

# INSPECTION REPORT

## **ST ANTHONY'S RC PRIMARY SCHOOL**

Watford

LEA area: Hertfordshire

Unique reference number: 117495

Headteacher: Mrs Pauline Wilson

Reporting inspector: John J Williams  
22516

Dates of inspection: 15 - 16 April 2002

Inspection number: 195801

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 to 11 years

Gender of pupils: Mixed

School address: Croxley View  
Watford  
Hertfordshire

Postcode: WD18 6BW

Telephone number: 01923 226987

Fax number: 01923 234645

Appropriate authority: The governing body

Name of chair of governors: Dr David Callaghan

Date of previous inspection: 30 June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Anthony's RC Primary School is situated on the western edge of Watford. It educates pupils aged from three to 11, the vast majority of whom are Roman Catholic. The school is oversubscribed. There are 221 pupils on roll, plus 32 part-time in the nursery. This is slightly more than at the last inspection. The school serves a mixed area with most of the pupils coming from the immediate locality, which is one of the more socially and economically disadvantaged in Hertfordshire. Ten per cent of pupils claim free school meals, which is below the national average. More families are eligible than apply. Twenty seven per cent of pupils are from ethnic minority groups, and have English as an additional language and 4 per cent are at an early stage of English acquisition. About 30 per cent of pupils are identified as having special educational needs. Their difficulties range from severe learning difficulties and physical disabilities, to speech and communication problems. Three of these pupils have formal statements. Attainment on entry to the nursery reflects the full range of academic ability, but is below average overall with a significant number of children having low level skills in communication, language and literacy and in their social and mathematical development.

### **HOW GOOD THE SCHOOL IS**

This is a very effective school. It is rapidly improving and now achieves high standards in English, mathematics and science. It constantly strives to improve further. The headteacher and staff seek to involve the whole school community in the school's progress. The school has a good curriculum. It appeals to the pupils' interests and at the same time challenges them. In the time that they are at the school, the pupils are happy and learn rapidly. They progress from below average attainment levels, to those well above what is expected for their age group, in English, mathematics and science, by the time they leave. The school achieves these high standards because it is very well led and managed, and because the quality of teaching is very good. The school gives very good value for money.

#### **What the school does well**

The pupils achieve high standards in English, mathematics and science. This is because the school:

- has very good teaching;
- uses assessment information to provide a very effective check on progress and to provide targets for further improvement;
- has a good curriculum, which provides particularly good opportunities for personal development, and has enabled the school to develop a truly inclusive ethos;
- is very well led by the headteacher, ably supported by her deputy and very efficient co-ordinators who are all determined to raise standards even further.

#### **What could be improved**

- Written reports for parents should be more individual for each child and include clear targets for improvement.

*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 made very good progress since the last inspection and has addressed all of the issues raised then. Standards in the core subjects have improved at a greater rate than most schools nationally. Subject co-ordinators are now fully involved in monitoring the development of the teaching and learning in their subjects. All staff are involved in formulating the school improvement plan. This is now a very useful vehicle for school development. The school has developed very good systems for monitoring and evaluating teaching and this has resulted in the considerable improvement in the quality of teaching. Assessment information is used very effectively to guide teaching and to track pupils' progress. The accommodation has been considerably extended and improved which has enabled the staff to use it more effectively.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

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

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

In the 2001 national tests for eleven year olds, pupils' results were well above average in English and above average in mathematics. Science results were in line with the national average. When these results are compared with similar schools, in English, they are very high and within the top 5 per cent of schools, and well above average in mathematics and science. Inspection evidence indicates that standards in English, science and mathematics have improved even further and are now well above average. Improved standards in literacy are beginning to impact on the standards in all other subjects, which are now showing an upward trend. The school sets itself challenging targets and is well on line to achieve them.

Test information indicates that pupils' attainment on entry into the school is generally below average. Because they receive very good teaching, however, they make such good progress that by the time they reach the end of Year 2, their attainment is in line with the national average in reading, writing and mathematics. When compared with similar schools, standards were well above average in reading and above average in writing and mathematics. Progress accelerates through years 3 – 6 and by the end of Year 6 pupils attain very good standards in English, mathematics and science. This represents very good achievement.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils smile as they welcome you to their school. They are very keen and interested in lessons and happy to share their work with visitors.
Behaviour, in and out of classrooms	Very good. Pupils behave very well during lessons and outside the classroom. They are very polite and trustworthy. They have a strong sense of self-discipline.
Personal development and relationships	Excellent. The pupils form excellent relationships with adults and other children. They take responsibility for their own actions and do so outstandingly well.
Attendance	Satisfactory. The school's very good procedures for monitoring attendance ensure that rates of attendance are in line with the national average.



