

INSPECTION REPORT

**OUR LADY OF MOUNT CARMEL
CATHOLIC PRIMARY SCHOOL**

DONCASTER

LEA area: Doncaster

Unique reference number: 106761

Headteacher: Mr M D'Rozario

Reporting inspector: Mr D Byrne
28076

Dates of inspection: 15th - 17th October 2001

Inspection number: 194956

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

School category: Catholic Voluntary Aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Sandringham Road
Intake
Doncaster

Postcode: DN2 5JG

Telephone number: 01302 349743

Fax number: 01302 739408

Appropriate authority: The governing body

Name of chair of governors: Father. L Smith

Date of previous inspection: 28th April – 1st May 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Our Lady of Mount Carmel is a Voluntary Aided Catholic Primary school in Doncaster, South Yorkshire. Two hundred and one pupils attend the school from four to eleven years of age. The attainment of the majority of children starting school in the Reception class is close to the average for their age. The percentage of pupils eligible for free school meals and the percentage of pupils with special educational needs are in line with the national average. The vast majority of pupils are of white ethnic origin with some pupils of African, Caribbean, Indian and Pakistani origin. Seven pupils have English as an additional language.

HOW GOOD THE SCHOOL IS

This is a small, friendly school that provides a good quality of education for all pupils regardless of social background, culture, gender or ability. The majority of pupils do well and reach good standards by the end of Year 6. The quality of teaching is very good and good leadership and management provide a clear educational direction. The school provides good value for money.

What the school does well

- The head teacher provides very good leadership
- Very good teaching ensures that pupils attain well in English, mathematics and science and make good progress in information and communication technology.
- Very good provision for pupils' spiritual, moral, social and cultural development promotes very good attitudes, behaviour and levels of personal development.
- There are very good links with parents and the local community.

What could be improved

- The procedures for the co-ordinators of foundation subjects to monitor the quality of teaching and learning.
- Resources for Reception children, and the range of books for all pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved at a good rate since the last inspection in April 1997. Each subject now has a scheme of work that guides teaching and learning and higher attaining pupils are challenged during lessons. Standards have risen in English, mathematics and science at the end of both Year 2 and Year 6 and the quality of teaching is better than it was. Recent changes in staffing have been a barrier to fully developing the role of subject co-ordinators, but those in post perform their roles very well. The school has a good capacity for further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	B	B	B
mathematics	B	C	A	A
science	A	A	C	C

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

For the past three years, standards in English have been consistently above the national average and results in science have been well above average except in 2001. In mathematics, there have been fluctuations but standards have been above average overall. The results for 2001 show that in comparison to all schools nationally and in comparison with similar schools, the standards achieved by Year 6 pupils were well above average in mathematics, above average in English and average in science. The weaker results in science in 2001 are a direct result of a lack of permanent teaching staff in Year 6. A permanent appointment has resolved the situation. Inspection evidence shows that standards are now high in English, mathematics and science, and that all pupils, including those with special educational needs, are learning at a good rate and making good progress. The school's targets for attainment in English and mathematics have been too low in recent years but have now been adjusted so that expectations made of pupils are realistic but challenging.

The results of the end of key stage National Curriculum tests for Year 2 indicate that pupils achieve high standards in reading, writing, mathematics and science both in comparison with the national average and the average for similar schools. The results mirror the inspection findings. The high standards have been consistently achieved over recent years in all tests although pupils do better in reading than writing. The school has successfully put into place measures to raise standards in writing across the school and inspection evidence is that standards in writing are good.

The work seen during the inspection indicates that standards in all subjects in Years 1 to 6 are at least satisfactory, with a strength in achievement in information and communication technology.

