

INSPECTION REPORT

ST. PETER'S RC PRIMARY SCHOOL

Hinckley

LEA area: Leicestershire

Unique reference number: 120211

Headteacher: Mrs J Connor

Reporting inspector: Mr P Dennison
17736

Dates of inspection: 22nd – 23rd January 2001

Inspection number: 193685

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: London Road
Hinckley
Leicestershire

Postcode: LE10 1HJ

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Appropriate authority: The Governing Body

Name of chair of governors: Mr J Bradley

Date of previous inspection: 24th June 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Peter's Catholic Primary school is situated in the centre of Hinckley, Leicestershire. As a church school, it serves a wide area. The majority of pupils are baptised Catholics from the parish of St. Peter's. Nearly all have had pre-school experience. At the time of the inspection there were 216 pupils on roll in 8 classes. There is a very wide range of ability on entry although overall attainment is above that expected for the age group. There are 57 pupils on the school's register of special educational needs (26 per cent). This is above the national average. Two pupils have a statement of Special Educational Need. This is broadly in line with the national average. The number of pupils eligible for free school meals is well below the national average. There are no pupils for whom English is an additional language.

HOW GOOD THE SCHOOL IS

This is an effective school which provides a sound quality of education. The headteacher, governors and staff work well together, with a shared commitment to raising standards. Much of the teaching is good and this has a positive effect on pupils' progress. The pupils have positive attitudes to learning and by the time they leave school, standards in English, mathematics and science are above the national average. Overall, the school provides satisfactory value for money.

What the school does well

- Standards of attainment in English, mathematics and science are above the national average by the end of Key Stage 2.
- The quality of teaching in Key Stage 2 is good overall and 36 per cent is very good.
- The headteacher and senior staff provide very good leadership and the school is very well managed. The active and well informed governing body provide good support.
- The school cares well for its pupils. Provision for their spiritual, moral, social and cultural development is good.

What could be improved

- Standards of attainment in information and communication technology in Key Stage 2.
- Standards of attainment in mathematics at Key Stage 1.
- The opportunities for pupils to develop skills of research and investigation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the previous inspection in June 1996 has been good. The headteacher and governors have ensured that the issues from the previous inspection have been successfully addressed. Effective systems have been introduced to monitor and evaluate the quality of teaching and learning and to track pupils' progress. As a result, the quality of teaching has improved considerably and there is now no unsatisfactory teaching. There are clear schemes of work in place to support teachers' planning and pupils' attainment in art, history, geography and design and technology has improved. It is now in line with the national expectations. The accommodation and learning resources have been improved and are now used effectively. There are good displays of pupils' work throughout the school. Pupils have more opportunities to investigate, solve problems and work independently although this is an area which requires further development.

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	B	A	A	B
Mathematics	A	B	A	A
Science	B	B	A	A

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

Pupils' achievements in the Key Stage 2 National Curriculum tests in English, mathematics and science were well above the national average in 2000. In comparison with similar schools, the pupils' performance was above average in English, and well above average in mathematics and science. The work pupils were doing during the inspection confirmed that standards in English, mathematics and science were above the national expectation. The test results show a clear improvement between 1998 and 2000 broadly in line with the national trend. The school has set realistic but challenging targets for attainment in English and mathematics and the results in 2000 exceeded the target set. Inspection evidence indicates that the targets for 2001 will be met.

Pupils' achievements in the Key Stage 1 National Curriculum assessments in 2000 were in line with the national average in reading and writing and below the national average in mathematics. In comparison with similar schools, attainment was well below average in all three subjects.

