

INSPECTION REPORT

**OUR LADY OF THE ROSARY RCVA PRIMARY
SCHOOL**

PETERLEE

LEA area: DURHAM

Unique reference number:114282

Headteacher: MRS K. CANN

Reporting inspector: STUART DOBSON
18074

Dates of inspection:17-18 JUNE 2002

Inspection number: 195321

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:	3-11
Gender of pupils:	mixed
School address:	Westway Peterlee Co. Durham
Postcode:	SR8 1DE
Telephone number:	0191 5862264
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. Seamus Doyle
Date of previous inspection:	16/6/1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a large Catholic aided primary school which serves the town of Peterlee. There are 346 girls and boys aged from three to eleven years. They are taught in a mixture of single year and mixed age classes. Pupils come from a range of private and publicly owned housing. Peterlee is an area of considerable social deprivation since the decline in the mining industry. An average proportion of families claims eligibility for free school meals but other factors indicate that social hardship is higher than reflected in the free school meal figures.

An average proportion of pupils has special educational needs but many of these pupils require the involvement of outside agencies. Many of these pupils have speech and language difficulties or emotional difficulties. The proportion of pupils with statements of need is well above that found nationally. There are three pupils who have English as an additional language. The school has nursery provision and on entry to school children's attainment is below average.

HOW GOOD THE SCHOOL IS

This is a very good school which supports pupils well in achieving high personal standards and it helps them to achieve well in their academic work. The school demonstrates very high standards of care in its work with pupils and their families. The staff teach very well and make every effort to include all pupils fully in the very wide range of activities which the school offers. Care is taken to ensure that boys and girls of all backgrounds benefit. The headteacher gives very good leadership to the school community and ensures that there is a planned and well-organised programme for improvement. This has been sustained for some years. The school has good strategies for self-review. The school makes very good use of finance and other resources and gives very good value for money.

What the school does well

- The quality of teaching is very good overall and there is no unsatisfactory teaching.
- There is very good leadership from the headteacher, supported well by senior staff and governors. The school is well managed.
- Pupils' very positive attitudes, values and good behaviour are promoted and supported by very good provision for their spiritual, moral and social education.
- The curriculum is significantly enriched through very good use of additional resources.

What could be improved

- The curriculum could be improved so that more time and effort is devoted to the teaching of the foundation subjects¹ (except ICT²) and science and more precise use is made of existing assessment information to guide curriculum planning in these subjects.

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 June 1997 and even though it was given a good report at the time, there has nevertheless been very good improvement since. Training of staff and work with the Education Action Zone have supported improvement. Standards in English and mathematics have improved and there is recently improvement in writing for 7 year olds. The provision for pupils with special educational needs is now good with much greater parental involvement to help address pupils' needs. There is good provision for information and communication technology (ICT) and standards are

¹ Art and Design, Design Technology, Geography, History, Music, Physical Education.

² Information and Communication Technology

rising rapidly. Governors are making a good contribution to the management of the school. All possible steps have been taken to address the safety issues raised in the last inspection report.

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

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

The school has improved the standards achieved steadily in English and is now maintaining above average standards. A good proportion of pupils achieves high standards in national tests. Standards have improved in mathematics since 1999 and to a lesser extent in science. When compared with similar schools standards are above and well above average.

Standards on entry to the nursery are below average. Children in the Foundation Stage³ make good progress and mostly reach the Early Learning Goals⁴ by the time they begin Year 1. They exceed the Early Learning Goals in their personal, social and emotional development. Throughout the school, pupils with special educational needs make good progress toward their individual targets. Six and seven year olds make good progress and in national tests for seven-year olds in 2002, well over eighty percent of them reached the nationally expected levels in English. There has been a big improvement this year. Almost all pupils reach the nationally expected levels in mathematics. Good progress continues between the ages of seven and 11 and a high proportion of the pupils reach the expected levels in English and mathematics. In science, standards have been below the national average overall. Inspection evidence confirms that standards, whilst satisfactory in science, are lower than they are in English and mathematics. The overall school trend of improvement is similar to the national trend. There is every indication that the good levels in English and mathematics will be sustained as the work seen in lessons and in books is of this same good standard. The school has already planned to raise standards in science.

The work in pupils' books indicates that standards in other subjects are similar to those expected nationally by the age of 11, indicating that progress is satisfactory in these subjects. Standards in ICT are satisfactory as a result of the recent and rapid improvements brought about by the new provision which is of very good quality. The school sets itself appropriately challenging targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes to school. They enjoy

³ Part-time and full-time children in the nursery and reception classes.

