

INSPECTION REPORT

**ST. PHILIP NERI CATHOLIC PRIMARY
SCHOOL**

Gateshead

LEA area: Gateshead

Unique reference number: 108394

Headteacher: Mr J. Hannah

Reporting inspector: Mr F. Carruthers
21285

Dates of inspection: 5th – 6th February 2001

Inspection number: 194598

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 and junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Ellison Road
Dunston
Gateshead

Postcode: NE8 2QU

Telephone number: 0191 4604378

Fax number: -

Appropriate authority: The governing body

Name of chair of governors: Mr M. Bradley

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Philip Neri Roman Catholic Primary School serves the immediate parish and the community of Dunston in Gateshead. There are 113 pupils on roll, aged four to 11. Twenty-seven pupils are eligible for free school meals (24 per cent) and this is above the average of primary schools nationally. Children start in the mixed reception / Year 1 class at the beginning of the school year in which they are five. Many have attended a pre-school playgroup, which is held in an adjacent building. Their attainment on entry varies from year to year, largely because of the small number of children involved. It is average overall but can vary from below to above average, as measured by an assessment on entry. There are 28 pupils on the school's register of pupils with special educational needs (23 per cent) and this is above average for schools nationally. None has a Statement of Special Educational Need. There are no pupils from minority ethnic backgrounds and none is learning English as an additional language. Since the last inspection, there have been several changes of staff, including the appointment of a new deputy headteacher. At the time of the inspection, major extensions and renovations to the buildings were being completed. These include two new classrooms as well as improved facilities for staff and pupils. The school has recently established links with a local Beacon school in order to develop the European dimensions of the curriculum. Religious education is the subject of a separate inspection.

HOW GOOD THE SCHOOL IS

The effectiveness of the school is excellent. High standards of attainment have been maintained since the last inspection. The school achieved 40th place in the top 100 most improved schools in the country in 1999. As a result of the very good quality of teaching and learning, the pupils make very good progress over time. The school is very well led and managed by the headteacher, supported by the deputy headteacher. The teamwork evident among staff, governors and parents is a significant factor in the school's success. Despite higher than average costs, the school provides very good value for money.

What the school does well

- Despite disruptions caused by recent major extensions and renovations to the buildings, the school is maintaining high standards of attainment by the pupils.
- It promotes very good standards of pupil behaviour and attitude to school.
- The quality of teaching is very good.
- The school has very positive values, based on the Christian faith, to which the pupils respond well.
- Staff make very good use of procedures to assess pupils' progress so that they achieve very well.
- The school has developed very good partnerships with parents so that the parents contribute very well to pupils' learning.
- It is very well led and managed by the headteacher, who is ably supported by the deputy headteacher and governors.

What could be improved

- Skills of literacy, especially writing, could be developed further through subjects other than English, for example geography and history.
- The pupils do not have enough opportunities to use their skills in information and communication technology (ICT) in subjects such as design and technology, geography and history.

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 March 1997. Since then, it has made very good progress. The leadership and management of the school, which were good at the last inspection, are now very good. The headteacher has, by focussing on how well the pupils achieve, maintained a clear vision for the school and improved its effectiveness. There is a very strong senior management team of headteacher and deputy headteacher. Pupils achieve high standards by the time they are 11 in English, mathematics and science. Since the last inspection, standards have remained well above the national average in English and have risen in mathematics and science. The quality of teaching has improved; it is now very good. The school buildings have been significantly improved to provide sufficient classrooms of a good size and better facilities for staff and pupils. There have been further improvements in the pupils' attitudes to school and behaviour, which are now very good, as well as in the provision for their personal development. In addition, there has been good progress made to resolve the key issues identified at the last inspection. For example, procedures to assess the progress that pupils make are now good and are making a significant contribution to pupils' progress. The presentation of pupils' work has improved and is now good. The staff have made satisfactory progress in improving their planning of pupils' work. Planning for literacy and numeracy is good. There has been satisfactory progress in developing provision for ICT. However, work on the buildings has had the effect of restricting developments in this respect recently and plans are underway for the creation of a computer suite.

STANDARDS

The school is successful in maintaining high standards of attainment. Despite variations in the ability of pupils in Year 6 over the last two years, and despite disruption caused by major alterations to the buildings, standards have been well above the national average overall in English, mathematics and science. In 2000, standards in English and science were in the top five per cent of those schools with a similar level of pupils entitled to free school meals and were well above average in mathematics. All pupils achieve very well, including those with special educational needs and the most able. The school is successful in achieving the targets it sets for pupils each year. Staff re-assess targets regularly and revise them upwards as the pupils make progress.

