

INSPECTION REPORT

ST BRENDAN'S CATHOLIC INFANT SCHOOL

Corby

LEA area: Northamptonshire

Unique reference number: 122044

Headteacher: Mrs Teresa Morrison

Reporting inspector: Mr Philip Cole
2616

Dates of inspection: 5 February – 7 February 2001

Inspection number: 194546

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Aided
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
School address:	Beanfield Avenue Corby Northamptonshire
Postcode:	NN18 0AZ
Telephone number:	01536 202491
Fax number:	N/A
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Anthony Doherty
Date of previous inspection:	10 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4
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	9
WHAT COULD BE IMPROVED	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	13
PART C: SCHOOL DATA AND INDICATORS	14

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This small infant school on the edge of Corby is held in high esteem and affection by parents and serves the parish and local area around the school. It has 118 pupils on roll, which is fewer than at the time of the last inspection. There are more boys in the school than girls. All the children come from white backgrounds and speak English as their first language. Although fewer pupils are entitled to free school meals than usual, the community the school serves has suffered from economic decline and has many characteristics of social disadvantage. The problems faced by the community have led to the recent establishment of an Education Action Zone (EAZ) to which the school belongs. A larger proportion of pupils have special educational needs than is found in most schools, although only one has a statement to support his particular needs. Nearly all of these pupils have minor learning difficulties. The average level of attainment of pupils when they enter the school is lower than is usually expected for children approaching their fifth birthday.

HOW GOOD THE SCHOOL IS

St Brendan's is an excellent school. Pupils achieve very high standards because they are very well taught. Teachers make very good use of very detailed curriculum plans that have been produced to guide their work. They assess pupils very carefully and this enables them to fine tune what they teach and to set targets for individual pupils to work towards. The school is very well led and managed, and although costs are above average it provides good value for money.

What the school does well

- Pupils achieve very well in the core subjects of English, mathematics and science and results in the tests for reading, writing and mathematics have been excellent over several years. No weaknesses were found in other subjects and standards are particularly high in music.
- Pupils are extremely well behaved and their attitudes to school, relationships with each other, and eagerness to be involved are excellent.
- Teaching is very good and enables all pupils to make very good progress. It is firmly based on a very well planned curriculum and very effective systems for assessing what pupils have learnt.
- Pupils are very well cared for.
- The head teacher provides exceptional leadership and is strongly supported by her colleagues and the school governors. The school is very well managed and uses all its resources very effectively.

What could be improved

- There are no significant weaknesses for the school to tackle.

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 February 1997. Since then it has addressed very successfully all of the key issues that were identified and has continued to either sustain or improve the aspects of its life that were judged to be strong. The school has gone to great lengths to improve the pupils' understanding of cultural diversity and this aspect of their personal development is now very good and is equally as strong as their spiritual, moral and

social development. The construction of a substantial security fence has enabled the school's grounds, which were subject to vandalism and provided little stimulation for the pupils, to be imaginatively developed and they now provide an interesting and enjoyable place for pupils to be. The school development plan was previously judged to be good but took too short a view of the planning process. The current plan continues to be an effective management tool, but is now strategic and projects development over five years. Results were well above national averages and in the last three years they have improved further, often being very high compared to all other infant schools in writing and mathematics. Overall, teaching in infant classes has improved and is now very good. The strong curriculum planning and assessment practices have been further developed. Leadership and management were both very good but have been strengthened by the extension of the coordinators roles and the considerable skills of the recently appointed head teacher. Because the head teacher has such high aspirations and boundless enthusiasm the school is very well placed to continue the trend of improvement.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
reading	A	A	A	A	well above average A above average B average C below average D well below average E
writing	A*	A*	A	A*	
mathematics	A*	A*	A*	A*	

The school's results have been excellent over several years. In 2000, the results in reading and writing were well above the average for all primary schools and in mathematics they were in the top 5% of all schools. In both writing and mathematics, the results were in the top 5% of schools with similar levels of free school meals. The standards being achieved in the current Year 2 classes are also high. Almost all pupils are already achieving the nationally expected levels in English, mathematics and science and many are exceeding them. As in the tests, boys are achieving at least as well as girls. Given that many pupils come into the school with below average levels of attainment the standards they achieve are excellent. The pupils' current work shows that standards are at least in line with national expectations in all of the other subjects of the National Curriculum and pupils achieve very well in music, particularly when they are performing. The school sets itself demanding targets and is striving to ensure that all pupils achieve at least the nationally expected levels in reading, writing and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils clearly enjoy school. They work consistently hard in lessons and are very eager to do well and to join in activities, such as the music and French clubs.
Behaviour, in and out of classrooms	Excellent.
Personal development and relationships	Pupils get on exceptionally well with each other and with the adults in school. They very willingly accept the responsibilities they are given.
Attendance	Satisfactory.