Children get off to a good start to their education in the Reception class. The attainment of the majority of children is average when they start school and, by the end of the Foundation Stage, good progress in learning results in many pupils comfortably achieving the early learning goals. In Years 1 to 2, all pupils, including those with special educational needs, continue to make good progress, although progress varies between classes and is particularly good in Year 2. Between Year 2 and Year 6, progress is good overall, although uncertainties in staffing have impacted negatively upon progress in some classes. Progress is particularly good in Years 3 and 6. Pupils with English as an additional language make good progress as a result of good levels of support and guidance from staff.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	All pupils have very good attitudes to school life. They respond well when challenged to solve problems.
Behaviour, in and out of classrooms	Pupils are very well behaved at all times both during lessons and outside at play.
Personal development and relationships	Outstanding. Very good relationships exist throughout the school and pupils develop mature and responsible attitudes to others.
Attendance	Satisfactory. It is close to the national average. Pupils are punctual and lessons begin on time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very 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 across the school. Relationships between teachers and pupils are outstanding and pupils therefore feel secure and confident to try out new ideas without fear of failure. Lessons are stimulating and interesting and encourage pupils to work hard with high levels of enjoyment. From a young age, pupils are expected to work with minimal adult support and this results in pupils having high levels of independence by the time they reach Year 6. In all subjects lessons are well planned and managed. Teachers and support staff work together very effectively so that pupils of all abilities, including those with special educational needs and higher attainers, are provided with work that challenges and extends their skills, knowledge and understanding. Resources are used particularly well and computers are effectively integrated to support learning in all subjects. A brisk pace and lively manner attract pupils' attention in lessons and ensure that pupils are motivated to learn.

The quality of teaching of English and literacy is very good. Good attention is given to writing across the school and a recent emphasis upon writing is improving standards further. Reading is taught well and pupils are encouraged to improve their speaking skills through a range of opportunities across the curriculum. The National Numeracy Strategy has been effectively implemented and contributes to the very good teaching of mathematics and numeracy. Work in mathematics is frequently linked to real life situations and high expectations are set for pupils to apply their knowledge and understanding of basic numeracy to solving problems. The good subject knowledge of teachers is a key factor in the good quality of work provided for groups of all abilities. In science, pupils are expected to think for themselves and they show high levels of perseverance in performing scientific investigations.

The teaching of pupils in the Reception class is very good. Despite some weaknesses in resources, teaching and support staff work together very well as a team to provide children

with a wide range of well-planned activities that are challenging and stimulating. Pupils are successfully encouraged to work hard, apply good levels of concentration and to work on their own as well as with adult help.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides pupils with a wide range of interesting and relevant opportunities. The statutory curriculum is in place and is enriched by a range of additional activities. A good curriculum is provided for children in the Foundation Stage.
Provision for pupils with special educational needs	Very good. Good quality individual education plans effectively direct support and ensure that pupils make good progress towards their targets.
Provision for pupils with English as an additional language	Very good. Support is very effectively provided during lessons by joint planning between class teachers and support staff so that pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school provides a wide range of opportunities for pupils to develop a sense of spirituality and to develop a sense of what is right and wrong. Pupils' views are listened to and used to contribute to establishing class rules. Many good opportunities are provided to develop pupils' social skills and visitors extend pupils' knowledge and understanding of other cultures.
How well the school cares for its pupils	Good. The school maintains a high level of care for its pupils. Welfare arrangements and procedures for child development are of a high standard. The monitoring of pupils' academic development is satisfactory overall and good in English and mathematics.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The head teacher provides very good leadership and sets very high standards. He and senior staff have a clear idea of how to improve the school. They are striving to minimise the impact of uncertainties arising from temporary teaching posts.
How well the governors fulfil their responsibilities	Good. The governors are very supportive of the work of the school. They fulfil their statutory responsibilities well.
The school's evaluation of its performance	Good overall, although uncertainties in staffing make it difficult to monitor the quality of teaching and learning in subjects other than English, mathematics, science and information and communication technology.