Attainment in information and communication technology is in line with the national expectations at the end of Key Stage 1. However, pupils in Key Stage 2 have not had sufficient time to develop their skills on the new equipment and attainment is still below expectations at the end of the key stage.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. They are eager to learn and willingly participate in the activities provided.
Behaviour, in and out of classrooms	The great majority of pupils behave well in lessons and around the school. Staff work hard to ensure that pupils know what is expected of them and they respond in a positive manner.
Personal development and relationships	Personal development is good. Pupils are provided with opportunities to exercise responsibility and they respond well. Relationships are good. Pupils co-operate well with each other and their teachers.
Attendance	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	satisfactory	satisfactory	good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good overall and effectively promotes the progress and attainment of pupils. During the inspection, 59 per cent of the teaching observed was good or better and 23 per cent was very good. No teaching was less than satisfactory. The quality of teaching has improved considerably since the last inspection when only 81 per cent of teaching was reported to be satisfactory or better. Teaching in the reception and Key Stage 1 classes is satisfactory overall, with 38 per cent good or better. In Key Stage 2, teaching was good or better in 91 per cent of the lessons observed and was very good in 36 per cent. Teachers place a strong emphasis on the teaching of basic skills in literacy and numeracy and the teaching of English and mathematics is effective across the school. It is good in Key Stage 2 enabling pupils to make good progress. Lessons are well planned. Teachers give clear instructions and use probing questions to make pupils think. Where teaching is most effective it builds on previous learning, work is introduced in a lively and stimulating way and tasks are provided to meet the differing needs of pupils. Where teaching is less successful, work is not well matched to pupils' capabilities and, at times, lacks sufficient challenge. Consequently, pupils make less progress in these lessons. The school effectively meets the needs of all pupils. Those with special educational needs are well supported.

Pupils respond well. The great majority are keen to learn and work hard, showing good levels of concentration and developing their knowledge, skills and understanding. Pupils' achievement in the reception and Key Stage 1 classes is satisfactory. Achievement at Key Stage 2 is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All the requirements of the National Curriculum and religious education are met and pupils are provided with interesting and relevant activities.
Provision for pupils with special educational needs	Provision is good. There are effective systems in place which meet the requirements of the Code of Practice. Pupils are identified early and given additional support. Their progress is reviewed regularly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for personal development. There are very clear expectations of behaviour and the positive values promoted in assemblies and lessons help to promote moral and social development. Good opportunities are provided for spiritual and cultural development.
How well the school cares for its pupils	The school cares for its pupils well. There are good procedures in place to ensure their welfare. Staff know their pupils well as individuals and provide a supportive environment in which pupils can develop.

The school provides a broad and well balanced curriculum. It provides a good range of interesting and challenging activities which motivate pupils. Pupils' academic performance and personal development is monitored effectively. There are good systems in place to analyse the results of assessments and to track progress. Procedures for child protection and for ensuring pupils' welfare 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 good leadership and has established a positive climate for learning in the school. She is well supported by senior staff. The school is managed very effectively.
How well the governors fulfil their responsibilities	Governors are very supportive. They are aware of the needs and priorities facing the school and contribute effectively to its success. All statutory requirements are met.
The school's evaluation of its performance	There are very effective systems in place to monitor the quality of planning and teaching. Assessment results are analysed to monitor standards of attainment and the progress of pupils. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Effective use is made of the school budget and additional grants for the benefit of pupils' learning. Financial planning is good and resources are used well to support the school's educational priorities.

Collectively the headteacher, staff and governors contribute very effectively to the quality of education provided and to the standards achieved by the pupils. The school development plan has been produced in consultation with staff and governors. This is based on an analysis of the school's needs. It clearly identifies the school's priorities and is reviewed regularly to evaluate progress. The school makes good use of the principles of best value to make effective use of the financial resources available. These are used effectively to support the priorities identified in the plan.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are expected to work hard and achieve their best. • The teaching is good. • They feel comfortable approaching the school with any concerns. • Their children make good progress. • The school helps their children become more mature. 	<ul style="list-style-type: none"> • A small minority of parents would like more information about their children's progress.

The overwhelming majority of parents speak highly about the school and support its work. The inspection team agrees with the many positive views expressed by parents at the meeting with inspectors and in the questionnaires.

Parents receive an annual written report on their child's progress and teachers are also available to discuss progress with parents once a term. If parents have any pressing concerns they can approach the school at any time. These arrangements are sufficient to keep parents well informed about their children.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment in English, mathematics and science are above the national average by the end of Key Stage 2.

