

INSPECTION REPORT

**ST PETER AND ST PAUL'S CATHOLIC
PRIMARY SCHOOL**

Walsgrave, Coventry

LEA area: Coventry

Unique reference number: 103717

Headteacher: Mrs K Shepherd (Acting)

Reporting inspector: Mrs C McBride
2810

Dates of inspection: 24th – 25th September 2001

Inspection number: 195047

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Arkle Drive Off Woodway Lane Walsgrave Coventry
Postcode:	CV2 2EF
Telephone number:	024 7661 5665
Fax number:	024 7660 4661
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Brady
Date of previous inspection:	May 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

SS Peter and Paul's Catholic Primary School has 192 pupils on roll and is about the same size as other primary schools. Although it has no nursery, the vast majority of pupils have pre-school experience prior to entry through attending nurseries in other schools. Pupils' attainment on entry to school is average. The school serves a stable community in mostly average socio-economic circumstances. An average number of pupils (12 per cent) are eligible for free school meals. The school's roll is made up of predominantly white, English speaking pupils and there are fewer pupils learning English as an additional language than in most schools. Currently, two of these are at the early stages of language acquisition and are supported through the Ethnic Minorities Achievement Grant (EMAG).

Twenty-eight per cent of pupils, are on the special needs register, which is more than in most schools. These pupils have mainly mild learning difficulties. Two pupils (1 per cent) have statements of need, which is in line with the national average for primary schools.

In 2001, the school received an 'Excellence Award' from the Department for Education and Employment (DfEE), in recognition of its high test results.

Currently, the governing body is seeking a replacement for the previous headteacher and the school has been managed by an acting headteacher (formerly the deputy of the school) since January 2001.

HOW GOOD THE SCHOOL IS

As result of good teaching at Key Stage 2, the school is very effective in achieving well above average standards in English and science, and above average standards in mathematics. Whilst satisfactory, teaching at Key Stage 1 has weaknesses and here, the school does not reach high enough standards. Leadership and management of the school is satisfactory overall. It has been strong in securing pupils' spiritual and moral development, but it has not been effective enough in evaluating the school's performance or in identifying and addressing the cause of some weaknesses in teaching and learning. The school gives satisfactory value for money.

What the school does well

- At Key Stage 2, it consistently achieves test results in English and science, which are well above national results and well above those in similar schools.
- Provision for pupils' spiritual and moral development is very good

What could be improved

- Standards in reading and writing at Key Stage 1.
- Pupils' achievements in mathematics at both key stages

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

SS Peter and Paul's school was last inspected in June 1997. The school has successfully maintained its high standards at Key Stage 2. Although it has addressed some issues, it has not addressed all of the issues in the previous report thoroughly. Subject leaders and senior staff are still not undertaking a rigorous enough analysis of the quality of teaching and learning. This has resulted in standards not rising as quickly as they could at Key Stage 1 and some weaknesses in teaching remain. The school now provides a better quality curriculum than it did. Under the leadership of the acting headteacher, the school has seen a faster rate of improvement in the last six months; for example, in the way that good behaviour is promoted. Whilst the school's response has been satisfactory overall, it could have improved at a faster rate.

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				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	A	A*	A*	well above average A
mathematics	B	A	B	B	above average B
science	B	B	A	A	average C
					below average D
					well below average E

The school's results at Key Stage 2 are consistently better than most schools nationally and those with pupils from a similar background. National tests in 2000 showed the school's performance in English was in the highest 5% of all schools. Inspection findings are that, by the age of 11, most pupils reach at least average standards in English and more exceed this than in most schools.

Standards in mathematics, whilst above average, are not as high as in English and science and there is some room for improvement in pupils' skills of mental calculation.

Pupils do not achieve as well in Key Stage 1 and results in national tests for pupils aged 7 are not as good as they are at 11 years. Although there has been a slight improvement, other schools' results have also improved and pupils' performance at 7 years has therefore remained below that of most schools in reading, but it also fell below average in writing in 2000.

