractor was:

Yorkshire Educational Services Ltd
16 Burn Hall
Darlington Road
Croxdale
DURHAM
DH1 3SR

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WC2B 6SE

REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

[]

Information about the school
How good the school is
What the school does well
What could be improved
How the school has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the school
How well the school is led and managed
Parents' and carers' views of the school

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

[]

WHAT COULD BE IMPROVED

[]

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

[]

PART C: SCHOOL DATA AND INDICATORS

[]

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Most of the school's pupils are from Catholic families from Anderton and surrounding villages. There are 133 pupils (three more boys than girls) on roll, smaller than the national average. There is one pupil for whom English is an additional language, which is below the national average. Four per cent of pupils are entitled to free school meals; this is well below average. Fourteen per cent of pupils are registered as having special educational needs; below the national average. There are 30 pupils aged under six years in two classes. Overall, children enter the school with average attainment.

HOW GOOD THE SCHOOL IS

St Joseph's is an effective school. Pupils attain high standards by the time they leave the school. The quality of teaching is good. The school's leadership and management are effective in promoting high standards. Pupils achieve well, behave sensibly and have very good attitudes to learning. The school has made significant improvements since the last inspection and maintained its high standards. The school provides good value for money.

What the school does well

- The quality of teaching is good. This contributes significantly to the high standards pupils attain.
- Most pupils are confident, have very positive attitudes to learning and behave well, because the school promotes their moral and social development very well.
- The school's leadership and management provide clear educational direction and ensure high standards.
- The school works very positively with parents, who think highly of the school.

What could be improved

- Not all teachers apply the school's homework policy rigorously enough.
- In the class containing the youngest children, control is not always as firm as it should be.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. Since then it has made good improvement. Standards have risen in English, mathematics and science, in both the infants and the juniors, and the quality of teaching is better overall. The school has addressed the key issues identified in the last inspection well. There are now comprehensive teaching programmes in all subjects. Teachers plan lessons thoroughly to identify what pupils should learn; the Individual Education Plans for pupils with special educational needs now contain clear targets for their improvement; the quality of teaching in English and mathematics is now regularly and systematically monitored and evaluated. The school development plan provides a secure base for future improvements. Pupils now achieve at least average standards in information and communication technology because the school has ensured that its provision now meets national requirements.

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	A	A	A	B
mathematics	A	A	A	B
science	A	A*	A	C

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The information shows that by the time pupils leave the school, they consistently attain high or very high standards compared with the standards achieved in all schools. The standards they attained in 2000 compared favourably with similar schools in English and mathematics. The overall trend in the school shows that standards have improved at a faster rate than nationally. The work seen during the inspection shows that pupils achieve well in all areas of the curriculum. A particular strength in pupils' standards is in the range and quality of their writing. This contributes well to their good achievements in many subjects, particularly history, religious education and geography. Pupils speak confidently and clearly and have a mature vocabulary. This enhances the quality of oral sessions in lessons and pupils' ability to organise and express their thoughts coherently. Pupils apply their existing knowledge to new concepts in order to solve problems particularly well. This is a strong factor which contributes to the high standards they attain in mathematics and science.

The school's results in the 2000 National Curriculum tests for seven-year-olds show that compared with all schools, standards were above average in writing and mathematics and average in reading. In the previous three years, standards were high in all three subjects. The lower average standards indicated by the 2000 results are likely to have been influenced by the higher than average percentage of pupils with special educational needs in Year 2 last year. The school has consistently set challenging targets for improvement and has often exceeded these. Evidence from the inspection indicates that the existing challenging targets for Year 6 and Year 2 will be achieved which means that high standards are likely to be maintained.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school, feel a pride in belonging to the school community and have very positive attitudes to their work.
Behaviour, in and out of classrooms	Good overall. Older pupils behave very well and care for the younger ones. A few of the younger children do not behave as well as they should. There have been no exclusions.
Personal development and relationships	Very good. Most pupils are mature in their relationships with each other and adults. They care for their environment and respect each other's feeling and beliefs.
Attendance	Very good. The rate of attendance is well above the national average and unauthorised absence below that found nationally.