Without exception during the inspection, pupils behaved extremely well in lessons, when moving round the school and during break times. Together with their enthusiasm for learning and eagerness to do their best, the pupils' behaviour provides a very firm foundation for learning and makes a very strong contribution to the very good progress that they make.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	None made	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.

During the inspection the two reception temporary teachers taught classes and it was not therefore possible to judge the teaching of pupils up to 5 years of age. The evidence from their past and current work shows effective learning and good progress has been made in these classes. In the Year 1 and Year 2 classes teaching was very good overall, with particular strengths in Year 2. Teaching showed many strengths and no significant weaknesses. Lessons are always well planned and great care is usually taken to ensure that the tasks set are well matched to the different groups in each class. This is particularly the case in literacy and numeracy lessons and ensures that all pupils, including those with special educational needs almost always make very good progress. Teachers have high expectations of their pupils and give them to challenging tasks to tackle. In the best lessons teachers have very good subject knowledge, which enables them to teach lively lessons, with great confidence. This is seen, for example, in the music lessons where one teacher's specialist skills are very well used. In all classes, teachers make very good use of praise and encouragement to motivate and encourage pupils and to form the basis for their very effective management of behaviour. Homework, which is extensive and well focused, makes a significant contribution to the very good progress that pupils make.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum has been very carefully and thoroughly developed and provides a wide range of high quality learning opportunities.
Provision for pupils with special educational needs	These pupils make very good progress because their work is very carefully planned to ensure it is closely matched to their learning needs and because they are given very effective and focused support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	All aspects are very successfully promoted.
How well the school cares for its pupils	The school takes pupils' health, safety and welfare very seriously and has very good arrangements to promote them.

The school has invested a great deal of effort in developing very detailed schemes of work that provide teachers with very clear and helpful guidance when planning their lessons. When taken together with the thorough assessments that they make of each child, teachers are able to ensure that all pupils are provided with learning opportunities that are very well matched to their individual needs. The school has a very strong Christian ethos that permeates its life and provides a firm foundation for promoting pupils' spiritual, moral and social development. Following the last inspection, considerable work has been undertaken to provide pupils with high quality learning experiences that promote very effectively their understanding of their own culture and their appreciation of other cultures.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Both are very good. The head teacher provides outstanding leadership and is well supported by teachers and other staff through their particular leadership and management roles.
How well the governors fulfil their responsibilities	The governors have a good understanding of the school and are fully involved in judging how well it is doing and in deciding what needs to be done to make things even better.
The school's evaluation of its performance	Very good and firmly based on strong evidence and detailed analysis.
The strategic use of resources	All the resources available to the school are used very well to provide a high quality education and to enable pupils to achieve excellent standards.

The high quality of leadership and management of the school are key factors in its success. The head teacher has very high expectations for pupils and staff and has a keen desire to

make the school even better. Teaching staff and governors make significant contributions through their detailed evaluations of how well the school is doing. The head teacher and governors take full account of the best value principles when planning developments and spending the school's budget and this enables them to use resources and funding very well.

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 high standards that are achieved through very good teaching. • The dedication of the head teacher and staff who are always willing to help. • How much their children enjoy school and find learning fun. • How well their children are looked after. • The values the school promotes and how these ensure their children are positive and well behaved. 	<ul style="list-style-type: none"> • A small proportion of parents would like see more opportunities for their children to be engaged in activities out of class, such as school clubs.

The survey of parents' views was overwhelmingly positive and represented the views of an unusually large proportion of parents. The inspectors agree wholeheartedly with the very positive picture that the parents painted. The inspectors believe that the school provides satisfactory opportunities for pupils to be involved in out of class activities through, for example, the music and French clubs. In addition staff and pupils join in many parish functions.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very well in the core subjects of English, mathematics and science and results in the tests for reading, writing and mathematics have been excellent over several years. No weaknesses were found in other subjects and standards are particularly high in music.