By the end of the reception year, most pupils have achieved what is expected of them. They meet, and a good number exceed, the goals outlined for children of this age in all areas of learning.

Pupils with special educational needs and those learning English as an additional language receive sufficient support and they consequently achieve well in Key Stage 2. Those in Key Stage 1 do not always have enough support and their achievement is reasonable but could be better.

The school continually sets high targets for Year 6 pupils and is consistently successful in achieving them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils in the reception class and in Key Stage 2 show very good attitudes to work. Pupils in Key Stage 1 are at times less enthusiastic and lose concentration in some lessons.
Behaviour, in and out of classrooms	Good. Most pupils behave well at all times.
Personal development and relationships	Good. Pupils show an increasing sense of responsibility and maturity, so that by Year 6 they make a useful contribution to the school community.
Attendance	Good. Attendance is above average and pupils are punctual for school.

Pupils in the junior classes are keen to learn and they work hard during lessons. When work is not matched well enough to their needs, pupils in the Year 1 and 2 classes become restless and easily distracted.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	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.

Teaching is of better quality and pupils learn at a faster pace in Key Stage 2 than they do elsewhere in the school. Reading and writing are taught well and pupils make good progress throughout the junior classes in tackling more difficult books, and in learning how to plan and organise their writing. Pupils have plenty of opportunities to increase their knowledge by carrying out experiments, and teachers reinforce scientific facts well. Classrooms have a calm, purposeful atmosphere, which allows pupils to settle quickly and concentrate on their work.

At Key Stage 1, literacy sessions are not as productive as they should be. When teachers are occupied with small groups in reading and writing, the work set for other groups of children does not always interest or occupy them fully so that they chat and waste time. Consequently, the rate of learning for most of them is not fast enough in reading and writing.

Although most pupils at both key stages make acceptable progress in mathematics, there are weaknesses in their learning of mental calculation. This is because teachers are not as good at teaching this aspect as they are at teaching other parts, such as shape, space and measure.

Teaching in the Foundation Stage (the reception class) enables pupils to make good progress in developing personal and social skills. Their progress is satisfactory in all other areas of learning.

At Key Stage 2, pupils with special educational needs and those learning English as an additional language are given tuition in small groups or as individuals, and they do well in building up confidence and skills in reading, writing and mathematical work. At Key Stage 1, whilst they receive some support during lessons, not enough support time is allocated to help them get on at a fast enough rate.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school allocates enough time for teaching literacy and numeracy but also covers other subjects well.
Provision for pupils with special educational needs	Satisfactory. Pupils at Key Stage 2 are given enough support but it is not sufficient at Key Stage 1.
Provision for pupils with English as an additional language	Satisfactory. At the earliest stage of learning English in Key Stage 1 more support is needed. Pupils in Key Stage 2 are supported well.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	There is very good provision for pupils' spiritual and moral development. Pupils are enabled to apply the values they learn to their own lives. Social development is good and good relationships are promoted throughout the school. Cultural development is satisfactory.
How well the school cares for its pupils	Satisfactory. Child protection and health and safety procedures are adequate. The school keeps a broad overview of pupils' progress, but has insufficient ways of keeping a closer eye on how well they are doing with their work.

The school's arrangements for teaching literacy are successful at Key Stage 2, but require improvement at Key Stage 1. Provision for pupils' spiritual and moral development is a strength of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. Although the school has stayed on course to maintain high standards at Key Stage 2, not enough has been done to raise standards at Key Stage 1. Monitoring of the impact of teaching on learning by the previous headteacher and subject leaders did not lead to any significant improvement.
How well the governors fulfil their responsibilities	Satisfactory. The governors provide good support for the school and its staff. They know the school's strengths and weaknesses but are not effective enough in holding it to account over its efforts to improve.
The school's evaluation of its performance	Unsatisfactory. Whilst the school has identified areas of weakness, it has not analysed the reasons for these carefully enough.
The strategic use of resources	Satisfactory. The funds that the school has at its disposal are spent appropriately. Finances are managed efficiently. There is room for improvement in the way the school consults with its parents.