⁴ Nationally agreed targets for the end of the reception class

	school and work very hard in lessons. They are keen to learn and listen attentively to their teachers.
Behaviour, in and out of classrooms	Behaviour is excellent. Both in the classrooms and when playing outside, pupils show respect for each other and for the staff.
Personal development and relationships	Excellent. Even the youngest pupils make sure that they are ready for their lessons, they co-operate with their peers and they work hard and play well. They show a great willingness to help each other. It is clear that both the staff and the pupils respect each other.
Attendance	The rate of attendance is good being above the national average and with a below average incidence of unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Very Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. ‘Satisfactory’ means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is very good overall because teaching is never unsatisfactory and most teaching is good or very good. (See table in Section C). The consistently good and very good teaching is a great strength of the school and makes a major contribution to pupils’ success.

There are many strengths in teaching which contribute to good and very good lessons. Planning for the National Curriculum and religious education is very good throughout the school. Lesson planning is thorough; the teachers know the pupils well and the lessons meet the needs of pupils of all abilities. In most classes, the pace of lessons is brisk and pupils learn well and rapidly, particularly in English and mathematics. Literacy and numeracy skills are taught well and lessons in these subjects are matched well to the individual needs of the pupils. The teachers ask challenging questions which involve the pupils and in almost every class both teachers and pupils have a clear understanding of the purpose of the lesson. The teachers have good knowledge of most of the subjects and they are all up-grading their skills in ICT. All of the staff have very high expectations of pupils’ personal and social development.

In fourteen percent of the lessons seen, teaching was satisfactory. In these lessons the main weakness occurs when the teacher spends too long on explanations or allows tasks more time than is needed.

Teaching in the Foundation Stage is consistently good. The children are provided with interesting ‘taught’ sessions of an appropriate length and a very good range of stimulating and meaningful activities to choose from which promote their learning. Planning for the Foundation Stage, whilst thorough, is unnecessarily complex, repetitive and time-consuming.

In most lessons pupils apply themselves well to the tasks they are given and work particularly well when given the opportunity to make personal contributions in question and answer sessions and in quiz type lessons such as at the start of geography.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Provision for the National Curriculum and religious education is satisfactory, but many subjects get minimum attention because of the very large amount of time devoted to English and mathematics. However, the range of learning opportunities is significantly enhanced by extra-curricular activities, visits, the support of the local community and nationally funded initiatives.
Provision for pupils with special educational needs	There is good provision for these pupils who all have meaningful and helpful learning targets which help them to improve.
Provision for pupils with English as an additional language	None of the pupils require any additional help.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' spiritual, moral and social education both through direct teaching and through the high expectations of behaviour and attitude which pervade the school. Provision for pupils' cultural development is satisfactory.
How well the school cares for its pupils	There is a very good standard of care. The staff know the pupils well. The school makes regular assessments of pupils' progress and teachers use their knowledge of pupils' developing English and mathematical skills well to plan for learning.

The school works very well with the parents and the local community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a very good leader, having high aspirations for the pupils which are shared with all the staff. The headteacher is supported well by the deputy headteacher and other key staff.
How well the governors fulfil their responsibilities	The governors are very actively involved with the school and undertake their management and monitoring roles well.
The school's evaluation of its performance	There is good monitoring and evaluation of the school's performance by the headteacher and the whole staff. The school improvement plan helps the school to improve by detailing effective action.
The strategic use of resources	Resources including additional funding are used very well and the school is able to provide a broad range of supporting initiatives to improve the quality of education.

The school managers work hard to include all pupils in the life of the school. The headteacher and governors seek best value in their spending decisions and in their attempts to maintain and develop a very positive working environment.

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 are happy at school.• The pupils make good progress in their work.• The teaching is good.• The school is approachable and supportive.• The school is well managed.	<ul style="list-style-type: none">• The range of activities provided outside lessons.• The amount of information on pupils' progress.

The inspection team endorses the parents' positive views of the school. The school offers an excellent range of extra activities for pupils though mostly for those in the upper half of the school. The school has plans to offer additional activities for younger pupils. The information which the school gives to parents about their child's progress is at least as much and as often as the majority of schools and parents are encouraged to seek any further information which they would like.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching is very good overall and there is no unsatisfactory teaching.

