

INSPECTION REPORT

ST PETER'S CATHOLIC PRIMARY SCHOOL

Noctorum, Birkenhead

LEA area: Wirral

Unique reference number: 105069

Headteacher: Mr P Sherry

Reporting inspector: Mrs M Langdale
4285

Dates of inspection: 31 January – 1 February 2000

Inspection number: 193924

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 to 11 years

Gender of pupils: Mixed

School address: St. Peter's Way
Noctorum
Birkenhead
Wirral

Postcode: CH43 9QR

Telephone number: 0151 677 8438

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Appropriate authority: The governing body
at the above address

Name of chair of governors: Mr Peter Gordon

Date of previous inspection: July 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Peter's Catholic Primary school serves the parish of St. Peter's, Noctorum, and Birkenhead. It is fairly small compared with primary schools nationally and currently provides for 138 children aged between 4 and 11 years old. It is situated on the Noctorum housing estate in an area of high unemployment and predominately rented accommodation. The vast majority of children enrolled at the school live within the immediate area with some coming from other local estates. The number of children entitled to free school meals (58%) is well above the national average and the number on the school's register for special educational needs (25%) is above average. There are no children for whom English is an additional language. Approximately 50% of children attend the local playgroup before starting school. Although low, this figure is at least double the number stated in the previous inspection report in 1996. While the full ability range is represented in the intake, attainment on entry to the school is below average for the majority of pupils with a significant number of well below average attainers.

HOW GOOD THE SCHOOL IS

This is a good school. It is friendly and welcoming and provides effectively for children of all abilities. The children are keen to learn and they are taught well. They make good and frequently very good progress in all aspects of their work. The headteacher, governors and staff work closely together to maintain the high levels of interest, enjoyment and pride in the school shown by the children and to further improve all areas of provision. The school gives good value for money.

What the school does well

- The school is led and managed very well. There is a strong team approach and a clear commitment to continuous improvement.
- Teaching is of a high quality, with over two thirds of the lessons observed being very good.
- By the end of Key Stage 2 standards in English and mathematics are above average. In science and music they are well above average. Music is a strong feature of the schools' provision.
- There is very effective provision for children who need extra support.
- Relationships between all staff and children are very good. They are based on mutual respect and genuine affection. The children know they are valued and enjoy all aspects of school life.

What could be improved

- Children could to be involved more fully in decisions relating to how they can further 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

The school has developed well since its last inspection in 1996. It has maintained the many positive

features highlighted in the previous inspection report and all the issues raised have been addressed. A rigorous programme of monitoring and evaluation has been introduced and this, together with the regular analysis of performance data and the successful implementation of the National Literacy and Numeracy Strategies has resulted in better quality teaching and higher standards. There has been a major review of physical education and resources for all subjects are now at least adequate. Additionally the school has gained the Basic Skills Agency Quality Mark and provided training for parents to enable them to work with children in the school's Successful Reading Partnership project. Reading Recovery, though expensive to run, is now very well established and, like the Additional Skills Club introduced for children in Year 6 is making a big difference to the children involved, not only in terms of academic progress but in building confidence and self esteem.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	C	E	C	well above average A above average B average C below average D well below average E
Mathematics	D	D	C	A	
Science	D	D	A	A*	

The above chart shows that in comparison with all schools nationally the results achieved by Year 6 pupils in 1999 were well below average in English, average in mathematics and well above average in science. When compared with schools in similar circumstances the results were average in English and well above average in mathematics. In science they were very high. The chart also shows that standards in mathematics and science have risen whilst those in English, having risen in 1998 dropped in 1999. Inspection findings confirm the upward trend in mathematics and science. They also show that standards in English are rising. The results achieved in 1999 for this fairly small school were depressed by the inclusion of those of three children with statements of special educational needs. At the end of Key Stage 2 standards in English and mathematics are currently above average and in science they are well above average. All children achieve well according to their capabilities.

Almost all of the five year olds in the current Reception class achieve what is normally expected for children of the same age in language and literacy and in numeracy. Given the below or well below average starting points of most children, these results are very good. At the end of Key Stage 1 standards in reading and mathematics are currently above average and in writing they are average. In mathematics, where standards are rising, the children are benefiting from the emphasis placed on mental calculation and the rapid recall of basic number facts.