The leadership and management of the school has successfully maintained high levels of performance at Key Stage 2, good relationships and very good provision for pupils' spiritual and moral development. The previous headteacher and key staff were not effective enough in improving some important areas of weakness. The school works successfully to achieve satisfactory value for the money it spends.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children make good progress • Teaching is good • The school expects children to work hard 	<ul style="list-style-type: none"> • Communication with parents about what is taught and how children are getting on • The range of extra-curricular activities

Inspection findings endorse the parents' view that good teaching and high expectations are enabling pupils to achieve well at Key Stage 2, but find that teaching, expectations and achievement could be better at Key Stage 1. There is scope for improvement in the way the school communicates with parents. The school provides as many extra-curricular activities as most primary schools, although some pupils do not access those which require payment to participate.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

At Key Stage 2, it consistently achieves test results in English and science which are well above national results, and well above those in similar schools.

1. Much of this is achieved through good teaching in the junior classes. Teachers manage their classes well. They ensure that children settle to work quickly and no time is wasted. There is a purposeful atmosphere in the rooms and pupils maintain a good level of concentration throughout lessons.
2. English is taught particularly well. Plenty of emphasis is given to helping pupils practise their reading skills. Each day for example, there is a session after lunch where teachers spend time reading with a small group while the rest of the class read silently. Teachers concentrate on improving pupils' understanding of what they read and on helping them to see the deeper meaning of texts. The books and poetry chosen for use during lessons appeal to pupils and offer a good level of challenge to their reading skills.
3. Pupils achieve well in their writing because they are taught successfully how to plan and organise their work. The result of this is that they are confident to set about writing tasks. Pupils know how to sort out their ideas and how to get them down on paper before drafting their work to a best version.
4. Teachers have high expectations of how pupils will present work in every subject. For example, they not only expect high standards of handwriting, but also that science experiments and mathematical calculations have to be set out neatly and clearly as well.
5. Lower attaining pupils and those with special educational needs are given good support. They are taught in small groups, with particular emphasis being placed on developing their skills in literacy and numeracy. As a result, they progress well and also maintain their confidence. Pupils learning English as an additional language also have extra help, which enables them to cope well with the same work as the rest of the class.
6. In science, pupils produce a good volume of work and many topics are covered in depth. Teachers make sure that the skills of experimentation are developed, as well as pupils' knowledge of scientific facts. As a result, pupils have a good understanding of how to set up a fair test and how to record what they see accurately. They are able to predict what might happen, test their theories and draw conclusions from what they see. Pupils retain a lot of knowledge and they understand the principles behind what they are doing.

Provision for pupils' spiritual and moral development is very good

7. The school is very successful in helping pupils to reflect and think about their experiences and how these affect their lives. As a result, over their time in school, they develop maturity and responsibility for their actions. By Year 6, pupils write their own prayers at the beginning of the year for their work and behaviour. Classes write their own class rules at the start of the year and through them they show a good awareness of right and wrong, fairness and the need for rules.
8. Teachers help them to see how other people reflect their values and beliefs in their lives. Homework for Year 6 pupils for example, shows them thinking of 10 people who have applied their talents to benefit the world. Teachers make many opportunities throughout the day for pupils to reflect on their own beliefs, behaviour, experiences and values. Assemblies are of very high quality and they are used as an occasion when pupils can think quietly about what has been said.
9. Prayer is also used throughout the day to offer a chance for reflection or to reinforce beliefs and values. Pupils are clearly linking what they learn in lessons and through assemblies to their own lives. Prayers written by pupils of different ages about Lent show this in their thoughtfulness. 'I can see the love of Jesus in my life because of having a kind mother, a loving father and a mind to know right from wrong....' Wrote one boy. Children study the lives of the saints and draw lessons and inspiration from their actions.
10. Through the school's religious education programme, a strong emphasis is placed on teaching children about the sacraments and through these about each other and each other's needs. A good example of the effectiveness of this was when one child was crying in the reception class and another was quick to hold her hand and comfort her. When Year 6 pupils are writing about 'What my confirmation means to me', they indicate clear, well developed beliefs and an understanding of their own needs.
11. Pupils are encouraged to take the needs of others into account and they give strong support to charities. The school has very close links to its parish and pupils are encouraged to see themselves and the school as a part of the wider church community. This also helps pupils to see the needs of other social groups within their parish, such as the elderly.
12. As a starting point, the school makes a great effort to ensure that pupils maintain self-esteem and learn to value themselves. Work, for example is attractively displayed and they are taught to take a pride in presenting it well. Teachers provide good role models for this, and relationships between teachers and their classes are strong and based on mutual respect.