Pupils in Year 6 read widely and fluently, both for pleasure and for information. They are confident to speak up in discussions and they respond to their teacher's questions thoughtfully. They write well across a range of styles, for example narratives, letters, descriptions and play scripts. In mathematics, pupils develop very good skills of mental calculation. They can use different methods to reach an answer in their head and this means they are confident to tackle difficult problems. They can calculate percentages, work out fractions of whole numbers and divide large numbers by numbers up to 100. In scientific investigations, the pupils write well about what they have done and what they found out. They have a good understanding of concepts, use equipment such as forcemeters successfully and record their findings well in the form of tables and graphs.

Standards in ICT are just below those expected of pupils aged 11. Developments in this subject have been hampered by work on the buildings but, nevertheless, this judgement represents an improvement since the last inspection. Pupils achieve well in subjects such as geography and history.

Standards in reading, writing and mathematics by the time the pupils are seven are similar to those found in most schools. However, standards vary from year to year and this is because there are variations in the range of ability in the small year groups. For example, one third of pupils in last summer's Year 2 class had special educational needs. The longer the pupils are at the school, the more they achieve.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. They enjoy their work and are very keen to do well.
Behaviour, in and out of classrooms	Behaviour is very good and, at times, excellent. This is especially obvious in lessons, where pupils concentrate well and work hard. Around school, they are sensible and have coped very well with the significant disruption caused by the renovation of buildings.
Personal development and relationships	Pupils display very good levels of personal responsibility around school. Their relationships with staff, visitors and each other are very good.
Attendance	Levels of attendance are in line with the national average and pupils are punctual to school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 quality of teaching is very good overall. It is never less than good. Almost half of lessons observed were very good. The best teaching is in Years 5 and 6. However, there is some very good teaching evident in all classes. Significant features of the very good teaching are the following.

The teaching of literacy and numeracy is very good, especially in junior-aged classes. The arrangements in junior-aged classes for grouping pupils by their attainment when they are taught English and mathematics have important benefits for the pupils' learning. Pupils are taught at a consistently high level of challenge.

Teachers throughout the school have high expectations of what the pupils can achieve. Relationships between all staff and pupils are very good and often excellent. The teachers manage the pupils and organise lessons very well. They make very good use of resources, for example flip charts and white boards, as well as resources for the pupils to use. They use technical terms in all subjects very well and encourage the pupils to learn and use them too. Another significant factor in the teaching is the quality of teachers' assessment of all pupils, including those with special educational needs. Teachers set challenging targets for all pupils to achieve and write detailed individual education plans for those with special educational needs. Further initiatives, such as 'morning reading' sessions in which parents support the pupils in the infant-aged classes, further enhance the teaching. There are very effective 'booster classes' to consolidate pupils' learning in Year 6.

As a result of these factors, the quality of learning is very good. There is a very good pace to lessons and pupils concentrate well. They work hard and accomplish a very good amount of work in the time available. The presentation and quantity of the pupils' work are good. Pupils are encouraged by the teachers to recognise what they need to do to improve and this also helps them to make progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a good range of activities and experiences for the pupils. In addition to the subjects of the National Curriculum and religious education, the school offers the pupils a very good range of musical instruments to learn to play. The use of the national strategies for literacy and numeracy are very good. Teachers' planning of pupils' work in all subjects and provision for ICT have improved since the last inspection. However, there are not enough opportunities for pupils to use their skills of literacy and ICT in other subjects.
Provision for pupils with special educational needs	Provision is good. There have been improvements in how the teachers write individual education plans for pupils since the last inspection. The co-ordinator, the part-time specialist teacher and all class teachers work well together to help the pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision, based firmly on Christian values, for pupils' spiritual, moral, social and cultural development. Staff, governors, parents and members of the parish are committed to achieving the best for the pupils. This is evident, for example, in close links with the church, the quality of assemblies, work for charity and residential experiences for older pupils.
How well the school cares for its pupils	All aspects are good. The school supports the pupils' welfare well. There has been significant improvement in how the staff make use of procedures to assess the pupils' progress, in order to provide them with targets for improvement. The staff know the pupils' strengths and weaknesses very well and take steps to help them to make good progress.