1. The quality of teaching is almost always good or very good and this is sustained almost everywhere in the school and in the full range of lessons.
2. In the foundation stage classes, teaching is consistently good. In the nursery, the teacher plans for a very good range of activities to support learning. Some of these activities are supported and led by adults, whilst others, both indoors and out, are available for children to select and engage in. Throughout both the nursery and the reception classes, children know that all of the resources are available for them to use and they request and get items which they need in their work. The staff in the nursery have very high expectations of the children's personal and social development and this is a key feature of the provision. This was seen very clearly when the teacher had to close a session in which all children had been very busily engaged in their tasks. Following her request that they finish what they were doing and clear up the nursery, the boys and girls not only cleared their own areas but also willingly went to help others. Appropriately, the adults praise such public-spirited behaviour. Similar situations were seen in the reception classes and it is this high expectation of personal development which gets children off to such a good start as learners.
3. The adults have set up good routines in the nursery and reception classes and the children know these well, for example collecting the appropriate arm band when they want to play in the role play area. Throughout the foundation stage the adults are very good at joining in with the children's activities and unobtrusively moving them on through appropriate questions and suggestions, for example encouraging children to make labels for the 'beach' area, thus encouraging early writing skills.
4. In the reception classes, the teachers continue to provide exciting and interesting activities for children whilst gradually moving them on to more formal aspects of teaching and learning. At the time of the inspection, all of the children were taking part in literacy and numeracy lessons, though the skill of the teacher was employed very well in gauging when their attention began to wane and moving them on to other activities. This was seen clearly in an introductory lesson on the work of the emergency services.
5. The teachers in the foundation stage classes have a very clear view of what they want children to learn and this they relay verbally to the other staff. The written planning for these classes is extremely thorough but is unnecessarily complex, somewhat repetitive and very time consuming. This is not helpful to the teachers. The weekly planning sheets have so many written learning targets and links to other areas that they are difficult for other staff to use as a reference document. The sheet in its current form encourages the targeting of areas of the classroom rather than children's learning.
6. In the remainder of the school teachers plan well for learning. They make very clear statements about learning in each lesson and share these with the pupils who, as a consequence, have a good understanding of their own targets. Planning for literacy and numeracy is very detailed and there is a very good match of learning to pupils' needs. The particular needs of pupils with special educational needs are identified in their individual learning plans and teachers ensure that they try to reach them. Planning is less detailed but nevertheless clear for the other subjects and pupils usually learn well. The teachers struggle to find sufficient time to extend most subjects beyond the minimum required. There are some examples of teachers successfully linking literacy and other

subjects, for example in using specific writing skills in recording of the discovery of Tutankhamun's tomb. This efficient approach to the teaching of literacy and other subjects is underdeveloped.

7. Teachers across the school assess the pupils regularly and well and are thus able to plan, in literacy and numeracy in particular, to address known weaknesses. In other subjects, good quality assessments are made, high achieving pupils and those who need additional help are identified, but there is only very limited evidence of match of work to pupils. In most foundation subjects all the pupils in the class complete the same work. Teachers are however, good in the lessons in offering help and guidance to pupils.

There is very good leadership from the headteacher, supported well by senior staff and governors. The school is well managed.

8. The headteacher has led the school for the past thirteen years but remains keen to see the school improve, sets high standards for the staff and pupils and fully supports everyone in their endeavours. The headteacher has worked very hard to attract additional funding and initiatives to provide the pupils with the best quality of education possible.
9. The headteacher knows the staff, the children and their families well despite the large size of the school. It is very obvious in seeing her around the school that the pupils respect her and enjoy sharing their achievements and anxieties with her. She gives very good leadership in the areas of school discipline and there are very few issues.
10. The headteacher delegates appropriately to the deputy headteacher and the other staff with key responsibilities and they contribute well to school development. All of the staff are involved in auditing the strengths and weaknesses of the subjects and other aspects of the school and are instrumental in developing ways of improving. This has recently been seen to good effect in raising the standard of pupils' writing in Key Stage 1. The headteacher and staff have created a culture of reflection and improvement.
11. Many of the staff have been involved in monitoring aspects of school life and the senior managers constantly monitor the quality of teaching and learning. The headteacher has a particularly good knowledge of the relative strengths of the staff and is therefore in a very good position to ensure that Continuing Professional Development is effective.
12. The management plan for the school indicates a series of meaningful and appropriate targets which are achievable in the times specified. The document is helpful and clear, particularly for the governors. The quality of governance has improved since the time of the last inspection. More governors are now regularly involved in the daily life of the school and take an active part in monitoring the quality of provision. They are, as a group, well informed about the quality of provision.
13. The managers have ensured that the school gets the very best from all available sources and the school works particularly well as a member of the Education Action Zone. The school also has excellent partnerships with industry and the community.
14. The day to day management of the school is good and all routines operate smoothly. The organisation of the school ensures that resources are used very well. Rooms are used effectively. There is a particularly good school library and the kitchen in the lower school is used most effectively to support the work of some of the most vulnerable pupils. Visits run smoothly and health and safety considerations are given high priority. Finances are used well for the benefit of the pupils and the minor accounting system issues raised in the last auditor's report have been addressed.