Standards in music are well above average throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The children are eager to come to school. They enjoy learning and give of their best at all times. They take pride in their work and in the school itself.
Behaviour, in and out of classrooms	Behaviour is very good. The children have a clear understanding of the school rules. They say that bullying would not be tolerated.
Personal development and relationships	Provision for the children's personal development is very good. Relationships are of a high order.
Attendance	Attendance is broadly in line with the national average. Parents attending the meeting held prior to the inspection said that their children would rather be at school than at home, even when ill.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Very 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 teaching was very good in 70% of the lessons seen and good in 30%. No teaching seen was less than good. The teaching is invariably well planned with clear learning objectives shared with the children. The needs of all children are met. English and mathematics are taught well throughout the school. The teaching of science seen in Key Stage 2 and of music in Key Stages 1 and 2 was very good. All teachers transmit their enjoyment of teaching to the children. They make lessons interesting, enjoyable and challenging, and continually remind the children about what they are aiming to achieve. Given the high levels of interest and the very positive attitudes shown by the children, they are ready to become more fully involved, at an appropriate level, in discussions relating to how they can further improve their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and caters well for the interests and capabilities of all children. The school gives high priority to the teaching of English, mathematics and science and to encouraging the children to use the skills they have gained to support their work in other subjects. A wide range of extra curricular activities, visits and visitors provide the children with good opportunities to understand more about themselves and the world in which they live. Music is represented well, both within the curriculum and in extra curricular activities.
Provision for pupils with special educational needs	Children with special educational needs receive very effective support from a highly skilled co-ordinator, class teachers and classroom support assistants. They make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Strong Christian values, clear codes of behaviour and the very positive attitudes of staff ensure that the children develop good social skills, an awareness of their moral responsibilities and that a wide range of opportunities is provided across the curriculum for their spiritual development. Cultural development is supported well in lessons, for example, in music and history, through visits within the immediate locality and further afield and through visitors to the school.
How well the school cares for its pupils	The school provides high levels of care and concern for all children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear educational direction and strong pastoral leadership. He is supported by a very able deputy and knowledgeable subject co-ordinators, all of whom fulfil their responsibilities well. The monitoring and evaluation of lessons and of the children's completed work is now an established part of the school's strategy for raising standards.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are an active, well-informed group who support the school and act as critical friends.
The school's evaluation of its performance	The school has a clear view of its work. The headteacher, staff and governors know what works well and why. They use the information gained from monitoring and evaluation very effectively to support school improvement.
The strategic use of	The school makes very effective use of teaching and support staff. The building, material resources and time are used well to support the

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children are keen to come to school and enjoy learning; • The commitment of the headteacher and staff to the school; • The high levels of care and concern shown for the children; • The attitudes and values promoted by the school; • That the children receive the help and encouragement they need to enable them to do their best. 	<ul style="list-style-type: none"> • No concerns were expressed by parents attending the meeting held prior to the inspection. Those responding by questionnaire expressed a range of views about homework, some saying that there was too much, others too little.

The inspectors endorse the parents' positive views. The school is aware of the parents views about homework and is seeking to make its policy more clearly understood.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school is led and managed very well. There is a strong team approach and a clear commitment to continuous improvement.

1. The headteacher is very clear about what he wants for the school; high standards, high levels of care and concern and an ethos that encourages self esteem, confidence and the will to do their best at all times in the children. He leads by example and has earned the strong support of a very able deputy, staff and governors; all of whom share these aims and like him are totally committed to the children. This commitment underpins all aspects of school life and is one of the main reasons for its success. It has, for example, generated the development of a rigorous programme of monitoring and evaluation, the setting aside of at least one staff meeting each term for whole staff discussions relating to the progress of every child in the school and the establishment of an Additional Skills Club. This club takes place after school each Monday, Wednesday and Friday throughout the autumn term and is open to Year 6 children, providing them with extra teaching in English and mathematics and further opportunities for developing skills in reasoning and problem solving.
2. These and other successful initiatives such as the acquisition of the Basic Skills Agency Quality Mark, Reading Recovery and the school's Successful Reading Partnership project encourage co-operative and co-ordinated team work amongst the staff. They also result in everyone knowing what is happening throughout the school, a detailed knowledge and understanding of

every child and the identification of challenging targets for improvement for the school and for individual staff.