There are very good links with parents, through, for example, the very good support of the parents' association. The contribution that the parents make to the progress that infant-aged pupils make in reading, through 'morning reading' sessions, is very good. There is a pre-school playgroup run by parents on the same site, providing valuable experiences for children before they start in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management provided by the headteacher are very good. He is well supported by the deputy headteacher. Teamwork, which includes all staff and governors, is very significant in making this the successful school that it is.
How well the governors fulfil their responsibilities	The governors make a good contribution to the work of the school and fulfil all responsibilities well. A number of governors, especially the chairman, have long association with the school and take great pride in supporting all that it does.
The school's evaluation of its performance	This is very good. By a detailed analysis of how well pupils are achieving, the school constantly monitors how well it is performing as a whole.
The strategic use of resources	All elements of funding are used well. The headteacher and governors consult a range of people about important matters, obtains resources at the most economic price and uses them appropriately in raising standards. They compare the school's achievement with other schools 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"> • There is very strong support for all aspects of the school's provision. • Parents believe that their children make good progress, achieve well and learn how to become mature and responsible. • They think the school is very well led and that staff are easy to approach if they have a concern. 	<ul style="list-style-type: none"> • Nothing of significance emerged from the parents' meeting or the questionnaires.

Inspectors fully support the very positive views of the parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Despite disruptions caused by recent major extensions and renovations to the buildings, the school is maintaining high standards of attainment by the pupils.

1. High standards of attainment by pupils aged 11 are a feature of the school. Despite variations in the ability of pupils in Year 6 over the last two years and despite disruption caused by major alterations to the buildings, high standards have been maintained. Since the last inspection, standards have remained well above the national average in English and have risen in mathematics and science. In national tests in 2000, standards in English and science were in the top five per cent of schools with a similar level of pupils entitled to free school meals and were well above average in mathematics.
2. All pupils achieve very well, including those with special educational needs and the most able. The longer that pupils are at the school, the more they achieve. The school is successful in reaching the targets it sets for pupils each year. Staff re-assess targets regularly and revise them upwards as the pupils make progress.
3. In English, pupils in Year 6 are confident to speak up in discussions and they respond to their teacher's questions thoughtfully. For example, they made good suggestions about the feelings of the main character when they were reading together a section of the novel, 'Tom's Midnight Garden'. Pupils read widely and fluently, both for pleasure and for information. They write well across a range of styles, for example narratives, letters, descriptions and play scripts. Most use descriptive language very well to create atmosphere in their stories. They learn about the technical aspects of writing, such as metaphor and simile, and are able to describe their function.
4. In mathematics, pupils by the age of 11 develop very good skills of mental calculation. They use different methods to reach an answer in their head and this means that they are confident to tackle difficult problems. They can calculate percentages. For example, they recognise that £9 is 50 per cent more than £6. Pupils work out fractions of whole numbers, for example seven eighths of 32. They successfully divide large numbers by numbers up to 100.
5. In scientific investigations, the pupils write well about what they have done and found out. They have a good understanding of concepts such as health and exercise, and forces. When Year 6 pupils were investigating air resistance, they could confidently use their earlier learning to predict how various sized pieces of paper would fall to the ground. They use equipment such as forcemeters successfully and they record their findings in the form of tables and graphs. They produced an accurate line graph of their findings on the effect of exercise on pulse rate.
6. Standards in ICT are just below those expected of pupils aged 11. Developments in this subject have been hampered by work on the buildings but nevertheless this judgement represents an improvement since the last inspection. The staff consolidate standards in aspects of the work, such as using ICT to monitor temperature, when pupils in Years 5 and 6 make a residential visit to an environmental centre and use available facilities. Pupils achieve well in subjects such as geography and history. For example, they study the environmental impact of events and initiatives at home and abroad. They argue thoughtfully for and against an out-of-town retail park near Gateshead. They consider the disastrous impact of a recent earthquake in India.

The school promotes very good standards of pupil behaviour and attitudes.

7. A significant reason for the high standards that the pupils achieve is the very positive attitudes to learning that the staff promote. As a result, behaviour in lessons is never less than good. In 85 per cent of lessons during the inspection behaviour was very good or excellent. Pupils work busily and concentrate very well. They respond well to the focussed activities in English and mathematics lessons. For instance, pupils in Years 3 and 4 were enthusiastic, asking pertinent questions of their classmates when they were in the 'hot seat', representing various characters in 'Snow White'. The same class of pupils in a science lesson persevered well when they were investigating whether there might be any relationship between arm length and muscle strength. The youngest children in the mixed reception / Year 1 class behaved excellently throughout a lesson in the hall in which they used various parts of their body to balance. This was the first time they had used the hall for such a lesson and their quiet manner, walking to and from the hall and their attentiveness during the lesson were exemplary.
8. The pupils behave very well around school. It is evident from discussions with staff and parents that pupils have coped remarkably well during the disruption to their routines, caused when they have moved classrooms and used confined playground spaces while the building has been renovated. This is an indication of how well they develop responsible attitudes. They have very good relationships with staff and each other, and they are very polite and friendly to visitors.

