

INSPECTION REPORT

**OUR LADY AND ST PAUL'S RC PRIMARY
SCHOOL**

Heywood, Lancs

LEA area: Rochdale

Unique reference number: 105819

Headteacher: Mr P Gallagher

Reporting inspector: Mrs Joan Boden
12301

Dates of inspection: 8th – 9th May 2001

Inspection number: 194586

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary with nursery
School category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Sutherland Road Darnhill Heywood Lancs
Postcode:	OL10 3PD
Telephone number:	01706 360827
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Appropriate authority:	The governing body
Name of chair of governors:	Father James Ryan
Date of previous inspection:	21 st – 24 th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an above-average sized Roman Catholic primary school with 284 pupils on roll including 25 in the nursery, who currently attend on a full-time basis. It is situated on the Darnhill estate, which was built as an overspill area for Manchester. Pupil numbers have declined steadily since 1996 when there were 346 pupils on roll. Children are admitted to the nursery in the September following their third birthday and transfer to the reception class the following year. Only children who have been baptised Roman Catholics are admitted. Most of the children live in the parish but a significant minority live in the neighbouring parish. The vast majority of the children are of white UK heritage. The proportion of pupils eligible for free school meals is broadly average. Although the number increased this year against the national trend, there has been a steady decrease since 1996. An above average proportion of pupils is on the school's register of special educational needs, but the proportion with statements of special educational need is below average. Results of baseline assessments, together with information gathered during the nursery year, indicate that the attainment of children is below average when they start in the reception class.

HOW GOOD THE SCHOOL IS

This is a very effective school that gives very good value for money. The quality of teaching is consistently good and this leads to very good learning over time. All the teachers know their pupils very well and provide work with the right level of challenge to help each one to achieve their full potential. By the age of eleven, standards in mathematics and science are well above average. There is an excellent team spirit, with the governors, staff and parents working very well together to raise standards further. The very good relationships between all members of the school community create a pleasant atmosphere where the pupils feel relaxed, secure and keen to learn. Children join the school with generally below average attainment; they make very good progress and leave well prepared for secondary school.

What the school does well

- The very good leadership by the head teacher and key staff, and the keen involvement of governors in supporting and monitoring the work of the school, combined with the very good support and co-operation of the parents, are the key factors in the school's success.
- The quality of teaching is consistently good throughout the school. This leads to very good learning over time.
- By the age of eleven, pupils reach high standards in mathematics and science.
- Pupils behave very well and they have very positive attitudes to their work.
- The rich curriculum meets the learning needs of all the pupils and provides them with a wealth of experiences that make learning exciting.

What could be improved

- Pupils do not reach the same high standards in English as they do in mathematics and science.
- External checks on electrical equipment should be made more frequently.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good improvement since the school was last inspected in 1997. The most significant improvement has been in the leadership and management of the school. The governors, head teacher and staff have taken full account of the weaknesses identified in the last report. What were deemed to be weaknesses are now positive strengths. While working on improvements, the school has not lost sight of what it was already doing well. The staff have maintained their high expectations of good behaviour and now have the same high expectations of academic achievement by all the pupils. The quality of teaching has improved significantly and this has raised standards. The quality of the curriculum has been transformed. Whereas at the time of the last inspection it was narrow, it is now rich from the moment the children enter the nursery. It is well planned and the pupils enjoy a wealth of experiences as they move through the school. The enthusiasm and commitment of the head teacher, staff and governors mean that the school is very well placed to raise standards even further.

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	C	B	C	C
mathematics	C	A	A	A
science	D	A	A	A

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

Over the last three years, pupils' performance in mathematics, by the time they reach seven, has been below the national average. In 2000, standards fell below both the national average and the average achieved in similar schools. Inspection evidence finds that the current Year 2 class is attaining average standards. The standards for eleven-year-olds improved significantly in 1999 and have remained consistently high. The picture in science is similar. Teacher assessments for seven-year-olds in 2000 show that standards in science were well below both the national average and the average achieved in similar schools. Again, inspection evidence indicates that the current Year 2 class is achieving average standards. There was an even more dramatic improvement in the standards achieved by eleven-year-olds in science in 1999, and these high standards have been sustained. By the time pupils reach seven and eleven they reach average overall standards in English. Results of National Curriculum tests for both age groups have fluctuated over the past four years. As they move through the school the content of pupils' writing develops well and they write for an increasing range of purposes. Handwriting is weak throughout the school because it is not taught systematically. Pupils' work is often spoiled by poor punctuation and spelling. The school strives constantly to improve further and sets challenging targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and have very good attitudes to learning.
Behaviour, in and out of classrooms	Very good. Pupils get on well together.
Personal development and relationships	Very good. Pupils are mature and responsible. They are very well mannered and treat each other and all adults with respect.
Attendance	Satisfactory. Attendance is in line with the national average. The vast majority of pupils arrive at school on time.