3. Curriculum co-ordinators and leaders of other aspects of provision, for example, early years and special educational needs fulfil their responsibilities well. They communicate their knowledge and obvious enjoyment of their subjects well, set the right priorities for development and improvement and work effectively with staff to see that they are achieved. They are continually seeking to find ways of doing things better.
4. Governors are well informed about the school and hold themselves accountable, with the headteacher for its work. They are keen to ensure that the school continues to provide well for the needs of all children and involve themselves fully in analysing the school's performance and in planning for improvement. They are very active in their support of the school and are also constructively critical, ensuring that the decisions made are the right ones.
5. Parents are confident in the school's management. They know that they can talk freely to the headteacher and staff, that their children are known well and that every one in the school is prepared to give freely of their time to ensure that children's specific needs are met.

Teaching is of a high quality, with over two thirds of the lessons observed being very good.

6. The headteacher and staff enjoy teaching. They make learning interesting, enjoyable and challenging and encourage very positive attitudes in the children. There is an expectation, readily accepted by the children that they will do well.
7. Lessons are planned in detail, have precise learning objectives and provide well for children of all abilities. Learning objectives are always shared with the children at the beginning of each lesson, returned to as the lesson progresses and evaluated at the end. Instructions and explanations are clear and questioning is used very effectively to encourage pupils of all abilities to think about what they are doing and why. The children are asked continually to explain their thinking, either to their groups or to the whole class. Their responses are used well by teachers to elicit understanding, to extend thinking and to determine what they need to do next.
8. All lessons proceed at a brisk pace as teachers support, encourage and assess learning. The children's enthusiasm for their work is sustained as teachers vary their teaching styles to suit the subject matter. They take time to prepare resources and materials that engage the children's attention. For example, the Reception class teacher used a mat she had shaped into a lily pond and frog shaped rubber rings to bring life to a nursery rhyme she was using to help the children to develop the skills of counting on and back. She then used netball style bibs representing the numbers one to ten to extend this learning. The children were as eager to learn the nursery rhyme as they were to wear the bibs to carry out the extension task.
9. The range, quality and amount of work covered, though substantial in all classes is very high in the Reception and Year 5/6 classes.
10. Teaching throughout the school benefits from the regular programme of monitoring, evaluation

and school based in-service training led by the headteacher, English, mathematics and science co-ordinators. The co-ordinators observe and report back to the headteacher on the quality of teaching in all classes. A scrutiny of the children's completed work is carried out by the headteacher and the outcomes of both, together with recommendations about how the teaching can be improved, are recorded and shared at staff meetings. Recommendations are implemented effectively by staff, all of whom are given time to watch the co-ordinators teach model lessons and if necessary to access additional support and training.

By the end of Key Stage 2 standards in English and mathematics are above average. In science and music they are well above average. Music is a strong feature of the schools' provision

11. Throughout the school teachers encourage and capitalise upon the children's love of books. They introduce the children to a wide range of texts, both fiction and non-fiction and use them well to support the development of reading and writing skills. In Years 4, 5 and 6 the texts chosen are particularly challenging, but the ways in which they are presented make them accessible to children of all abilities. The children read independently, in groups and with the whole class, analysing aspects of the text and presenting well informed views and arguments, orally and in writing. For example, in Year 6, in discussions relating to the ways in which authors seek to build tension the children revealed a depth of understanding about different styles of writing, comparing Shakespeare's *Macbeth* and *The Ghost of Thomas Kempe*. Similarly, in Year 4, when asked to base a piece of writing on *The Borrowers* the children showed that they not only understood the text but were able to empathise with the main characters.
12. The children are provided with opportunities to write for a range of purposes in English and in other subjects and also to present their work orally. They respond well to the teacher's high expectations and the need to concentrate hard to fulfil the requirements of the task set.
13. By the time they are 11 the vast majority of children read with accuracy, fluency and understanding. They express their ideas clearly and imaginatively and when writing they vary the style and form to suit the purpose of their work. They produce work of good quality as they write creatively in poetry and prose, persuasively, factually and to express opinions. In Mathematics the children are confident in the use of a range of strategies for mental calculation. They are able to recall known facts including multiplication tables quickly and work out the best ways of solving problems. Their books include work on decimals, ratio, fractions, proportions, Venn diagrams, shape and measurement that is matched well to their abilities.
14. The standards achieved in science and music are due, in the main, to the very effective deployment of subject specialist teachers. In science in the Year 4/5 and 5/6 classes the children are divided into three single age teaching groups, with the subject co-ordinator taking responsibility for the teaching of Year 6. In music the co-ordinator teaches all Key Stage 2 classes. Both co-ordinators transmit their extensive knowledge and understanding and their enthusiasm for their subjects extremely well. Their teaching is both vibrant and engaging. It ensures that the children are continually thinking about what they have to do and that they make effective use of what they already know. Children talk confidently about their work in both