The strategic use of resources	Good. Finances are well managed. Spending is closely linked to educational priorities and good procedures exist for monitoring that the school is achieving the best value for money.
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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 family atmosphere that promotes very good attitudes, behaviour and values amongst children.• The progress made by their children and the standards the children achieve.• The ease with which they can approach the school.• The quality of the leadership of the head teacher.• The way the school works with parents and the community.	<ul style="list-style-type: none">• The quality of information about the school's expectations for homework.

Parents support the school well and appreciate what it does for their children. The inspection findings endorse the parents' very positive views. The school is well led and managed and pupils develop very good values and attitudes and behave very well. Pupils make good progress and reach good standards. Links with parents and the community are very good and contribute to the good quality of education offered. There is no evidence to support the parents' concerns about the quality of information about homework.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The head teacher provides very good leadership

1. The head teacher provides a very good model for staff and pupils. Everyone in the school has a shared vision about what the school offers its pupils and this contributes to high staff morale. As a result, the school successfully promotes an excellent ethos that provides all pupils with a feeling of success. The aims and values expressed in the school's mission statement are effectively put into practice.
2. The head teacher successfully checks on what happens in lessons and the impact of teaching. Very good use is made of statistical data from tests and information gathered from observing lessons and talking to pupils. Excellent procedures exist for consulting with governors, staff, parents and pupils about the perceived strengths and weaknesses in the school. All the information gathered is shared with staff and a very committed governing body so that effective steps can be taken to improve the school further. The resulting strategies to improve the school feature in an effective school improvement plan, which guides all of the school's developments.
3. The targets in the school improvement plan are supported by the careful deployment of finances. The head teacher and governing body have good procedures in place to ensure that the school is achieving the best value for money. The head teacher makes very good use of annual reviews with staff to encourage professional training and development and many staff show high levels of motivation by pursuing additional qualifications in their own time.
4. The negative impact of uncertainties in staffing in recent years has been reduced by the strong and purposeful actions of the head teacher. A range of very good procedures exist for supporting temporary staff so that they quickly become part of the school and promote its shared values. Very good provision for pupils with special educational needs has been maintained and higher attaining pupils are challenged appropriately.

Very good teaching ensures that pupils do well in English, mathematics and science and make good progress in information and communication technology.

5. The quality of teaching throughout the school is very good. No unsatisfactory teaching was observed in the lessons seen during the inspection. More than eight out of ten lessons were good or better with one in seven being excellent. The quality of teaching in Years 2, 3 and 6 was outstanding.
6. Throughout the school, relationships between teachers and pupils are outstanding and this results in pupils working hard and rarely losing concentration. By sharing the purpose of lessons with pupils, they feel involved in their own learning. Teachers frequently provide a range of exciting and stimulating activities that attract pupils' attention and encourage them to listen well in lessons. In the excellent and very good lessons seen during the inspection, very high expectations were set for all pupils to challenge and extend their existing knowledge and understanding. Teachers work very closely with support staff and parent helpers to ensure the

inclusion of all pupils, in particular those with special educational needs, those who have English as an additional language and higher attaining pupils. Very careful liaison between support staff and teachers ensures that very well organised and planned activities are provided for all pupils. Support staff are skilled at working with individuals and groups so that intensive support can be provided during lessons.