1. The pupils achieved well above the national average in English, mathematics and science in the 2000 National Curriculum tests at the end of Key Stage 2. The work observed during the inspection confirms these good standards in all three subjects. Since the last inspection, the school has adopted the national strategies for literacy and numeracy. This has resulted in good improvement in the quality of planning, assessment and teaching and is having a positive effect on standards. Pupils in Key Stage 2 make good progress and the test results for 2000 were well above average compared to schools that achieved similar average points scores in the Key Stage 1 tests of 1996. The good progress made is a result of clear planning, good teaching and a positive response from the pupils who work hard and show good levels of interest and concentration.
2. Speaking and listening skills are good across the school. Pupils are confident speakers, asking relevant questions of their teachers and classmates. By age eleven, pupils listen carefully to one another and their teachers. The vast majority take part confidently in class discussions. Higher attaining pupils supply articulate and complex contributions which reflect standards above the national average. In a discussion on coastlines, for example, Year 6 pupils gave clear explanations illustrated by examples from their own experience. Most pupils ask pertinent questions to each other or to their teachers and offer cogent reasoning to support opinions. A small minority is more hesitant and answers in single words or short phrases.
3. Reading skills are good. Pupils read for pleasure and are able to discuss a range of authors and their personal preferences. Most pupils read on a regular basis and many read non-fiction books for pleasure. They read with confidence and have well-developed strategies for understanding new words. Lower attaining pupils read simpler text competently from the reading schemes at the level identified by their teacher and make good progress.
4. Most pupils write accurate, joined script, make good use of punctuation and are secure with spelling. They write for a wide range of purpose, using formal English well. The range of writing includes poetry, letter writing, writing to persuade and descriptive or imaginative work. Higher attaining pupils write complex sentences with consistent accuracy. They choose words carefully to persuade or describe and their extended writing, in narrative or poetic form is well organised and imaginative. Paragraphs are used to good effect and punctuation and spelling are usually correct. The majority of pupils have a secure understanding of parts of speech, using adjectives, verbs and adverbs appropriately. A small minority of lower attaining pupils has difficulty with some aspects of writing, such as the use of speech marks, at this stage.

5. Attainment in mathematics is good. Pupils make good progress in Key Stage 2. By the end of the key stage, the majority of pupils understand the value of a digit in numbers to 1000 and carry out written calculations involving addition, subtraction, multiplication and division with accuracy. Pupils have an appropriate mathematical vocabulary, an understanding and appreciation of number pattern and measures and an awareness and knowledge of shapes and their properties. They can use a variety of methods to collate and represent data they have collected. The higher attaining pupils have a good understanding of percentages and probability, can use fractions and decimals accurately and are competent in long multiplication and division. Standards of numeracy are good and pupils have a good understanding of the number system. Their skills in mental arithmetic are good. Good use is made of mathematical skills in other areas of the curriculum. For example pupils use skills of measuring and calculating to support their work in science and design and technology.

6. Standards in science are good. Pupils develop their factual knowledge and understanding of science topics within the National Curriculum programmes of study. They also develop the ability to devise their own experiments and conduct a fair test. Pupils in Year 3 made sensible predictions and then carried out an experiment to test whether increasing the height of a slope affected the distance that a toy car would travel down it. Year 5 pupils carried out tests on the hardness of a range of different materials. Their work showed a good understanding of the principles involved and they were able to explain their findings. By the end of Key Stage 2, pupils have a good knowledge and understanding of forces such as gravity and magnetism. They can draw diagrams of simple and complex electrical circuits using the correct symbols. Pupils have a good knowledge and understanding of physical and life processes. From a scrutiny of their earlier work it is clear that standards at the end of the key stage are good and are similar to the standards achieved by pupils last year in terms of knowledge and understanding. Progress over the key stage in these attainment targets is good for all pupils. However their work shows a weakness in the development of investigational skills. Whilst pupils are using scientific skills they are not being developed systematically. Pupils are used to making predictions but this is rarely developed to encourage pupils to make hypotheses based on their scientific understanding. The over reliance on work sheets at times restricts the development of the skills of recording and interpreting results. Higher attaining pupils in particular are restricted by the lack of open-ended investigations in which they can turn their own questions into fair tests.

The quality of teaching in Key Stage 2 is good overall and 36 per cent is very good.