Pupils' very positive attitudes, values and good behaviour are promoted and supported by very good provision for their spiritual, moral and social education.

15. The ethos of the school is very positive and affirming and ensures that every pupil is given cause to feel good about themselves. This begins in the nursery and continues to the end of Year 6. The teaching and other staff are proud of the pupils and the pupils respond very well. On visits, in school and in the playground, children behave well and show respect for others.
16. The school celebrates its Roman Catholic faith openly. This is not only seen at times of collective worship but is referred to, often incidentally, by the staff. In class assemblies it is refreshing to see that the oldest pupils are not self-conscious about expressing their faith and those who do not participate show respect for others. Pupils are given the time and opportunity to reflect upon their ideas and concerns and to share in the celebration of the success of others. Because the staff recognise the need to provide these opportunities, the pupils are able to grow spiritually.
17. Throughout the school pupils are encouraged to work together and to support each other. In the nursery and reception classes, adults encourage the children to play and work in groups and they support developing dialogue. Further up the school, pupils are given paired and small group tasks which require them to work together. In Year 6, pupils undertook a 'World Challenge' residential visit during which they came to appreciate that they needed each other's strength, expertise and ideas when putting up tents, undertaking a group hoist or stacking crates. Throughout the school there are other opportunities to work as a team, to be part of a group or choir and to collectively represent the school. This they do with great pride.
18. There is an ethos in school which celebrates high moral standards as befit a declared Christian and in this case, Roman Catholic community. The values of the school are clear to all and there is an expectation that these values are modelled by the staff who act as role models for the pupils. Classroom rules are displayed in most rooms and these are well known to the children and are meaningful to them. This helps guide their moral behaviour.

The curriculum is significantly enriched through very good use of additional resources.

19. In addition to the usual provision of the National Curriculum, the school makes excellent use of available resources to enrich the curriculum; in particular the support of the Education Action Zone (EAZ) has allowed the school to develop many initiatives.
20. Additional resources from the Education Action Zone have been used very successfully to help to raise standards in literacy. The school has been able to develop story sacks for the youngest children. These bags containing books and games and early reading activities are most enjoyable and are available for families to use at home. The school has also had time from a literacy consultant who has worked closely with a teacher to give significant additional support. The school has been able to set up a 'Better Reading Partnership', a 'Speaking and Listening Project' and a 'Talking Partners' initiative to help raise standards in English.
21. The recent ten-week 'Parent and Child Literacy Course' funded by the Adult Learning Partnership was successful in helping parents to help their children. The course helped to develop literacy skills and give confidence to parents.
22. The EAZ has similarly helped to resource ICT technical support which has been invaluable as the school has moved to the development of an ICT suite which is proving most successful in raising standards rapidly. Through work funded by the EAZ, many of the pupils achieved the 'Digital Excellence Award'. Other finances which are available nationally through the New Opportunities Fund have supported the training of all teachers in the use of ICT. Additional 'Booster Class' work, prior to national assessments, has also helped the pupils.
23. The school's links with local industry and commerce are a real strength. Various groups of pupils regularly visit a nearby superstore which gives generously of its time and resources to support pupils, providing improvement to a part of the school grounds, water bottles for the pupils and opportunities for pupils to experience the world of work. The school has significantly enhanced the curriculum for a group of pupils in the upper part of the school. This group is for pupils who have

not had a great deal of success academically and who, for various reasons, lack confidence or self-esteem. This group are very well supported, they are regularly given opportunities to work as a team producing meals of a very high standard. They present these to visitors and guests with great pride and skill and are justly praised for their efforts. The school reports a tremendous improvement in the motivation of these pupils.

24. Another successful innovation was a six-week art club which met in the nearby high school and used the facilities of the art department. The group worked very well together and the results are a real celebration of their efforts.
25. The school ensures that pupils visit other places such as Castle Eden Dene and the Durham Light Infantry Museum; participate in residential visits for example 'World Challenge', and have many visitors into school. There is a very good range of clubs after school including swimming, French and drama clubs, all of which are over-subscribed.
26. The range of additional activities adds significantly not only to pupils' subject learning, but also to their confidence and knowledge of the world.