Pupils in the school are exceptionally friendly, polite and welcoming. They are very confident in their relationships with adults and this contributes significantly to the high standards they achieve, because they do not hesitate to challenge or question in lessons. Pupils do this assertively but respectfully. During the inspection, pupils discussed sensitive issues maturely and as a result

some tensions were resolved.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	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. In the 14 lessons observed 72 per cent were good or better and 21 per cent satisfactory. Only one lesson was judged unsatisfactory. All teachers promote pupils' basic literacy and numeracy skills well and the teaching of writing is particularly good. In most lessons, teachers have high expectations of pupils' commitment and the standards they should achieve. As a result, pupils are motivated to strive for improvement and to achieve their best. Teachers plan lessons carefully and make clear to pupils what they expect them to learn. This means that pupils are clear about what they have to do and the progress they should make. By encouraging pupils to think for themselves, to challenge and question what they do and to articulate their thoughts clearly, teachers promote high standards and enable pupils to have a good knowledge of their own development. Most lessons are conducted in a purposeful and calm atmosphere because teachers insist upon high standards of behaviour and have very good relationships with their pupils. As a result of these many strengths, most pupils make very good progress in their work and are motivated to learn. Any weaknesses in teaching are related to a lack of rigour in applying the school's behaviour and homework policies. This results in some of the youngest pupils not behaving as well as they should, and other pupils being unsure about how much homework they should do and the regularity with which it is set.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. As well as fully meeting the requirements of the National Curriculum the school enriches pupils' experiences through its links with the community and through music, drama and sports activities.
Provision for pupils with special educational needs	Satisfactory. The school ensures that appropriate support enables these pupils to meet the targets set for them in their Individual Education Plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The very good provision made for pupils' moral and social development makes a significant contribution to the good behaviour, mature attitudes and friendly disposition demonstrated by the pupils. Their spiritual development is good and reflects the denominational nature of the school.
How well the school cares for its pupils	The quality of care is good. The school has effective systems for ensuring child protection and cares for its pupils well.

The school achieves a successful balance between teaching basic skills and developing pupils' aesthetic and social skills. The school has established strong links with the community. For instance, visits to Blackburn Rovers Football Club have enhanced pupils' learning in art and design, design and technology, history, geography literacy and numeracy. Visits and residential experiences add significantly to pupils' social development as well as to subjects of the curriculum. Staff know pupils very well and as a result cater for their individual needs very well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher	Good. The headteacher and deputy headteacher work extremely hard, through personal example, to promote high standards,

and other key staff	especially in literacy and numeracy. There is a shared commitment to improvement and clear educational direction.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. They take a keen interest in the school, and some are directly involved in working with pupils or in monitoring the curriculum. The governing body is fully involved in setting future priorities for the school.
The school's evaluation of its performance	Good. The school uses the analysis of its test results and pupils' work, to identify strengths and weaknesses in pupils' attainment and to set challenging targets for improvement. The rigour with which literacy and numeracy lessons have been monitored by the headteacher and deputy headteacher has resulted in evident improvements in the quality of teaching.
The strategic use of resources	Good. Budget monitoring is rigorous and financial planning prudent. This has resulted in the school being able to create a third class in the infants from September 2001.

Despite teaching three days per week, the headteacher ensures that high standards throughout the school are maintained. The school continually challenges itself to improve, to obtain good value for money in the services it purchases, and to ensure that the parents and other partners in the school are consulted and informed. Decisions are made with the pupils' academic, personal, spiritual and social development uppermost. Staff with subject responsibilities have recently been given more time to monitor and evaluate standards and this has led to an improvement in the quality of teaching and learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. • They feel comfortable approaching the school. • The school is well managed and led. • Their children like the school • The school helps their children to become mature and responsible. • There are high expectations. • Pupils make good progress and behave well. • They are well informed about their children's progress. 	<ul style="list-style-type: none"> • The amount of homework their children do at home. • The range of activities outside lessons.

The inspectors agree with all the positive comments made by parents, although a very few of the youngest children do not always behave well. Parents are right to value the school highly. Inspectors also agree that, because not all teachers rigorously apply the school's homework policy, parents and pupils feel confused about the school's expectations of the work they should do at home. Inspectors found that the school offered a good range of activities outside lessons to older pupils but fewer opportunities for infant pupils. The latter is in line with the situation in most similar schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching is good, which contributes significantly to the high standards pupils attain.