7. The quality of teaching in Key Stage 2 is good overall. During the inspection, 91 per cent of the teaching observed was good or better and 36 per cent was very good. None was less than satisfactory. Lessons are well planned to meet pupils' needs. Teachers plan work carefully, providing a variety of interesting learning experiences linked to the National Curriculum and individual pupil's needs. Pupils are encouraged to be responsible about their work and are given opportunities to work independently and in pairs or groups. Relationships are usually very positive and most pupils respond well to teachers' expectations of good behaviour and show good levels of concentration. Teachers make good use of questioning to develop pupils' understanding. Group work is organised skilfully to enable some groups to work independently thus enabling the teacher to give more intensive support to others. Teachers have high expectations and take great trouble to present learning in ways which challenge and motivate pupils. Lessons proceed at a good pace and are well organised. In a Year 6 mathematics lesson on multiplication, the teacher encouraged pupils to think for themselves and provide clear explanations for their answers. This stimulating lesson challenged pupils

who responded well to the teacher's high expectations.

8. Classroom support staff are used very effectively to support pupils' learning. A good example of this was observed in a Year 3 literacy lesson when additional literacy support was used very effectively to develop pupils' knowledge and understanding of spelling strategies. Very good planning by the class teacher resulted in a very effective lesson where pupils made good progress. They responded well to the teacher's high expectations of behaviour and attainment.
9. Very good classroom management is a strength of most lessons. A good example was observed in a Year 5 literacy lesson. This was very successful because of detailed planning and very good class management by the teacher. She constantly challenged pupils with open questions. Pupils made good progress because they were interested and keen to contribute to the discussion. The written task provided for pupils was challenging but well matched to their needs and abilities.

The headteacher and senior staff provide very good leadership and the school is very well managed. The active and well informed governing body provide good support.

10. The headteacher's very positive leadership provides clear educational direction for the school. This has a positive effect on pupils' attainment. The deputy headteacher provides very effective support. Governors, teachers and non-teaching staff have clearly defined roles and responsibilities and work well together to support the headteacher in promoting the school's aims. The very positive and supportive atmosphere and the sense of commitment displayed by all who work in the school reflect the effectiveness of the leadership.
11. The Governing Body plays a very effective and supportive role. The governors are aware of their responsibilities and ensure that statutory requirements are met. They are regular visitors to the school and have a good awareness of the issues to be addressed. The establishment of a committee structure provides for efficiency in strategic decision making. Financial planning to support educational initiatives, is good, The finance committee provides effective support for the headteacher in decision making and uses the budget effectively to achieve educational targets. There have been a number of improvements to the school building in recent years which have helped to support the improved quality of education provided by the school. Funds available for staff development and for special educational needs are used well. The school development plan has been produced in consultation with staff and governors. This clearly identifies the school's priorities and is a useful and effective management tool. It is linked to the school budget, has clear criteria for success and is reviewed regularly.
12. All staff have curriculum responsibilities. Co-ordinators are responsible for managing their subject and providing curriculum support. They make a very positive contribution to the management of the school.
13. Daily management and organisation is efficient and unobtrusive. The administrative staff work hard to assist the smooth day to day operation of the school. This has a positive effect on the quality of learning and standards of achievement.

14. Parents are very supportive of the aims and values promoted by the school. The school has high expectations of the pupils in terms of their personal and academic development. There is a clear sense of shared values and a unity of purpose. Consequently, the school is well placed to make further progress.

The school cares well for its pupils. Provision for their spiritual, moral, social and cultural development is good.