WHAT COULD BE IMPROVED

Standards in reading and writing at Key Stage 1.

13. Children enter the school with average attainment. By the time they leave the reception class, they are meeting the expectations set out as goals for children of this age in all areas of learning. The pace of learning is slower in Key Stage 1 and pupils do not achieve as well as they could. The school's performance in national tests is too low and has been too low over time. In reading for example, it has been below the national average for three out of the last four years, and in writing for two out of the last four. In mathematics, results have kept pace with those in other schools in most years and reached well above average in 1998.

14. Inspection findings show that the depressed standards are partly the result of weaknesses in the teaching of reading and writing. Teachers have not made the best use of the national guidelines or literacy strategy and in some lessons the rate of pupils' learning is too slow. During the part of the lesson when pupils are expected to work at tasks on their own, while the teacher works with one of the groups, too much time is wasted. Pupils chat and are easily distracted because tasks are not interesting or challenging enough.
15. Another reason for the lukewarm response of many pupils to reading and writing is that they are not 'switched on' to reading because the reading book stock, although now partly renewed, is still fairly uninspiring. Writing is not taught with the same confidence as it is at Key Stage 2, and therefore pupils are not as sure about how to tackle writing tasks.
16. Lower attaining pupils and those with special educational needs receive some support from a classroom assistant but this is not enough, particularly for those who have emotional and behavioural difficulties. This is a similar picture for pupils learning English as an additional language, who also receive some, but not enough support.
17. More rigorous action is now being taken by the acting headteacher. Previously, however, the leadership and management of the school was not effective in bringing about improvement at a fast enough rate. The school has not gained a sharp enough insight into the reasons why results at Key Stage 1 are depressed. Despite monitoring of lessons, weaknesses in teaching and learning have not been vigorously addressed. Whilst leadership of the subject has been highly effective at Key Stage 2, too little of this good influence has permeated Key Stage 1 and teachers are not learning from each other. For example, the good practice in the teaching of reading and the good use of the national literacy strategy at Key Stage 2 have not been taken on board in Key Stage 1.
18. The governing body is very supportive of the school's work and through the school development plan, governors have identified where the school needs to improve. It has not been effective enough however, in checking on the action taken to bring about improvement or in holding the school to account for progress in raising standards.

Pupils' achievements in mathematics at both key stages

19. Compared to most schools, pupils at Key Stage 2 achieve above average standards. At Key Stage 1, standards are more average. Some aspects of pupils' achievement are strong, for example, their knowledge of mathematical vocabulary. There are however, weaker areas, which means that standards are not as high as they could be. The school's scrutiny of its own most recent results shows that pupils' achievements in mental arithmetic are not as good as their achievement in other areas.
20. Although standards in maths are not as high as in English and science, there are nonetheless some good features in the teaching. For example, teachers make good use of demonstration. They also place a lot of emphasis on developing maths vocabulary and on helping pupils to spot patterns in number. In one instance, this was seen a Year 5 mathematics lesson on fractions. The teacher introduced the idea of mixed numbers by showing the class the sequence of numbers from zero to 2 in halves. When he reached $2\frac{1}{2}$, he wrote it as $\frac{5}{2}$. The class began to spot a pattern developing and correctly identified the next number as $\frac{6}{2}$. The teacher then took this a step further by showing the class how to add two fractions.