subjects. For example, in science, having explained the principles of fair testing and the introduction of variables, the children added “things don’t always go the way you expect”.

15. In music they recalled with excitement the planning, writing, composing, marketing and performing of an opera, using correct subject vocabulary. They referred to fun introductions to music lessons, their ability to use notation to develop musical ideas and their enjoyment of different styles and traditions of music.

There is very effective support for children identified as needing extra help

16. The school has a highly skilled special educational needs co-ordinator who works closely with class teachers to ensure that children with special educational needs and others requiring additional support are identified early and that their needs are met in full. The success of the school’s provision is reflected in the number of children who, from disadvantaged starting points, go on to achieve average and above average standards in end of key stage tests and assessments. It is also reflected in the children’s attitudes to learning which remain positive even when they find the work particularly hard. They enjoy school as much and are as keen to do as well as all the other children in the school.
17. The work of all children experiencing difficulties is planned in great detail and careful consideration is given as to whether they should work individually, as members of a group or with the whole class. Whatever the organisation they receive very effective support and guidance from class teachers and classroom support assistants. When working with the whole-class, for example, at the beginning and end of literacy and numeracy lessons, teachers ensure that they are able to participate as fully as the other children are. For example, at the beginning of two lessons seen in Key Stage 2 the teachers asked most of the children in the class to spend five minutes reading the text they would be studying throughout the coming week. During this time they sat with the children likely to find this difficult and read through the text with them. Having ensured that the children understood what they had read both teachers were able to engage them in subsequent discussions and to ask for their opinions. The children responded confidently to the demands of each lesson knowing that their success was as important to their teacher as it was to themselves.
18. Reading Recovery and the more recently introduced Successful Reading Partnership project are important parts of the school’s provision. The impact of Reading Recovery, which involves children in intensive daily one-to-one support for their reading and writing, is significant. The children involved make very good progress and by the end of a series of a hundred sessions completed over twenty weeks the vast majority are able to work without specific additional classroom support. Though expensive to run in terms of the initial and ongoing training costs of the special educational needs co-ordinator who is also employed as the school’s Reading Recovery tutor, the demands on teaching time and the need for additional resources, it is money well spent.
19. The school’s Successful Reading Partnership project is run by volunteer parents and other volunteers from within the school community, all of whom have been trained to work with children whose reading would benefit from additional short term support. The children work

with their reading partners two or three times a week for ten weeks. At the end of this time they are more confident readers. They know and understand a wider range of reading strategies and are better able to apply them to their work.

Relationships between staff and children are very good. They are based on mutual respect and genuine affection. The children know they are valued and enjoy all aspects of school life.

20. Teachers and children enjoy each other's company and take maximum advantage of the time they spend together. The children say that teachers are always prepared to listen to what they have to say and that are not afraid to ask any of them for help and support when it is needed. They also say that they like school "because we have to work hard but the teachers make it interesting and help us do our best". Comments such as "Miss makes maths fun" and "music is really good" are common. The children are confident that bullying will not be tolerated. They also say that if they are told off it is because they deserve it - but quickly add that this hardly ever happens. They know if they have done wrong and why.
21. The older children talk with pride about their school, their teachers and their work. They appreciate the time given by staff to extra curricular activities and enjoy them very much. These activities include music, sports, a Sunday Club held before and after mass each week, a computer club run by Year 6 children for those in Year 3, and, for children in Year 6 the Additional Skills Club. The children particularly appreciate the extra attention they receive at the Additional Skills Club, saying that it helps to improve their work and gives them more confidence in themselves. One child partly attributes her success in a recent entrance examination to regular attendance at the club.
22. Teachers and support staff do as much as they can within lessons, during breaks and out of school hours to make school a place the children want to be, to encourage and to enrich every child's personal, social and academic development. They communicate their pride in the children and in what the children have achieved very well.
23. The quality of relationships and the school's very positive ethos are reflected in the comments of numerous parents who say that their children are unwilling to stay away from school or to go home even when they are ill because they enjoy it so much.