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	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.

All the teaching seen was at least satisfactory with 84 per cent of lessons good or better and 23 per cent very good or better. An excellent lesson was seen in the reception class, where the teacher worked with a group of pupils with special educational needs. Her preparation of excellent learning resources and her

constant encouragement and support boosted the children's confidence and they made excellent progress. This consistently good teaching means that pupils make very good progress over time. Teachers plan their lessons well and deliver them in a lively and enthusiastic way that makes them interesting. They know their pupils well and match work accurately to the learning needs of each one so that they are all challenged appropriately. They give very good support to pupils with special educational needs and, as a result, these pupils make very good progress. The teachers have secure subject knowledge and this means that they can frame effective questions to check pupils' understanding and take their learning forward in incremental steps. They work hard to produce very high quality displays to support learning.

Teachers use other subjects effectively to develop literacy, numeracy and information technology skills. For example, pupils have written extended accounts of aspects of life during the war, including very thoughtful writing about the Holocaust. There are some weaknesses in the teaching of literacy. Although spelling and punctuation are taught in set exercises, teachers do not put enough emphasis on correct spelling and punctuation in pupils' written work and they do not extend pupils' vocabularies enough to enable them to make their writing more lively and interesting. This means that the pupils do not make the link and use what they have learnt in their everyday work. Although marking is satisfactory overall, and teachers generally point out how work can be improved, they do not always plan further work to support those improvements. These weaknesses mean that some pupils are not always making as much progress as they should.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school offers a rich curriculum that meets the learning needs of all the pupils. It is well planned to stimulate and interest the pupils. The school places a strong emphasis on the teaching of literacy and numeracy. The pupils enjoy a wealth of experiences through a wide range of visits and visitors to the school. A weakness is the absence of a handwriting scheme to ensure it is taught systematically throughout the school.
Provision for pupils with special educational needs	Very good. Teachers match work accurately to pupils' needs and take care to include them in class discussions. As a result, their confidence grows and they make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Through its close links with the church and the very good opportunities provided across the curriculum, the school nurtures the pupils' spiritual development very well. Pupils show genuinely caring attitudes for other people and an acceptance of other people's beliefs and values.
How well the school cares for its pupils	Good. This is a strength of the school. The pupils' interests and well-being are at the heart of everything the school does. There are very good assessment procedures that the school uses very effectively to track pupils' progress and to set targets for individuals and groups. Although the head teacher makes visual checks of electrical equipment, the time between official checks is too long. It is over three years since the last check was carried out.
How well the school works in partnership with parents	Very good. The parents hold the school in very high regard and support it in all it does. This has a very positive impact on pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. This is the major strength of the school and the reason why it is so successful. The relationships between the head teacher and staff are very good. This creates an environment where the staff work well together to the benefit of the pupils. The head teacher and co-ordinators are fully involved in monitoring the quality of teaching and learning in most subjects.
How well the governors fulfil their responsibilities	Very good. The governors are very active in the life of the school. They work closely with the head teacher in planning ways to move the school forward. They keep a careful check on the cost effectiveness of their spending decisions. The school successfully applies the principle of best value.
The school's evaluation of its performance	Very good. Rigorous monitoring of teaching and learning is used well to build a clear picture of the school's strengths and areas for development. Test results are analysed carefully and effective action is taken to address areas of weakness. There are good systems for monitoring the school's performance against other schools and a determination to improve still further.
The strategic use of resources	Good. The school uses the money it has to good effect. Very occasionally, support staff are not used as efficiently as they might be.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children are taught well and make good progress.• The school expects their children to work hard.• The school is helping their children to become mature and responsible.• The school is well led and managed.• The school is a friendly place with the children's best interests at heart.	<ul style="list-style-type: none">• Some parents feel that there are not enough activities outside lessons.