1 Over several years the school has performed far better in the national tests at the end of infant stage than other primary schools in the country. The results have been consistently in the top 5% of all schools in mathematics and regularly in the top 5% in writing. In reading they have been well above the average. The results are even more impressive when compared with those in schools with similar levels of free school meals. In 2000 pupils achieved as well as those in the top 5% of similar schools in both writing and mathematics and were also well above the average in reading. Being able to sustain such excellent results over an extended period is exceptional and follows from the many considerable strengths of the school, including, teaching, planning and assessment of learning and high quality leadership and management.

2 The pupils in the current Year 2 are on course to equal past results. In English, mathematics and science a very high proportion of pupils are already comfortably working at the levels expected for their age and many are regularly working above this.

3 In English, pupils' reading skills are very well established with even the lower attaining pupils often reading quite difficult texts with expression and good comprehension. These pupils pay close attention to punctuation and understand, for example, that speech marks are used when a character is talking but not when he is thinking. Most Year 2 pupils can write at length and make effective use of a range of punctuation to help the reader. They are able to keep interesting diaries, write clear instructions, extend stories and accounts and use words imaginatively in their poems. Many are able to express complex ideas when they write. More able pupils can empathise with characters in the stories they have read and can write passages from the characters points of view. Spelling is a strength. It is regularly practised and pupils make effective use of what they learn when they are writing their own stories and accounts. The quality of pupils' handwriting is particularly good with many showing a mature hand by Year 2.

4 In both mathematics and science pupils achieve very well across all the aspects of each subject. All pupils use a range of strategies to work out answers to number questions, for example, counting on to work out change when shopping or simplifying tasks, such as using $92 - 40 - 2$ to work out $92 - 38$. Pupils' very good knowledge of number bonds and facts helps them to work accurately and they apply this knowledge well when working with large numbers, including for the more able, calculations with numbers greater than a hundred. They are also able to choose and use appropriate units to measure the lengths and weights of different objects, collect information and present what they have found using appropriate graphs and have a very good knowledge of shapes, including properties such as symmetry. When undertaking scientific investigations, such as what conditions affect the rate at which ice will melt, many pupils can make simple predictions about what they expect to happen and can explain what did happen. All are able to describe clearly what they have found out and they use tables and graphs very well to record and present their findings. Pupils' knowledge of parts of plants and animals is very good and they understand the effects of exercise, the importance of healthy eating and how animals and plants change as they grow. Pupils are able to identify and describe materials and have a very good understanding of their properties, for example, how they may be affected by heat. They are

also very secure in their understanding of physical processes, such as forces and electricity, and can, for example, explain why circuits are incomplete and why devices, such as lights may not work.

5 The school invests considerable effort in developing pupils' musical abilities. Specialist teaching skills are used very well to develop pupils' skills in singing and playing percussion and simple tuned instruments. The success of this approach and the high expectations placed on pupils is evident in the high quality of the musical contributions in the school performances, such as the Christmas concert, and class assemblies. Pupils sing very well together. Their singing is tuneful and can be gentle and soft as well as enthusiastic and dynamic. All pupils have the opportunity to play instruments and they respond extremely well to the challenges that are set for them, including the discipline of maintaining distinct parts and following simple forms of notation.

6 It was only possible to dip into pupils' work in other subjects but the evidence gained suggests that pupils are achieving at least the national expectations and that standards in some may well be good. In art, for example, pupils have produced detailed self-portraits using pencils and crayons and very attractive watercolour observations of flowers. These showed good technique and awareness of materials. In all of the pupils' work the quality of presentation and the care taken by pupils was of a very high order.

Pupils are extremely well behaved and their attitudes to school, relationships with each other, and eagerness to be involved are excellent.

7 All teachers, support staff and other helpers have very high expectations of how pupils should behave and consistently reward good behaviour and effort. The school has a very strong Christian ethos, which provides an excellent moral underpinning to pupils' behaviour. These attributes very successfully promote pupils' excellent behaviour, attitudes and relationships. Throughout the inspection no inappropriate behaviour was seen in any class. Pupils come into classes quietly; settle to work quickly and listen carefully to what teachers have to say. They are eager to learn and very much want to please their teachers. In lessons that could provide many opportunities for pupils to misbehave, for example, a practical science lesson when they were using magnets, a music lesson when groups were composing and using instruments to perform and when weaving in art, all pupils worked very responsibly, even when not being directly supervised by an adult. In these lessons, pupils were sharing resources and often worked collaboratively on tasks and made decisions together. They were very successful because they got on with each other so well, took turns without any fuss, listened to each other and were considerate and polite. Pupils' enthusiasm, desire to do their best and excellent behaviour and relationships are some of the main reasons for the very good progress that they make in their learning and for the excellent standards that they achieve.