7. Teachers have a very good knowledge and understanding of the national strategies for literacy and numeracy and use this knowledge to make good use of books and materials to provide well-organised and very well managed lessons. In the majority of lessons in all subjects observed during the inspection, high levels of motivation and enjoyment were successfully promoted and pupils all worked to the limits of their knowledge and understanding. Very good use is made of mental arithmetic strategies at the beginning of mathematics lessons. During an excellent Numeracy lesson in Year 2, pupils responded very well to questions about money addition and were totally engaged in activities involving answering as many questions as possible in a short time. In another excellent Numeracy lesson in Year 3, a wide variety of activities was planned to match pupils' different abilities. These involved solving the real-life problems of calculating change when purchasing items from a shop. The use of real products and plastic money captured the imaginations of pupils, resulting in everyone working extremely hard to find the correct answers.
8. In a lesson in Year 6, work of a high level involving calculating the mean, median and mode of numbers was very well taught. The very good features were the skilful use of questioning and discussion to develop pupils' ideas, the very good use of resources, such as the overhead projector and laser pen, to focus pupils' attention on points for class discussion and the provision of a good range of activities to match pupils' level of ability. Throughout the school, good use is made of the time towards the end of lessons (known as a plenary session) to revise newly-learned skills and ideas and to help teachers judge the level of success of the lesson by assessing pupils' knowledge and understanding. Homework is effectively used to complement work completed in lessons. Wherever possible, pupils are given access to computers to apply their knowledge and understanding of mathematics. For example, in a Year 6 lesson, pupils used a data-handling programme to interrogate information and identify the mean, mode and median of a range of numbers.
9. The teaching of English is very good overall, with the literacy strategy being very effectively implemented across the school. In the majority of literacy lessons observed during the inspection, pupils were appropriately challenged, lessons had a brisk pace and teachers made good use of resources to bring lessons alive. High expectations are made of pupils and the school's aim to improve standards in writing is being met. During an excellent Year 2 lesson, pupils demonstrated good skills of writing instructions for Year 1 pupils about how to plant a daffodil bulb. The teacher's very good subject knowledge contributed to extremely clear instructions so that pupils fully understood what was expected of them. Pupils were given access to a computer and used a word processing programme to write instructions. They demonstrated a good knowledge of using sequencing words to link instructions together, such as 'first' 'then' and 'next'. Throughout the school, teachers model writing well. In a very good lesson in Year 6, very good links were made with history as pupils looked at an extract from *Oliver Twist*. The lesson had a clear purpose, which was shared with pupils, well-led discussions, a brisk pace and clearly presented information, keeping pupils' interest so that they worked very productively. Speaking skills are well promoted. During activities entitled 'Hot Seat',

many pupils were inspired to put themselves in the role of Oliver Twist and participate in asking pertinent questions and giving perceptive answers.

10. Standards in science are generally good in the school and this reflects a good quality curriculum and very good teaching that set high expectations for pupils. There is a good emphasis upon promoting pupils' knowledge and understanding of how to plan, perform and record scientific investigations and experiments and, by Year 6, pupils work confidently and well, with minimal support from teachers when solving scientific problems.
11. Throughout the school, teachers make good use of computers to support the pupils' learning. Pupils have well-developed skills of using the computer to write and edit reports in science and pieces of both imaginative and instructional writing in English. Pupils are effectively taught how to gather and store information on data programmes and then ways of interpreting the information in the form of graphs and charts. These activities support learning in mathematics and also aspects of scientific investigations. During a music lesson, pupils in Year 3 used a music programme to compose their own tunes that were proudly performed for the rest of the class. Pieces of writing are frequently created using word processing facilities on the computer. Opportunities for real writing using the computer are provided for pupils when they write a school journal and sell it to raise funds for charity.

Very good provision for pupils' spiritual, moral, social and cultural development promotes very good attitudes, behaviour and levels of personal development.