The inspectors agree with the positive views expressed by the parents. They feel that although after-school activities are restricted to the pupils in Years 5 and 6, this is appropriate in the context of this school where the emphasis is on driving up academic standards. The staff work very hard to provide a good range of sporting activities throughout the year. There is also a science club and a computer club.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The very good leadership by the head teacher and key staff, and the keen involvement of governors in supporting and monitoring the work of the school, combined with the very good support and co-operation of the parents, are the key factors in the school's success.

1. When the school was inspected in 1997, there were weaknesses in some aspects of leadership and management. The most significant was that there was not the same high expectation of academic achievement as there was of good behaviour. The governors and head teacher have addressed this very effectively and what were weaknesses are now positive strengths.
2. The head teacher provides very strong leadership. He has built up an excellent team spirit and enabled new young staff to flourish. This could not have happened without the very good support provided by the more experienced teachers. The very good relationships between the teachers and their willingness to share ideas and experiences has meant that the injection of new blood has brought a fresh approach to teaching and this in turn has raised standards. The head teacher has a very clear idea of where the school has come from, where it is now and where it needs to go. He and the co-ordinators carry out regular and effective monitoring of teaching and learning through classroom observations and by examining pupils' work. Teachers welcome the feedback they receive and this has helped to raise the quality of teaching.
3. The governors play a full and active part in the life of the school. They also have a clear idea of the school's strengths and weaknesses and work closely with the head teacher in planning ways to move the school forward. All the issues identified for improvement in the last report have been tackled successfully. There is an excellent relationship between the staff and the governors, but this does not prevent them from asking searching questions. The governors constantly measure the effect of their spending decisions in terms of the standards achieved.
4. Parents believe that the school is well led and managed. They appreciate the warm and friendly atmosphere and the fact that their children are encouraged to work hard. Although a small minority feel that their children have too much homework, the overwhelming majority are satisfied because their children have achieved much more than they would have done. As one parent at the pre-inspection meeting put it, "The school only wants what's best for our children."

The quality of teaching is consistently good throughout the school. This leads to very good learning over time.

5. The quality of teaching has improved significantly since the last inspection and this is having a very positive impact on pupils' learning. All the teaching seen was at least satisfactory with 84 per cent of lessons good or better and 23 percent very good or better. An excellent lesson was seen in the reception class. Teachers know their pupils very well and plan their lessons in great detail with work matched accurately to the needs of each individual pupil. They are clear about what it is they want the pupils to learn and share this effectively with the pupils at the beginnings of lessons. Teachers deliver lessons in a lively and enthusiastic way that keeps the pupils interested. All the pupils are successfully engaged in class discussions. Teachers use their knowledge of the pupils to tailor questions at different levels of difficulty to check the understanding of different groups in order to take their learning forward in incremental steps. This is particularly valuable for those pupils with special educational needs who are supported very well in lessons. In a Year 2 literacy lesson the confidence of the pupils with special educational needs grew visibly when they succeeded in spelling words correctly during the whole-class session. In the excellent lesson in the reception class, the teacher showed a very good understanding of how young children learn. She had made very simple reading books for the children to take home and share with their families. This made them feel special and gave them the satisfaction of being able to read a book. The

teacher's excellent support and her positive emphasis on their success in reading words boosted their confidence in trying to sound out words. In a very good mathematics lesson seen in Year 6, the pupils were bubbling with excitement as the lesson proceeded at a very brisk pace. They responded particularly well to the quick-fire mental session at the beginning, when they were challenged to multiply whole numbers and decimals by whole numbers. This set the tone for the rest of the lesson and the pupils rose to the challenge of the teacher's high expectations. The teacher gave a very clear presentation on using a protractor to draw angles accurately. She used challenging questions effectively to extend the pupils' knowledge of recognising and estimating angles. The very good relationship between the teacher and the pupils provided a good atmosphere for learning and the effective support for pupils of all abilities meant that each pupil could achieve their full potential in the lesson.

6. Teachers throughout the school make the most of teaching time by keeping the pace of lessons brisk. They work very hard to produce high quality displays. These are not just for decorative purposes; they are very effective teaching aids that pupils use well for reference purposes. Regular homework is a strong feature of the teaching. Teachers use it well to support learning.
7. There are some weaknesses in the teaching of literacy. Although spelling and punctuation are taught in set exercises, teachers do not put enough emphasis on correct spelling and punctuation in pupils' written work and they do not extend pupils' vocabularies enough to enable them to make their writing more lively and interesting. This means that some pupils do not make the link and use what they have learnt in their everyday work. Although marking is satisfactory overall and teachers generally point out how work can be improved, they do not always plan further work to support those improvements. These weaknesses mean that some pupils are not always making as much progress as they should.