Teaching is very good and enables all pupils to make very good progress. It is firmly based on a very well planned curriculum and very effective systems for assessing what pupils have learnt.

8 The teaching of lessons in the Key Stage 1 classes was never less than satisfactory and over eight out of ten lessons were either well or very well taught. Nearly a half of teaching was very good with particular strengths in Year 2. This very consistent picture of high quality teaching is a major factor in the very good progress that pupils make in these classes. Although circumstances in the school prevented teaching being judged in the reception classes, it is clear from their past work that their early careers in school result in pupils making good progress across all the areas of learning in the Foundation Stage. The excellent attitudes they develop to learning prepare them well for life in Key Stage 1. Many pupils enter the reception classes with below average knowledge, understanding and skills

in English and mathematics. By the time they are ready to start the National Curriculum in Year 1 they have caught up with their peers across the country and have developed excellent attitudes to learning that prepare them well for life in Key Stage 1.

9 Teaching in the school has many strengths. Lessons are well planned with teachers making very effective use of the excellent schemes of work that specify very clearly what needs to be taught each half term in subjects across the curriculum. The evidence from lessons and pupils' completed work shows that lessons are as equally purposeful in the non-core subjects as they are in English, mathematics and science. Teachers take great care to match what groups of pupils will learn to their different stages of development. The very regular and detailed assessments made of pupils' learning are used to fine-tune what will be taught and to set targets for individual pupils. This ensures that pupils are consistently given work that is appropriately challenging and well matched to their needs. Although this is the case for all pupils, it is particularly so for those with special educational needs. What these pupils need to learn is precisely assessed and clear and detailed programmes are devised for each of them. The school has targeted classroom support towards the lower attaining pupils and those with special educational needs. Classroom assistants are given very clear guidance on what these pupils are to be taught and they work very effectively with them, ensuring that the planned learning objectives are met. As a result these pupils make very good progress with almost all achieving nationally expected levels in the tests at the end of Year 2. Very occasionally in their eagerness to challenge pupils teachers can over stretch some. This was seen in a mathematics lesson for Year 1 and 2 pupils when pupils of average attainment struggled to apply their understanding of difference to the larger than usual numbers they were using in the lesson. However, alert teachers identified the problem and provided satisfactory remedial support.

10 Most lessons follow a similar and very effective pattern. Teachers typically review earlier work and carefully introduce new learning before providing different groups with well matched work that they review at the end of the lesson. The tasks for each group are carefully explained so that pupils can work on them, when necessary, without the direct support of the teacher or a helper. This enables both teachers and helpers to work with groups that have been targeted for more intensive support. They do this with considerable skill, questioning pupils closely to encourage them to think through problems, for example, by working out strategies to calculate change when shopping or helping less able pupils to understand why characters in a story do certain things and what they might be thinking. Teachers across the school manage pupils' behaviour particularly well. They have very high expectations of pupils: they should be very well behaved and they should work hard. Pupils respond very well and are very eager to gain the praise and approval of their teachers. Teachers consistently reward these efforts with the desired praise and as a result there is a very positive ethos for learning in the school. Lessons are taught at a challenging and sustained pace which also ensures that planned objectives are achieved and that pupils make very good progress over time.

11 Teachers are confident teaching across the curriculum. In addition, the specialist skills of particular teachers are used well to enrich the learning opportunities of pupils, particularly in music. The benefits of this are seen clearly in the very high standards achieved when pupils play instruments and in the quality of their singing. Teachers' good knowledge and understanding of what they are teaching is evident in their skilful use of resources for example, in mathematics and science. Year 1 pupils were fascinated and intrigued when working with magnets and assorted materials. This practical approach, supported by skilful questioning, encouraged pupils to observe closely, make predictions. It also supported a well structured discussion that resulted in pupils understanding that magnets attract certain metals.