1. The school's results in the National Curriculum tests for 11-year-olds are consistently well above what most schools achieve. Despite a temporary 'blip' in 2000 this is also the case in tests for seven-year-olds. When compared with standards achieved in schools of a similar type, standards are above average in English and mathematics. One of the reasons the school achieves so well in the tests is the good quality of teaching, especially in literacy and numeracy.
2. The teachers work very hard to plan lessons which capture pupils' interest and challenge them. They have a good knowledge of the subjects they teach and of the needs of the age range of pupils in their classes.
3. The school has enthusiastically implemented the national strategies for teaching literacy and numeracy. Together with well planned, challenging teaching this means that pupils attain high standards in these and apply their very good literacy and numeracy skills to achieve good standards across the whole curriculum.
4. The challenging nature of lessons is a particular strength in the teaching. Because teachers share their high expectations of what pupils should achieve by the end of lessons, pupils have clear targets in their work and are motivated to achieve these. This was well illustrated in a Year 5/6 numeracy lesson on multiplication of decimals. The teacher demanded that pupils completed a good amount of work in a given time. All pupils were motivated by this because they were set different tasks to match their needs.
5. Writing is taught very well in the school. Pupils write for a wide range of purposes and readers, and in many different styles. Teachers are skilled in drawing out meaning in writing, demanding that pupils think carefully about authors' standpoints and consider the impact of language upon readers. These aspects were well taught in a Year 3/4 lesson, in which the teacher focused pupils' attention upon how characters in a story viewed the same situation differently, and also in a Year 5/6 lesson in which the difference between narrative and character perspective was well explained to pupils. In both lessons, the quality of pupils' subsequent writing was well above that expected for their age. Teachers throughout the school successfully encourage pupils to write poems, short play scripts and factual reports. As a result, the quality of boys' writing is well above the national average.
6. Teachers regularly assess pupils' attainment and progress in lessons. This means that the work set for pupils matches their needs well. Often, comments teachers write about pupils' work, when they mark their books, help pupils to improve and motivate them to strive to do even better.
7. In the main, teachers manage pupils' behaviour well and establish very good relationships with them. Because the pace of lessons is often brisk and expectations are high, pupils are fully occupied and enjoy their learning. Teachers establish clear routines so that the pupils know exactly what is expected of them. Thus, most lessons are purposeful and conducted with good humour.

Most pupils are confident, have very positive attitudes to learning and behave well because the school promotes their moral and social development very well.

8. In the questionnaire parents completed prior to the inspection, they identified as a particular strength how well the school helps their children to become mature and responsible. Inspectors agree with their view.

9. A notable feature throughout the school, but particularly in the juniors, is the confidence with which pupils respond to questions, volunteer their ideas and express their feelings. This makes a significant contribution to the progress they make in lessons, particularly when they articulate difficulties in understanding explanations or following the teacher's instructions.

10. In a Year 5/6 science lesson about friction, pupils readily discussed scientific principles and volunteered their own suggestions about how to set up investigations. During their experiments they extended their own learning by introducing more variables and by adapting the model parachutes they used, to test air resistance.

11. In the vast majority of lessons pupils have very good, and in Years 5 and 6, excellent attitudes to learning. They are eager to acquire new knowledge, have a natural curiosity about things new and are very motivated to do well in their work. Because they are encouraged and expected to be responsible, they respond by working happily together in pairs or larger groups. Pupils show good application when required to work on their own and use their own initiative to overcome minor difficulties, for instance, in finding the correct spelling or understanding the meaning of words.

12. The school's aims and values promote a Christian ethos in all of its work. As a result, despite occasional minor fall-outs, pupils relate to each other and adults very positively in most instances. (The exception to this is referred to in a later section of the report). Particular features of this are how well pupils listen to each other and how they celebrate each other's success. This was well illustrated in a Year 3/4 literacy lesson in which one group devised a playlet about booking a holiday to Disneyland in Paris. As well as participants listening well to each other's ideas and suggestions, the rest of the class watched their performance raptly and applauded spontaneously at the end.

13. All staff constantly praise and take every opportunity to make pupils feel valued. This motivates all pupils, but especially those who find learning more difficult, to work hard and to strive for improvement. Particular members of staff make themselves available to individual pupils who may wish to talk over any problems they have. In this way pupils' personal development is enhanced and they develop more confidence when dealing with any difficulties they may have in forming or maintaining friendships. Teachers and support staff use 'circle time' (whole class sessions in which pupils discuss issues which are important to them) well, to encourage pupils to talk openly about their feelings and concerns. This too promotes their personal, social and moral development very well.