21. Teachers are not as good at helping pupils to learn different strategies for mental calculation. In most lessons at both key stages, there is too little attention given to teaching these skills. Pupils in some lessons at Key Stage 1 are not learning at a fast enough rate because expectations for their what they can achieve are too low. They do not, for example, work with large enough numbers when calculating, although higher attainers show that they are clearly capable of doing this.
22. The school's method of keeping a check on pupils' progress does not pinpoint sharply enough what they have already achieved. Therefore the teachers find it hard to set work which builds on what pupils already know and can do and they sometimes set out similar learning goals for the whole class regardless of their differing needs.
23. The school itself has identified that it could do better. However, the staff, led by the previous headteacher, was not clear enough about why performance had not been as strong as it could be. Therefore any action to bring about improvement has not had a significant impact in pushing standards even higher.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. The governing body of the school should ensure that issues identified by the inspection are addressed thoroughly, and that they are regularly informed of progress made against the following points for improvement:

- a) **Standards in reading and writing at Key Stage 1**

This should be addressed by:

- providing Key Stage 1 teachers with more training in the teaching of reading and writing within the national literacy strategy;
- ensuring that pupils with special educational needs and those learning English as an additional language have enough support;
- establishing more rigorous systems for identifying the strengths and weaknesses in teaching and learning;
- ensuring that good practice in the teaching of reading and writing is shared between key stages;
- continuing to replace the reading book stock, as funds allow.

b) **Pupils' achievements in mathematics at both key stages**

This should be addressed by:

- improving the quality of teaching of mental arithmetic skills;
- setting higher expectations for pupils' achievements in Key Stage 1;
- building up a more accurate picture of what pupils already know and can do;
- using this knowledge to provide a better match of work for pupils at different levels of attainment;
- establishing more rigorous systems for identifying the strengths and weaknesses in teaching and learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	6	5	3	0	0
Percentage	0	7	40	33	20	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

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)	0	192
Number of full-time pupils known to be eligible for free school meals	0	23

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	53

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	6z

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	17	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	14	16
	Girls	14	14	14
	Total	24	28	30
Percentage of pupils at NC level 2 or above	School	73 (81)	85 (96)	91(93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	15
	Girls	14	14	14
	Total	25	27	29
Percentage of pupils at NC level 2 or above	School	76 (100)	82 (93)	88 (93)
	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 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	14	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	11	14
	Girls	18	15	18
	Total	32	26	32
Percentage of pupils at NC level 4 or above	School	100 (96)	81 (82)	100 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	14
	Girls	17	16	17
	Total	30	28	31
Percentage of pupils at NC level 4 or above	School	94 (93)	88 (86)	97(86)
	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	2
Black – African heritage	1
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	1
White	157
Any other minority ethnic group	13

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: Y R– Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	17
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	119

Financial information

Financial year	2000/01
	£
Total income	424,810
Total expenditure	416,503
Expenditure per pupil	1956
Balance brought forward from previous year	1,867

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
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)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	192
Number of questionnaires returned	97

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	39	2	3	2
My child is making good progress in school.	47	49	0	3	0
Behaviour in the school is good.	49	43	5	0	2
My child gets the right amount of work to do at home.	33	46	11	3	6
The teaching is good.	51	42	3	0	4
I am kept well informed about how my child is getting on.	39	41	16	2	1
I would feel comfortable about approaching the school with questions or a problem.	53	37	10	0	0
The school expects my child to work hard and achieve his or her best.	59	35	3	0	3
The school works closely with parents.	35	43	18	2	2
The school is well led and managed.	36	46	13	1	3
The school is helping my child become mature and responsible.	51	41	7	1	0
The school provides an interesting range of activities outside lessons.	23	30	26	13	8