12 Homework, particularly for the older pupils, makes a very positive contribution to their learning. It is wide ranging and often challenging. As well as well focused routine tasks, such as learning spelling patterns matched to their group work in literacy lessons, pupils have researched information for subjects including science, history and geography. They have also produce extended pieces of writing on current events, for example the recent floods and have undertaken a range of mathematical work.

Pupils are very well cared for

13 Considerable efforts have been made to ensure that pupils are well cared for. All statutory policies are in place and inform the day-to-day work of the school. Risk assessments are undertaken, the school has developed a critical incidents policy and all staff have had first aid training. The consistent implementation of the school's behaviour policy ensures that there is no bullying. These systems and procedures are very effective but the very high quality of care results mostly from the concern for and affection shown to pupils by all staff.

The head teacher provides exceptional leadership and is strongly supported by her colleagues and the school governors. The school is very well managed and uses all its resources very effectively.

14 The headteacher has bubbling and infectious enthusiasm and a deep love of the school and all those connected with it. This creates a school that is warm and welcoming and in which all are valued. As a result the staff work extremely well together as a team and as friends. The headteacher has very expectations and, although fully aware of the school's considerable achievements, she works hard to make things even better. Staff and governors are eager to contribute and they fulfil their roles well.

15 Teachers take a significant lead in their subjects. For example, the coordinator for mathematics suggested and then undertook a very detailed analysis of pupils' national test papers in order to identify any weaknesses that could be tackled to raise standards further in the future. This was done even though the school was in the top 5% of all schools nationally in the 2000 tests for mathematics. This is an excellent school because it is not complacent and actively looks for ways to move forward. Subject coordinators observe colleagues teaching and sample pupils' work. They are supported in this by the headteacher, who provides them with both release time and professional guidance. Governors have also been fully involved in classroom observations and have been supported in using the same approach as coordinators. Outcomes from monitoring and evaluation are shared with staff and incorporated into the planning process. The staff and governors also seek the views of both parents and children when they are drawing up the school's comprehensive development plan. The resulting plan sets a clear agenda for both short and long term developments. Together with very good financial modelling and management it ensures that the school's budget is spent well and resources, such as teaching and support staff, are used to their best advantage. The latter is exemplified by the impact of specialist teaching and the support for pupils with special educational needs. Governors rigorously evaluate the progress towards achieving the school's targets and objectives and make appropriate modifications when this is necessary. The inclusive approach to leadership and management in the school ensures that there is a wholehearted commitment to achieving the agreed objectives.

16 The very high quality of leadership and management promotes and also ensures very effective teaching and learning and ultimately the achievement of excellent standards.

WHAT COULD BE IMPROVED

17 There are no significant weaknesses for the school to address.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18 The school need not take any specific action other than to continue to apply the very effective approaches it uses to promote pupils' learning, to achieve excellent standards and to ensure continued improvements are being made.

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

6

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	45	36	18	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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	0	118
Number of full-time pupils known to be eligible for free school meals	0	16

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	30

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	3
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	5
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	24	25	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	22	23
	Girls	24	25	24
	Total	46	47	47
Percentage of pupils at NC level 2 or above	School	94 (98)	96 (96)	96 (94)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	23	23
	Girls	24	23	23
	Total	46	46	46
Percentage of pupils at NC level 2 or above	School	94 (94)	94 (96)	94 (94)
	National	84 (82)	88 (86)	88 (87)

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	0
White	0
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y 2

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	19.7
Average class size	23.6

Education support staff: YR – Y 2

Total number of education support staff	6
Total aggregate hours worked per week	60

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	254,330
Total expenditure	253,480
Expenditure per pupil	1,906
Balance brought forward from previous year	39,870
Balance carried forward to next year	40,720

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	118
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	85	15	0	0	0
My child is making good progress in school.	80	19	1	0	0
Behaviour in the school is good.	75	24	0	0	1
My child gets the right amount of work to do at home.	72	24	5	0	0
The teaching is good.	88	11	0	0	1
I am kept well informed about how my child is getting on.	74	25	1	0	0
I would feel comfortable about approaching the school with questions or a problem.	86	13	0	0	1
The school expects my child to work hard and achieve his or her best.	85	14	0	0	1
The school works closely with parents.	72	27	0	0	1
The school is well led and managed.	88	11	0	0	1
The school is helping my child become mature and responsible.	81	19	0	0	0
The school provides an interesting range of activities outside lessons.	39	36	11	1	13