15. This is a caring school which makes good provision to ensure pupils' welfare, health and safety. Pastoral care is the responsibility of the class teachers. They, together with support staff, know their pupils and their families well, are sensitive to their pupils' needs and thus able to provide good personal support and guidance. The school provides pupils with a safe, caring environment in which to work and play. Good procedures are established for child protection and ensuring pupils' welfare. Parents report that their children are happy and enjoy coming to school. This has a beneficial influence on pupils' attitudes to their work and helps to develop their self-esteem and support their progress.
16. Procedures for monitoring pupils' academic progress are good. Assessment results are analysed and used to track the progress of individuals and groups. Pupils identified as having special educational needs are well cared for; targets are set and their progress is regularly reviewed. Pupils' personal development and behaviour are promoted well through all areas of school life. Praise and rewards are used appropriately to encourage effort, and significant achievements are celebrated. Procedures for monitoring and promoting good behaviour are good. High expectations of behaviour and good classroom management are in place from the time pupils enter the school. Any instances of inappropriate behaviour are dealt with swiftly and effectively. Continued misbehaviour is referred to the Head teacher, who works with the pupils, and involves the parents if necessary.
17. The school's provision for pupils' spiritual, moral, social and cultural development is good and permeates its work, both in the planned curriculum and through incidental opportunities which occur or are created. Opportunities for spiritual development are good. Assemblies contribute appropriately to spiritual development by offering chances to pray and reflect quietly. Moral development is promoted very well. Pupils are given a clear sense of right and wrong and are expected to consider their intentions thoughtfully and to make decisions about actions on the basis of this understanding.
18. Pupils are always encouraged to relate positively to each other, to be considerate and courteous and to play together. All adults in the school set a good example in this area. In class there are many opportunities to work together responsibly and share resources fairly. Pupils also learn to work effectively as a team through participation in sporting and musical events and school productions. Pupils are regularly involved in fund raising for charities.
19. Cultural development is well promoted both within the curriculum and through extra-curricular opportunities. Through religious education, history, art, literature and music pupils gain understanding of their own culture and the cultural traditions of other countries. There are regular visits to places of educational interest. Visitors are also used effectively to support the curriculum and enrich pupils' experience.

WHAT COULD BE IMPROVED

Standards of attainment in information and communication technology in Key Stage 2.

20. The school has improved provision for information and communication technology since the last inspection. Governors have made effective use of government funding, subsidised through careful financial planning, to provide a computer suite for the school. This has enabled teachers to begin planning more of the activities required by the National Curriculum and to provide opportunities for all pupils to have increased access to computers. This has already had a positive impact on standards of attainment in Key Stage 1, which are in line with national expectations. Most seven-year olds competently use the mouse and keyboard to control events on the screen. They are becoming increasingly aware of the wider uses of information and communication technology and that they can change or correct their work easily using a computer. However, because the scheme is in the early stages of development, pupils in Key Stage 2, particularly those in Year 6, have not had the benefit of regular access to information and communication technology over a number of years. Consequently, they do not yet have a sufficiently broad range of skills to meet the demands of the curriculum by the age of eleven. Most 11-year-olds confidently use the computer to save, edit and print their work and to adapt the style and size of the text to suit the work they are doing. However, they have insufficient experience in using control technology to sequence and change events or to combine sound with text and graphics. Standards of attainment are therefore below national expectations by the end of Key Stage 2, although the school is now in a stronger position to improve standards further.
21. The subject coordinators recognise that there are additional areas requiring further development in order to improve pupils' rate of progress in both key stages. For example, the computers in some classrooms are unreliable and in need of upgrading. As a result, teachers do not plan opportunities for pupils to use computers as an integral part of their day-to-day learning in subjects across the curriculum. Additionally, there is no system of assessment in place to enable teachers to measure pupils' progress in the acquisition of skills.

Standards in mathematics at Key Stage 1.

22. Pupils' performance in the 2000 end of Key Stage 1 National Curriculum assessments in mathematics was below the national average. This is reflected in the work seen during the inspection. In comparison with similar schools, their performance was well below average. The number of pupils achieving National Curriculum Level 2 is in line with the national average. However, the number of pupils achieving higher levels in mathematics is well below the national average.
23. By the end of the key stage, the higher attaining pupils have a clear understanding of the value of digits in numbers up to a hundred and they carry out simple calculations accurately. Most have good understanding of pattern in number and know the difference between odd and even. They can use money effectively and can work out simple problems mentally. Pupils show competency in handling and talking about numbers. They develop skills of simple data handling and can construct and interpret graphs. Lower attaining pupils have less confidence in their recall of number facts but they are able to use apparatus effectively to aid calculations. The majority of pupils have a secure understanding of shape, space and measures.