The quality of teaching is very good.

9. The quality of teaching is very good overall. It is never less than good and almost half of lessons observed (43 per cent) were very good. The best teaching is in Years 5 and 6. However, there is some very good teaching in all classes.
10. There are several significant features of the teaching. The teaching of literacy and numeracy is very good and is helped by very effective arrangements in junior-aged classes for grouping pupils by their attainment. Pupils are selected by ability as well as by age. Three teachers teach English and mathematics in three groups created from the two mixed-aged classes. Year 6 pupils are taught as a small distinct group. As a result, there is a very good level of challenge to the work that the pupils do in all three groups.
11. Teachers throughout the school have high expectations of what the pupils can achieve. Infant-aged pupils are taught in two mixed-age classes and the pupils' prior attainment, their level of maturity and their friendship patterns are taken into account in selecting which class they join. The teachers make excellent use of the classroom assistant in these lessons. For instance, when the pupils in the mixed reception / Year 1 class were working in groups in an English lesson, the assistant supported the pupils in Year 1 very well, while the teacher focussed attention on the younger age group.
12. Relationships between all staff and pupils are very good and often excellent. The teachers manage the pupils and organise lessons very well. These aspects were well illustrated in a science lesson involving pupils in Years 3 and 4. Two members of staff taught the lesson and, by using the expertise of both, the lesson helped the pupils to make progress not only in science but also in ICT. Teachers make very good use of resources, for example flip charts and white boards, as well as resources for the

pupils to use. For example, the teacher in the mixed Years 1 and 2 class makes very good use of a glove puppet, Wilf the Wolf, to encourage the pupils to write. The pupils take the puppet home in turn and write about what he does there. Staff also use technical terms in all subjects very well and encourage the pupils to learn and use them too. Good examples are 'inverse operations' in mathematics, 'adjectival phrases' in English, and 'friction', 'surface area' and 'air resistance' in science. These were phrases all pupils in Year 6 were expected to know and to use.

13. For pupils in Year 6, there are very effective 'booster classes' to consolidate the pupils' learning. These take place after school. They developed naturally out of a voluntary after-school mathematics club. The pupils are keen to attend these classes, which help them to prepare well for the national tests.
14. As a result of these factors, the quality of learning is very good. There is a very good pace to lessons and pupils concentrate well. They work hard and accomplish a very good amount of work in the time available. The presentation and quantity of the pupils' work are good, an improvement since the last inspection. Pupils are encouraged by the teachers to recognise what they need to do to improve. They develop a good awareness of their own strengths and weaknesses and this also helps them to make progress.

The school has very positive values, based on the Christian faith, to which the pupils respond well.

15. All involved in the life of the school have an over-riding commitment to achieving the best for the pupils. Governors, staff, parents and members of the church and the parish community help to make the school the success that it is. All promote a sense of community and of shared values. There are two parish communities involved, led by the parish priest, who is also a governor. As a result, the pupils gain a positive sense of belonging. There are strong liturgical ties between the church and school. The staff provide excellent role models for the pupils by their commitment and concern for the pupils' welfare. Through assemblies, prayers and regular visits to church, the school promotes the pupils' spiritual, moral and social development very well. As a result, the pupils show respect and value the work of their teachers. They want to do well for themselves and for their school.

Staff make very good use of procedures to assess the pupils' progress so that they achieve very well.

16. An important factor in the quality of teaching is the teachers' use of assessment of all pupils, including those with special educational needs. Teachers use a good range of procedures to assess how well pupils are doing. These include standardised tests, optional tests for pupils in Years 3, 4 and 5, as well as reading and writing records. There are pre and post-topic tests in subjects such as mathematics, science and geography. Because the teachers know the pupils' levels of skill so well they set challenging targets for all pupils to achieve. These targets focus especially on English and mathematics and teachers share them with pupils and parents. As a result, everyone is very closely involved in the drive for achievement. The teachers write detailed individual education plans for those with special educational needs and these are used very well by the special educational needs support teacher and the class teachers to set work correctly pitched for their needs.

The school has developed very good partnerships with parents so that the parents make a very good contribution to pupils' learning.

17. Parents feel very much part of the school and enjoy opportunities to help whenever they can. Initiatives developed by staff, such as 'morning reading' sessions, support the pupils' progress very well. In these, parents and the classroom assistant share books and read with the pupils in the infant-aged classes. About 20 parents regularly take part in these sessions, which are very efficiently managed by the teachers. Helpers are well briefed and the pupils enjoy sharing books with them. Clear records of pupils' progress indicate how much the pupils benefit from these daily sessions. There is a very strong parents' association, which organises social events for parents and pupils and raises considerable sums of money for the school. It is well involved in supporting the school through the current re-building programme and is providing funds for new classroom furniture. A further initiative has been the establishment of a pre-school playgroup on church premises adjacent to school. This is run by parents of pupils in school and is well supported by the senior staff of the school and the clergy. It is providing valuable pre-school experiences for almost all children before they start in the reception / Year 1 class.