12. The school makes very good provision for promoting pupils' spiritual, moral, social and cultural development. It provides pupils with a happy and safe environment where pupils are expected to respect others, themselves and the world around them. Outstanding relationships exist between pupils and between pupils and staff, and these contribute to good academic standards and progress. During lessons and at playtime and lunchtime, pupils are well mannered and considerate and demonstrate good levels of confidence and self-esteem. Different cultural beliefs and ethnic and social backgrounds are celebrated and everyone is valued as an individual. Pupils develop very positive attitudes to learning. Teaching and support staff show great sensitivity to the needs of pupils with learning difficulties so that the pupils are not made to feel inadequate and are encouraged to feel good about themselves. By expecting pupils to wear a uniform, the school successfully promotes amongst pupils a strong sense of community, high levels of pride and self-respect and a reduction in evident differences between pupils' home circumstances.
13. The very good attitudes and behaviour of pupils are achieved as a result of the hard work by the head teacher and his staff to promote pupils' knowledge and understanding of others and to promote pupils' spiritual, moral, social and cultural development. A sense of spirituality is promoted through good opportunities for pupils to reflect and think when sharing stories and poems during literacy, when appreciating art and music, during times of quiet thought and during discussions with other pupils in Circle Time. In lessons, pupils are encouraged to explore a range of feelings, for example, "How did Oliver Twist feel?" During discussion in lessons, pupils show an awareness of their own needs and of the views and feelings of others. Moral development features very highly in all aspects of the school's life and work. Pupils are encouraged to think about acceptable codes of behaviour. For example, in literacy work in Year 3, pupils considered what it takes to

be a good friend. Pupils included comments, such “to be kind and caring”, and, “to never break a promise”. A sense of citizenship is also promoted and this links with pupils’ moral development. During activities about democracy at work, pupils have considered the level of provision for disabled pupils and there has been careful consideration of issues related to the impact of pollution upon the environment and the need to consider the welfare of animals and plants. Many opportunities are provided for pupils to contribute time and to raise money to support a range of charities, including those in the diocese, for example, the Good Shepherd Collection and other national charities.

14. Very good provision is made for promoting pupils’ social development. All pupils stay for school dinner and the family groups managed by pupils themselves promotes very good levels of self-discipline amongst pupils and a sense of responsibility. From the first time in school, in the Reception class, pupils are expected to work with others and to take responsibility for their own actions. This is demonstrated by the way pupils wipe down desks and tidy away resources after lessons. Elsewhere in the school, pupils are expected to share ideas and resources as part of lessons, particularly in practical mathematics and science activities. Opportunities for pupils to participate in residential and non-residential educational visits develop pupils’ social skills in contexts other than school. Very good provision for cultural development ensures that pupils develop a strong sense of identity with their Catholic culture and values as well as the culture of the local area. Visits to the school by a musician and dancer from Zimbabwe, the visit of Indian musicians and E-mail links with a school in Dublin broaden pupils’ knowledge and understanding of other cultures.

There are very good links with parents and the local community.

15. Parents are very supportive of the school and encourage their children to behave well, work hard and complete homework. This very good level of support contributes to the good standards achieved by pupils in the school. The school works very closely with parents and values their views and opinions. By distributing questionnaires to parents, their views are gathered and, where possible, included in the targets for the future development of the school. Parents are encouraged to work in the school and are given strong support and guidance from staff. The quality of communication between the school and parents is very good and newsletters and annual reports are informative and helpful. Excellent information is provided about what is being taught in each class, including expectations for literacy, numeracy and homework. The quality of the school’s induction for parents and children before they start school in the Reception class is very good and prepares children very well for school life.
16. The support provided by the local Catholic community is enormous and makes a significant contribution to the quality of education provided for the pupils. Links with the Catholic Church are very strong and links with the local Catholic secondary school provide many good opportunities for pupils to extend their education. Good procedures are in place to ease the transition between the primary and secondary schools. Community visits, such as to the Crucial Crew programme organised by the South Yorkshire police and to the local theatre, broaden pupils’ education and extend their knowledge and understanding of how to handle emergencies.

WHAT COULD BE IMPROVED

The procedures for the co-ordinators of foundation subjects to monitor the quality of teaching and learning

17. Difficulties in appointing permanent staff in recent years have restricted the school's plan to develop the role of subject co-ordinators to monitor and evaluate the quality of teaching and learning across the school in subjects other than English, mathematics, science and information and communication technology. Although the permanent staff and head teacher have maintained a good overview of all subjects in the school, the monitoring of teaching and learning in foundation subjects has not developed as rapidly as the school has wished because of the temporary nature of a significant number of staff. This has restricted the implementation of plans to create targets for improvement for individual and groups of pupils in Years 2 to 6, so that pupils can become involved in evaluating their own progress.