By the age of eleven, pupils reach high standards in mathematics and science.

8. Standards in mathematics and science have improved significantly since the last inspection. They are well above the national averages and the averages achieved by eleven-year-olds in similar schools. This has been brought about by raising the school's expectations of pupils' academic achievement together with very effective monitoring of teaching and learning. The school has implemented the National Numeracy Strategy and the latest guidance for science very successfully. Their success lies in the fact that teachers give pupils many good opportunities to consolidate their learning and extend their knowledge and understanding through practical investigations. Children get off to a good start in the foundation stage and their knowledge and understanding is built upon systematically as they move through the school. From their earliest days, pupils are challenged to think for themselves and try out their own ideas.
9. In mathematics, the pupils develop very good mental strategies that they use very well to solve problems. They have a good understanding of mathematical terms and use them accurately to explain how to tackle a problem. They have a good working knowledge of decimals, fractions and percentages. They use their mathematical knowledge effectively in other subjects, such as science, to present information in graphs and charts. In science, pupils have a good understanding of what constitutes a fair test and they know that tests have to be repeated to get reliable results. They are familiar with the work of famous scientists; for example in the Y5/6 class, when pupils were looking at mould, they talked with interest and enthusiasm about the works of Jenner and Pasteur.
10. Standards are high in both subjects because in lessons teachers provide solid support for those pupils with below average attainment or special educational needs while at the same time enabling the more able pupils to progress further. The very high quality displays contribute well as they provide a good balance between giving information and challenging pupils of all abilities to think and try out their own ideas. A good example of this was shown in a display about the changing state of water. Pupils were challenged to think about different contexts when evaporation and

condensation occur. As a result, pupils recognise the effects of these processes. They know, for example, that bread goes stale because the moisture in it has evaporated and that condensation can cause windows to steam up.

Pupils behave very well and they have very positive attitudes to their work.

11. It is obvious from watching pupils arrive at school that they want to be there. They greet each other in a friendly manner and have quiet conversations as they go to their classrooms. They move about the school in a very orderly way. This very good behaviour is sustained in all situations throughout the day. Playtimes and lunchtimes are pleasant social occasions when they play well together. They are very well mannered and treat each other and all adults with respect. The excellent relationships create a very good atmosphere for learning. Even the most timid pupils will try their best to answer questions in whole-class situations because they do not have any fear of ridicule if they are wrong. The pupils have very good attitudes to learning. They listen intently to what their teachers are saying and concentrate well on their work. Although some pupils would prefer to be doing other things, they put the same very good effort into their homework as they do into their work in class, showing very mature attitudes. They appreciate that their teachers also put a lot of effort into marking it, and that by doing homework they are increasing their chances of gaining higher levels in tests.

The rich curriculum meets the learning needs of all the pupils and provides them with a wealth of experiences that make learning exciting.

12. The curriculum has improved significantly since the last inspection when it was deemed to be narrow in some subjects and did not fully meet statutory requirements. The school has adopted most of the latest guidance to produce a broad and balanced curriculum that is well planned to stimulate and interest the pupils. There is a strong emphasis on the teaching of literacy and numeracy. This does not mean, however, that pupils miss out on other subjects. They enjoy a wealth of experiences through a wide range of visits and visitors to the school. For example, many aspects of history are brought to life. Photographic evidence shows that the pupils get a real feeling for life in the past. They develop a good understanding of life in Tudor times, for example, through a visit to Townely Hall where they have the experience of dressing up in Tudor costumes and writing with quill pens. This is followed in school by a performance by 'Tudor' musicians playing instruments, such as harps and lutes. A visit to Stockport Town Hall, gave pupils the experience of being in an underground shelter, and provided them with a very good opportunity to get a feeling for how people lived during the war.
13. The school prepares pupils well for life in a multicultural society. Teachers plan good opportunities for them to become familiar with other people's customs, beliefs and traditions. For example, pupils learn about Judaism and Hinduism through history and geography. They learn to appreciate the feelings of others and accept their beliefs. Teachers use drama very effectively to build on these experiences. During the inspection, a group of Year 6 pupils recounted how, '...we would try to step into their shoes and see how we felt.' Pupils are encouraged to care for the environment. They have been involved in community projects for improving the local environment, for example, by planting rockery plants at the adventure playground.
14. A weakness in the English curriculum is the lack of a scheme of work to ensure that handwriting is taught systematically throughout the school. As a result, pupils adopt their own styles and many do not learn to join their writing properly.