WHAT COULD BE IMPROVED

The balance of the curriculum could be improved so that more time and effort is devoted to the teaching of the foundation subjects and science and more precise use is made of existing assessment information to guide curriculum planning in these subjects.

27. The current structure of the timetable dictates that almost every part of every morning is spent on English and mathematics. In most classes there are short but regular additional reading sessions as well as library periods, spelling and handwriting lessons in the afternoons. This is an excessive amount of time to spend on English and scrutiny of pupils' work shows that they have produced an enormous amount of written work. Some of the work is repetitive.
28. This continuous focus on literacy and numeracy clearly contributes to the good standards which are achieved but the remaining time is then spread very thinly over science and the foundation subjects. In most classes throughout the school, pupils have covered the minimum required amount of science and at the end of Year 6, standards are below the national average whereas they are above in English and mathematics. Similarly, scrutiny of pupils' work indicates that they cover the minimum work required in other subjects such as history, geography, art and music.
29. In one class a good example was seen of pupils having used their developing literacy skills to produce very good accounts of a historical discovery, with many of the historical details being recorded correctly. This is a potentially efficient way of using time which could be exploited much further. This written evidence clearly shows the development of pupils' writing skills as well as their developing historical knowledge.
30. The teachers clearly are knowledgeable about many of the foundation subjects and enjoy teaching them but their skills and expertise are underused.
31. The teachers make accurate assessments of pupils' achievements in all subjects. In the foundation subjects they assess pupils' achievement of key skills. These are group assessments but they enable the teachers to identify the pupils who find the work difficult and those who are very successful. They record the names of these children. Although teachers generally offer additional support for those children who need it in class, there is no written evidence in planning or pupils' work, to indicate that significant extension work is provided for the higher achieving pupils or that more manageable work is provided for those who have difficulty. This contrasts sharply to the work in English and mathematics which shows a very good degree of match to pupils' needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. This is a very good school which has developed effective strategies for improvement in English and mathematics and now needs to apply some of these strategies to work in other subjects. In order to improve further, the headteacher and governors should ensure that:
1. there is a review of the provision for the foundation subjects and science.
 - a) Teaching time available for the foundation subjects and science should be reviewed and a more equitable distribution of time produced.
 - b) Better use should be made of the existing assessment information in the foundation subjects and science to plan to extend pupils' learning.

Paragraphs 26-29

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	13	12	4	0	0	0
Percentage	0	45	41	14	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 three 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)	26	277
Number of full-time pupils known to be eligible for free school meals	0	51

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		10
Number of pupils on the school's special educational needs register		56

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

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	18

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	26	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	17
	Girls	25	25	25
	Total	39	39	42
Percentage of pupils at NC level 2 or above	School	87 (93)	87 (91)	93 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	23	23	23
	Total	40	40	40
Percentage of pupils at NC level 2 or above	School	89 (93)	89 (95)	89 (93)
	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	22	34	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	20
	Girls	28	30	29
	Total	44	48	49
Percentage of pupils at NC level 4 or above	School	79 (81)	86 (75)	88 (81)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	20	20
	Girls	28	31	29
	Total	44	51	49
Percentage of pupils at NC level 4 or above	School	79 (69)	91 (75)	86 (83)
	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	0
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	274
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)	14.1
Number of pupils per qualified teacher	19.5
Average class size	23

Education support staff: YR-Y6

Total number of education support staff	10
Total aggregate hours worked per week	190

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	35
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
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)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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	597102
Total expenditure	604873
Expenditure per pupil	1657
Balance brought forward from previous year	40881
Balance carried forward to next year	33110

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	346
Number of questionnaires returned	107

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	3	1	0
My child is making good progress in school.	63	33	3	0	1
Behaviour in the school is good.	59	37	4	0	0
My child gets the right amount of work to do at home.	42	45	8	2	3
The teaching is good.	77	21	2	0	0
I am kept well informed about how my child is getting on.	52	36	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	19	6	0	0
The school expects my child to work hard and achieve his or her best.	77	22	1	0	0
The school works closely with parents.	59	34	7	0	0
The school is well led and managed.	67	31	0	0	2
The school is helping my child become mature and responsible.	65	32	3	0	0
The school provides an interesting range of activities outside lessons.	44	39	7	5	5