14. It was noticeable that when asked to volunteer to carry out tasks or to assume responsibility, pupils responded very positively. The school has a house system, which promotes good behaviour and achievement and through which internal competitions are organised. Pupils assume responsibilities willingly, as house captains and as monitors in classrooms.

15. The confidence with which pupils approach their work and relationships in school and the provision the school makes for pupils' personal, social and moral development contribute well to the high quality of education evident in the school.

The school's leadership and management provide clear education direction and ensure high standards.

16. The headteacher sets a very positive example. He teaches three days a week and has responsibility for leading the teaching of mathematics throughout the school. He is close to his staff but provides strong leadership. Teachers know that high standards are expected of them and respond to this by ensuring that their lessons are well planned and demanding, which result in very good learning.

17. The deputy headteacher, who has a full teaching commitment, works very closely with the headteacher and is extremely influential in ensuring the high standards achieved by the pupils in literacy throughout the school. For instance, because last year the results in the national tests for seven-year-olds were lower than in previous years, the school has targeted those pupils for additional literacy support this year, to help them improve their reading skills to the higher levels achieved by all other pupils in the school.

18. Both the headteacher and deputy headteacher have rigorously monitored and evaluated the quality of teaching and learning in all classes. There is clear evidence that as a result of targets set, following lessons observed, the quality of teaching of the least experienced members of staff is now consistently good. Recently subject co-ordinators have been given time out of lessons to monitor more rigorously. This has resulted, for instance, in good improvements in the provision and standards in information and communication technology.

19. Governors are keenly involved in the school. Some regularly visit the school to help pupils with their work. Other governors observe lessons to gain more insight into the quality of teaching, the delivery of the curriculum and how the school is implementing government initiatives. Written reports of these observations are available to the whole governing body. Governors analyse the school's results rigorously and consistently challenge the school to find ways of improving standards further. They seek best value for money when purchasing services and are rigorous when appointing new staff to the school.

20. Procedures for monitoring spending are good. This ensures that the school maintains a small contingency fund annually. Because the school's budget is always 'tight', governors have to be very prudent in their financial planning. Testimony to the success of the school's financial strategy is that a third infant class can be created from September 2001. The school has also maintained a plentiful stock of good quality learning resources as a result of careful planning and prioritising through the school development plan.

21. The high level of personal example and the clear direction provided by the headteacher, deputy headteacher and members of the governing body, contribute significantly to the high standards the school achieved.

The partnership with parents is very positive and they think highly of the school.

22. The very positive responses of those parents who returned the questionnaire sent to them prior to the inspection, and the very supportive comments of those who attended the meeting held for them before the inspection began, confirm that they think highly of the work of the school.

23 The school keeps the parents well informed about future activities and events which might involve their children, or in which they might support the work of the school. This is done formally through regular newsletters or more informally, as a result of conversations held when parents deliver or collect their children. Examples of visits and initiatives, which include parents, are trips to Blackburn Rovers Football Club and Wigan Pier and a Year 6 disco.

24 The school systematically reports to parents how their children are getting on in their work and provides formal opportunities twice a year to discuss their progress. Parents report, however, that if they have any worries, they feel that they can approach the school at any time and that their concerns will be sympathetically listened to and dealt with satisfactorily. Parents, with children who have special educational needs, feel involved in the steps taken to meet their children's needs. They also feel well informed about the progress these children make towards meeting targets in their Individual Education Plans.

25 One initiative spoken highly of by parents is the school's provision for 'Parents as Educators,' which enables interested parents to follow a course of study based upon activities within the school. Several parents took advantage of this initiative and reported how much they

have gained. It is clear that pupils have gained from this as well. Parents have worked with pupils in design and technology to make Greek masks and in art and design to paint large models of Roman soldiers, their shields and helmets. A focus for 'Parents as Educators' has been their understanding and contribution to supporting pupils' work in literacy. This initiative has contributed well to pupils' attainment in specific subjects, in their personal development and in the increased involvement of parents in supporting their children's learning.

WHAT COULD BE IMPROVED

Not all the teachers apply the school's homework policy rigorously enough.

26. A significant concern of the parents, as expressed in questionnaires and at the meeting held for them, was inconsistency in the school's practice regarding homework. Inspectors agree with their concerns.