Resources for Reception children, and the range of books for all pupils

18. Although the provision for pupils in the Reception class is good overall and the quality of teaching is very good, there are weaknesses in some aspects of resources that reduce some learning opportunities. The main weakness is that children do not have access to a suitable outdoor learning environment that is appropriately equipped to fulfil the recommendations of the Foundation Stage curriculum. This reduces the progress children make in aspects of their outdoor physical and creative development. Another weakness is the provision of resources to support children's literacy development, for example, jigsaws and sound cards, and their development of knowledge and understanding of the world, particularly the range of construction equipment. The hard work and imagination of staff in the Reception class significantly reduce the impact of the shortage of resources on pupils' progress, but not all gaps in resources can be overcome and this reduces children's progress at times.
19. Across the school, but in particular in Years 5 and 6, pupils' progress in using books to support independent reading and research is reduced by a lack of suitable non-fiction and fiction books. The choice of books is small and some books are old and lacking in appeal to pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. In order to build upon the school's many strengths and pupils' high levels of attainment, the governing body, head teacher and staff should:
- 1) **improve the procedures for the co-ordinators of foundation subjects to monitor the quality of teaching and learning by:**
 - strengthening the role of subject co-ordinators so that the quality of teaching and learning is effectively monitored in all subjects;
 - implementing plans to involve pupils in Years 2 to 6 in the setting of targets for improvement so that pupils can become more involved in evaluating their own progress.

- 2) rectify weaknesses in the range of resources for Reception children and the range of books for all pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	10	3	3	0	0	0
Percentage	16	52	16	16	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

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)	N/A	193
Number of full-time pupils known to be eligible for free school meals	N/A	20

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	34

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.9

Unauthorised absence

	%
School data	0.1

National comparative data	5.2
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National comparative data	0.5
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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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	22	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	12
	Girls	22	22	22
	Total	35	34	34
Percentage of pupils at NC level 2 or above	School	97 (100)	94 (91)	95 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	22	21	22
	Total	34	33	34
Percentage of pupils at NC level 2 or above	School	94 (100)	92 (100)	94 (96)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	19	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	10
	Girls	17	18	18
	Total	24	26	28
Percentage of pupils at NC level 4 or above	School	83 (79)	90 (68)	97 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	7
	Girls	17	17	18
	Total	23	24	25
Percentage of pupils at NC level 4 or above	School	79 (78)	83 (68)	86 (100)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	2
Black – other	2
Indian	3
Pakistani	1
Bangladeshi	0
Chinese	0
White	183
Any other minority ethnic group	6

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)	8.3
Number of pupils per qualified teacher	24.21
Average class size	28.71

Education support staff: YR– Y6

Total number of education support staff	7.0
Total aggregate hours worked per week	112

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

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	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.

Financial information

Financial year	2000-2001
	£
Total income	399111
Total expenditure	420623
Expenditure per pupil	2093
Balance brought forward from previous year	37215
Balance carried forward to next year	15703

Results of the survey of parents and carers

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

201

Number of questionnaires returned

54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	34	9	0	2
My child is making good progress in school.	44	54	0	0	2
Behaviour in the school is good.	64	36	0	0	0
My child gets the right amount of work to do at home.	34	45	15	2	4
The teaching is good.	56	42	2	0	0
I am kept well informed about how my child is getting on.	32	46	14	6	2
I would feel comfortable about approaching the school with questions or a problem.	60	36	0	2	2
The school expects my child to work hard and achieve his or her best.	66	34	0	0	0
The school works closely with parents.	38	46	10	4	2
The school is well led and managed.	62	34	4	0	0
The school is helping my child become mature and responsible.	64	34	0	2	0
The school provides an interesting range of activities outside lessons.	0	48	42	10	0