The school is very well led and managed by the headteacher, who is ably supported by the deputy headteacher and governors.

18. Leadership and management of the school are very good and this is an improvement since the last inspection when they were judged to be good. The headteacher has, by focussing on how well the pupils achieve, maintained a clear vision for the school. This vision has made a clear impact on the overall effectiveness of the school, which is excellent. Recent staffing appointments have added significantly to the quality of provision and to the teamwork that are important features of the school. The deputy headteacher, appointed since the last inspection, has very good teaching skills and contributes well to the very strong senior management team of headteacher and deputy headteacher. All aspects of management are very good, especially the way the school evaluates how it is doing and how this compares with other schools.
19. Governors are very supportive of the school. A number, including the chairman, have a long association with the school, are regular visitors to school and get involved as much as they can in supporting and promoting the school. They carry out their responsibilities well and take a great pride in the achievements of the pupils. Their mission is to create a community that, like a family, wants only the best for its members; and in this they are very successful.

WHAT COULD BE IMPROVED

Skills of literacy, especially writing could be developed further through subjects other than English, for example, design and technology, geography and history.

20. In some subjects there are insufficient opportunities for the pupils to develop their skills in writing. There are good examples in science of teachers taking the time to develop the writing of accounts of investigations. This approach is not as evident in subjects such as design and technology, where there are few accounts written by pupils on what they have done when designing a model. In geography, a significant proportion of the written work is copied from texts, worksheets or the blackboard. In history, there are few opportunities for pupils to write imaginatively about events in the past.

The pupils do not have enough opportunities to use their skills in ICT in subjects such as geography and history.

21. Pupils are developing their skills in ICT appropriately through direct teaching by teachers and the classroom assistant. However, there is a need to extend the use of these skills in other subjects. For instance, there is not enough emphasis given to using data handling programs, graphics programs and reference material, whether through CD-ROMs or the Internet, in subjects such as art and design, design and technology, geography and history.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. Staff should:
- (1) Make further use of subjects such as design and technology, geography and history to develop the pupils' skills of literacy, especially writing. (Paragraph 20)
 - (2) Seek more opportunities in subjects, for example geography and history, to use the pupils' skills in ICT. (Paragraph 21)

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	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	43	57	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)	113
Number of full-time pupils known to be eligible for free school meals	27
Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	28
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	2
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.2

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	6	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	12	12	11
Percentage of pupils at NC level 2 or above	School	86 (77)	86 (85)	79 (69)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	12	11	12
Percentage of pupils at NC level 2 or above	School	86 (62)	79 (77)	86 (69)
	National	84 (82)	88 (86)	88 (87)

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

The number of pupils in the year group achieving the nationally expected levels has been omitted from the table because they are fewer than eleven.

Attainment at the end of Key Stage 2

Because the total number of pupils in Year 6 in 2000 was fewer than eleven, the table indicating attainment at the end of Key Stage 2 has been omitted entirely. Standards in English and science were well above the national average in 1999 and 2000. They were in the top five per cent of schools with a similar level of pupils entitled to free school meals. In mathematics, standards were well above the national average in 1999 and above the national average in 2000. Compared with standards in similar schools in 2000, standards in mathematics were well above average.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	4	5	9

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	100 (87)	78 (100)	100 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	89 (87)	89 (93)	100 (93)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	93
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.7
Number of pupils per qualified teacher	19.8
Average class size	28.3

Education support staff: YR– Y6

Total number of education support staff	1
Total aggregate hours worked per week	32

FTE means full-time equivalent.

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	5	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.

Financial information

Financial year	2000
	£
Total income	208,579
Total expenditure	206,418
Expenditure per pupil	1,844
Balance brought forward from previous year	11,401
Balance carried forward to next year	13,562

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	113
Number of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	47	4	0	0
My child is making good progress in school.	49	45	6	0	0
Behaviour in the school is good.	51	43	2	0	4
My child gets the right amount of work to do at home.	45	39	16	0	0
The teaching is good.	71	27	0	0	2
I am kept well informed about how my child is getting on.	65	33	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	88	12	0	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	67	33	0	0	0
The school is well led and managed.	69	31	0	0	0
The school is helping my child become mature and responsible.	61	39	0	0	0
The school provides an interesting range of activities outside lessons.	27	47	16	2	8