WHAT COULD BE IMPROVED

Pupils do not reach the same high standards in English as they do in mathematics and science.

15. The school has implemented the National Literacy Strategy very successfully and pupils enjoy a wide curriculum. They have a good knowledge of authors and write in a good variety of styles to suit different purposes, for example, poetry, imaginative stories and factual accounts. They make satisfactory progress and reach average standards overall. The main weakness in their work is that, although they learn the mechanics of punctuation and spelling in set exercises, they do not use what they have learnt when they write independently or at length. Teachers do not always pick up on this and so careless work persists. In addition, teachers should try to develop pupils' vocabularies and encourage them to use more expressive language to make their writing more interesting. Handwriting is weak throughout the school because it is not taught consistently. While some pupils write neatly and legibly, this is not always the case. These improvements could be brought about if teachers now took a more flexible approach to the National Literacy Strategy. While still retaining the content, they should adapt it to the needs of the school, focusing on what needs to be done to raise standards.

Checks on electrical equipment should be made more frequently.

16. Although the head teacher makes visual checks of electrical equipment, the time between official checks is too long. It is over three years since the last check was carried out.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards in English to match the high standards achieved in mathematics and science, the governors, head teacher and staff should:

- Devise and implement a consistent approach to the teaching of handwriting;
- Put more emphasis on correct spelling and punctuation in pupils' extended writing;
- Extend pupils' vocabularies so that they learn to write more imaginatively and with more dramatic effect.

(Paragraph No. 15)

In addition, governors should ensure that external safety checks on electrical items are carried out more frequently.

(Paragraph No. 16)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	3	11	3	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)	25	258
Number of full-time pupils known to be eligible for free school meals	0	46

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	65

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	16
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	4.6
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	26	18	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	21	21
	Girls	17	16	15
	Total	38	37	36
Percentage of pupils at NC level 2 or above	School	86 (89)	84 (92)	82 (86)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	21	21
	Girls	16	15	15
	Total	37	36	36
Percentage of pupils at NC level 2 or above	School	84 (92)	82 (89)	82 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	21	19	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	21	21
	Girls	12	14	17
	Total	29	35	38
Percentage of pupils at NC level 4 or above	School	73 (82)	88 (95)	95 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	21	21
	Girls	12	14	15
	Total	27	35	36
Percentage of pupils at NC level 4 or above	School	68 (79)	88 (95)	90 (89)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	228
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	25.7
Average class size	28.7

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	115

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	12.5
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Financial information

Financial year	1999/2000
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	£
Total income	479,878
Total expenditure	485,906
Expenditure per pupil	1,578
Balance brought forward from previous year	12,108
Balance carried forward to next year	6,080

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	282
Number of questionnaires returned	162

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64 (103)	32 (52)	2 (4)	2 (3)	0
My child is making good progress in school.	60 (97)	38 (62)	1 (1)	0	1 (2)
Behaviour in the school is good.	59 (95)	37 (60)	2 (3)	1 (1)	2 (3)
My child gets the right amount of work to do at home.	45 (73)	40 (65)	7 (11)	2 (4)	6 (9)
The teaching is good.	70 (114)	28 (46)	1 (1)	0	1 (1)
I am kept well informed about how my child is getting on.	45 (73)	44 (72)	9 (14)	2 (3)	0
I would feel comfortable about approaching the school with questions or a problem.	65 (105)	30 (48)	2 (4)	2 (4)	1 (1)
The school expects my child to work hard and achieve his or her best.	74 (120)	23 (38)	1 (1)	1 (1)	1 (2)
The school works closely with parents.	36 (58)	57 (93)	5 (8)	1 (2)	1 (1)
The school is well led and managed.	56 (90)	40 (65)	1 (2)	1 (1)	3 (4)
The school is helping my child become mature and responsible.	58 (94)	40 (64)	1 (1)	1 (1)	1 (2)
The school provides an interesting range of activities outside lessons.	38 (61)	37 (60)	12 (20)	1 (2)	12 (19)

Other issues raised by parents

One parent felt that booster classes should be provided for the higher attaining pupils so that they could reach level 6 in mathematics.