WHAT COULD BE IMPROVED

Children could be involved more fully in decisions relating to how they can further improve their work.

24. The school is already working hard to secure good standards. Teachers monitor the children's progress carefully and regularly devote time to discussing how they can help the children further improve their work. The evidence gained from lesson observations, discussions with pupils and the scrutiny of work shows that all staff use on-going assessment, which includes marking and the outcomes of questioning, to provide clear and constructive feedback to the children. For example, in Years 4, 5 and 6 the children are frequently reminded about the features of writing

they need to concentrate on to achieve specific National Curriculum levels. However the children are not involved as fully as they might be in identifying their strengths and weaknesses and deciding what needs to be done next.

25. Given the very positive and responsible attitudes to learning shown by the children, they are ready to be involved, at an appropriate level, in deciding, acting upon and subsequently reviewing individual and group targets for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. The school should encourage children to take greater personal responsibility for their learning. This could be done by:

- extending discussions about attainment and progress to the children, ensuring that they have a good knowledge of their strengths and weaknesses, how these strengths can be developed further and the weaknesses addressed;
- encouraging them not only to identify and talk about what they have done and why, which they already do well, but also about how they can better use the knowledge, skills and understanding they have acquired to improve aspects of their work.
- agreeing individual and group targets and setting time scales for review.
(see paragraph 24)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

13

Number of discussions with staff, governors, other adults and pupils

8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	69	31	0	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

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

138

Number of full-time pupils eligible for free school meals	78
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FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	35

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	8
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	4	6	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	2	3	2
	Girls	4	4	3
	Total	6	7	5
Percentage of pupils at NC level 2 or above	School	60% (95%)	70% (100%)	50% (100%)
	National	82% (80%)	83% (81%)	87% (84%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	6	4	4
	Total	9	7	7
Percentage of pupils at NC level 2 or above	School	90% (100%)	70% (95%)	70% (95%)
	National	82% (81%)	86% (85%)	87% (86%)

Percentages in brackets refer to the year before the latest reporting year ie 1998

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year		1999	10	8	18
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	3	7	9	
	Girls	7	7	8	
	Total	10	14	17	
Percentage of pupils at NC level 4 or above	School	56% (62%)	78% (48%)	94% (62%)	
	National	70% (65%)	69% (59%)	78% (69%)	

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	5	3
	Girls	7	7	7
	Total	10	12	10
Percentage of pupils at NC level 4 or above	School	56% (34%)	67% (38%)	56% (67%)
	National	68% (65%)	69% (65%)	75% (71%)

Percentages in brackets refer to the year before the latest reporting year. (i.e.1998)

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	138
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	2	1
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)	6.8
Number of pupils per qualified teacher	20.3
Average class size	23.2

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	36

Number of pupils per FTE adult	20.3
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FTE means full-time equivalent.

Financial information

Financial year	1998/1999
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£

Total income	265672
Total expenditure	258603
Expenditure per pupil	2053
Balance brought forward from previous year	-1069
Balance carried forward to next year	6000

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	90
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69.0	30.0	1.0	0	0
My child is making good progress in school.	68.0	32.0	0	0	0
Behaviour in the school is good.	55.0	42.0	3.0	0	0
My child gets the right amount of work to do at home.	36.0	41.0	19.0	3.0	1.0
The teaching is good.	69.0	31.0	0	0	0
I am kept well informed about how my child is getting on.	53.0	34.0	9.0	0	4.0
I would feel comfortable about approaching the school with questions or a problem.	71.0	23.0	4.0	0	1.0
The school expects my child to work hard and achieve his or her best.	79.0	17.0	3.0	0	1.0
The school works closely with parents.	50.0	41.0	7.0	0	1.0
The school is well led and managed.	69.0	30.0	1.0	0	0
The school is helping my child become mature and responsible.	61.0	37.0	1.0	0	0
The school provides an interesting range of activities outside lessons.	30.0	41.0	11.0	3.0	14.0