24. The quality of mathematics teaching in Key Stage 1 is satisfactory. Lessons are usually well planned with clear objectives. The National Numeracy Strategy is now used as an effective framework for planning and is having a beneficial effect on standards especially in mental work and the development of mathematical language. However, whilst there is a clear framework for medium term planning, teachers weekly planning does not always clearly indicate the provision being made for the different abilities within the class. There is limited evidence that the assessment of individual attainment is used to inform planning and teachers do not always ensure that work is well matched to pupils' needs.
25. There are two parallel classes each containing Year 1 and Year 2 pupils. Additional teaching support has been provided to enable mathematics and literacy to be taught to separate year groups. The school has made good use of this arrangement to ensure that teachers' subject strengths can be effectively deployed. However, the additional support is currently being used to reduce the size of teaching groups in literacy lessons whilst mathematics is taught to the whole of the year group. There is a very wide range of ability in each year group and the lack of additional support makes it more difficult to ensure that work is well matched to individual need and that the higher attaining pupils are sufficiently challenged.

The opportunities for pupils to develop skills of research and investigation

26. At the time of the previous inspection, pupils' skills of research and investigation in subjects such as history, geography, science and design and technology were reported to be unsatisfactory. Since then, clear schemes of work have been developed to support the teaching of such skills and the situation has improved. However, there are still some weaknesses in this area. In science, pupils are developing skills of investigation; however, these are not being developed systematically. There is an over emphasis at times on the acquisition of knowledge rather than pupils having the opportunity to plan and carry out their own investigations and record and interpret the results. In history and geography, pupils have some opportunity for research but there is limited evidence of them using a range of different sources to develop their knowledge and understanding.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further the quality of education and the standards of attainment, the headteacher, governors and staff should:

1. Raise standards of attainment in information and communication technology at Key Stage 2 by: (*Paragraphs 20,21*)
 - implementing a scheme of work to identify a progression in skills;
 - improving the effectiveness of the arrangements for monitoring the quality of teaching, learning and standards of attainment;
 - developing assessment procedures which will enable teachers to record pupils' attainment; monitor progress; inform planning and accurately match work to pupils' needs;
 - planning better opportunities for pupils to use information and communications technology to support their other learning in the classroom.

2. Raise standards of attainment in mathematics at Key Stage 1 by: (*Paragraphs 22-25*)
 - making more effective use of assessment information to inform teachers' planning and ensure that work is well matched to pupils' needs and abilities;
 - reviewing the use of extra teaching staff in order to provide additional support for mathematics.
3. Provide more opportunities for pupils to develop skills of research and investigation. (*Paragraph 26*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	23%	36%	41%	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)	-	216
Number of full-time pupils eligible for free school meals	-	4

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	2
Number of pupils on the school's special educational needs register	-	57

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.4
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	10	16	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	9	8
	Girls	15	14	16
	Total	22	23	24
Percentage of pupils at NC level 2 or above	School	85 (75)	88 (88)	92 (91)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	8	10
	Girls	15	16	16
	Total	24	24	26
Percentage of pupils at NC level 2 or above	School	92 (84)	92 (91)	100 (91)
	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	15	22	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	20	19	22
	Total	34	33	36
Percentage of pupils at NC level 4 or above	School	92 (85)	89 (82)	97 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	15
	Girls	21	20	20
	Total	34	34	35
Percentage of pupils at NC level 4 or above	School	92 (85)	92 (82)	97 (85)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	181
Any other minority ethnic group	4

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	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.36
Number of pupils per qualified teacher	24.2
Average class size	28.9

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	116.25

Financial information

Financial year	1999/2000
	£
Total income	353,975
Total expenditure	351,200
Expenditure per pupil	1,649
Balance brought forward from previous year	6,640
Balance carried forward to next year	9,415

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	202
Number of questionnaires returned	79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	32	9	0	0
My child is making good progress in school.	43	53	4	0	0
Behaviour in the school is good.	20	63	6	4	6
My child gets the right amount of work to do at home.	30	62	4	3	1
The teaching is good.	44	53	0	0	3
I am kept well informed about how my child is getting on.	28	59	11	1	0
I would feel comfortable about approaching the school with questions or a problem.	56	42	3	0	0
The school expects my child to work hard and achieve his or her best.	57	43	0	0	0
The school works closely with parents.	25	68	5	1	0
The school is well led and managed.	39	47	9	3	3
The school is helping my child become mature and responsible.	49	47	3	0	1
The school provides an interesting range of activities outside lessons.	29	54	4	1	11