27. Whilst in some classes the school's stated policy for the provision of homework is well implemented, this is not the case throughout the school. Parents are informed of the school's expectations about when homework will be set and how much pupils in different year groups are expected to do. This matches national guidelines and, when applied consistently, provides pupils with good opportunities to reinforce their basic skills and to extend their ability to research and learn independently. In Years 5 and 6 it also prepares pupils for the amount of homework they will be expected to do at secondary school.

28. However, where teachers do not set work at the time prescribed and fail to challenge higher attaining pupils sufficiently or to acknowledge pupils' efforts, then parents become unsure of how to support their children's progress and pupils approach homework tasks less seriously than they should.

In the class containing the youngest children, control is not always as firm as it should be.

29. The class containing the youngest children has a very few boys who find difficulty in behaving appropriately. They tend to disrupt introductions and summaries of lessons by calling out or through silliness. Although the school recognises this, and has sought specialist advice from the local education authority about employing strategies to address the problem, to date these have not been wholly successful. Part of the reason for this is that the teacher and support staff are not rigorous enough in applying consistent, systematic strategies for managing pupils' behaviour. At present it is not made sufficiently clear to the children that certain behaviours are unacceptable under any circumstances. Neither is it clear to pupils that specific sanctions will follow certain forms of behaviour or that they will be applied rigorously and consistently.

30. At present time is lost during parts of lessons in the Year R/1 class because adults spend too much time correcting the few pupils' repeated misbehaviour. During introductions and summaries insufficient progress is made by a substantial number of children.

31. The provision made for the youngest children is good otherwise and they make satisfactory progress in all their areas of learning. Those children who find difficulty in listening and behaving acceptably in whole class sessions work more productively and with more self-control when they work at individual tasks or with a much smaller group. As a result, all pupils make good progress in these sessions.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- a] Ensure that all teachers rigorously implement the school's homework policy so that pupils are fully motivated to complete homework tasks and parents feel sure about how they are expected to support the school in promoting their children's learning at home.
- b] Make sure that the unacceptable conduct of those very few of the youngest children who have difficulty behaving appropriately does not hold them back or disrupt the learning and progress of others by:
 - using rewards and sanctions consistently, systematically and rigorously, in order to ensure good behaviour.

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	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	29	43	21	7	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)	0	133
Number of full-time pupils known to be eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	19

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	3.6
National comparative data	5.2

Unauthorised absence	%
School data	0.2
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	5	9	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	5
	Girls	8	9	9
	Total	12	13	14
Percentage of pupils at NC level 2 or above	School	86 (100)	93 (95)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	4	5
	Girls	9	9	8
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (100)	93 (100)
	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	11	7	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	11
	Girls	6	6	6
	Total	17	17	17
Percentage of pupils at NC level 4 or above	School	94 (90)	94 (95)	94 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	11
	Girls	5	5	6
	Total	16	16	17
Percentage of pupils at NC level 4 or above	School	89 (95)	89 (95)	94 (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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	109

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

Any other minority ethnic group	0
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This table refers to pupils of compulsory school age only.

Other minority ethnic groups	0	0
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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)	5
Number of pupils per qualified teacher	27
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	50

Financial information

Financial year	1999-2000
	£
Total income	234,400
Total expenditure	219,455
Expenditure per pupil	1,742
Balance brought forward from previous year	3,836
Balance carried forward to next year	18,781

Results of the survey of parents and carers

Questionnaire return rate 46%

Number of questionnaires sent out	108
Number of questionnaires returned	50

Percentage of responses in each category

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

My child gets the right amount of work to do at home.

The teaching is good.

I am kept well informed about how my child is getting on.

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	36	6	2	0
My child is making good progress in school.	48	42	6	2	2
Behaviour in the school is good.	45	45	6	0	4
My child gets the right amount of work to do at home.	24	53	20	0	2
The teaching is good.	39	57	2	2	0
I am kept well informed about how my child is getting on.	42	48	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	54	40	6	0	0
The school expects my child to work hard and achieve his or her best.	54	38	6	0	2
The school works closely with parents.	32	58	8	0	2
The school is well led and managed.	48	46	4	2	0
The school is helping my child become mature and responsible.	44	48	6	0	2
The school provides an interesting range of activities outside lessons.	32	38	20	4	6