Pupils take a great interest in their school. They work very hard and are happy. They understand very well the effect of their actions on others and show very great respect for other peoples' feelings, values and beliefs. The older pupils are mature and show extremely good initiative.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 pupils learn happily at this school. One of the reasons for this is that the quality of teaching is consistently very good. During the inspection nine out of ten lessons observed were good or better. Almost two thirds were very good. The consequences of this very good teaching are very good learning and achievement by the pupils. Teaching, in both literacy and numeracy, is very good. Teachers succeed in making lessons exciting, by challenging all groups of pupils most effectively. All staff contribute to the very strong team and work together exceptionally well. This results in the purposeful, but relaxed, atmosphere in school, in which pupils thrive very well and learn very successfully. One of the major strengths in the teaching is that the school uses, very effectively, the special talents of each teacher to take the lead in managing their own subject. This means that the pupils receive the best provision in all subjects. All teachers plan lessons very effectively and organise very good levels of practical activities, through which pupils experiment and develop their own ideas imaginatively. Teachers make particularly good use of resources to promote rapid learning. They involve the very good quality support staff most effectively. This keeps the pupils interested in their work and, consequently, they learn very well. Teachers do not over-direct the pupils but have the confidence to allow children to explore their own ideas. They intervene at timely moments to move individual pupils forward to the next stage of their learning. The very good teaching that the pupils receive is a major strength of the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is rich and varied. It offers good opportunities to all pupils and is relevant to their needs. It is greatly enhanced by visits and visitors.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. The special needs co-ordinator provides very good support for colleagues and very effective management. The school has developed detailed individual education plans that contain clear and precise targets for improvement.
Provision for pupils with English as an additional language	The inclusive ethos of the school very strongly supports equality of opportunity and the needs of pupils with English as an additional language are very well met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very good. Pupils are encouraged to be independent and reflect on the effect of their actions. The provision for the pupils' spiritual, moral, social and cultural development is very good.
How well the school cares for its pupils	This is a very strong area of school life. The school monitors the pupils' academic and personal progress very well. They receive very good attention at all times and staff deal with pupils' problems with great courtesy and care.

The school provides very good opportunities for pupils to develop their self-esteem and encourages them to be self-disciplined in their learning. This added dimension gives a richness to the curriculum, which excites and enthuses the pupils. The school also provides very good opportunities for pupils to socialise. They learn to respect one another, recognise differences in outlook and culture and live together in harmony. Extra-curricular provision and the opportunities for pupils to learn through activities outside of the classroom are good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school benefits from the very good leadership of the headteacher, who is very ably supported by the deputy headteacher and a very dedicated and enthusiastic staff. Subject co-ordinators monitor the work in their subjects very successfully.
How well the governors fulfil their responsibilities	The governing body supports the school very well and very effectively monitors its work. It has a clear view of future developments and ensures compliance with statutory requirements. It is successful in its role as critical friend to the school and this is greatly valued by the senior staff.
The school's evaluation of its performance	There is a very strong commitment to high standards and to raising expectations. The school very methodically reviews and evaluates its activities in order to improve its performance.
The strategic use of resources	The school makes very good use of its staffing and accommodation. Great care is taken to ensure that all staff receive appropriate training which meets their needs. Funds are used very prudently to deploy staff, to raise standards and to bring about major improvements to the school building. The current underspend of funds is dedicated to the school's continuing building improvement programme.

The school has admirable aims and values, which direct its work. It very effectively evaluates its performance and takes decisive action to ensure that teaching and learning are very good. There is an appropriate number of well-qualified staff to meet the demands of the curriculum. Learning resources are good. Accommodation is of good quality and is used very well. It is bright and pleasant and provides a stimulating learning environment. Very good systems are in place to ensure that the school applies the principles of best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Behaviour in school is good</li> <li>• The teaching is good</li> <li>• They are kept well informed about their child's progress</li> <li>• The school is helping their child to become mature and responsible</li> <li>• The school works closely with them</li> <li>• Their child likes school</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents think that the school does not provide an interesting range of activities outside lessons</li> </ul>

The inspection team agrees with the overwhelmingly positive views of parents. Inspection findings confirm that the school provides a good range of activities outside of lessons.



## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **The pupils achieve very good standards in English, mathematics and science.**

1. Over the past three years the school has improved its standards in English, mathematics and science at a quicker rate than the majority of schools. Pupils now attain well above average standards in English, above average standards in mathematics and average standards in science in the national tests for eleven-year-olds. Standards in English when compared with similar schools are very high. Standards in English mathematics and science, in the current Year 6, are high. Because the pupils use the skills learned in these subjects very well across all subjects of the curriculum, standards in the rest of the curriculum are good and are improving. Throughout the school pupils achieve very well. Standards in Year 2 are average. This represents good progress from the time these pupils entered the school, when their attainment was judged to be below average. Pupils with mild learning difficulties and those with more complicated needs, such as emotional and behavioural difficulties or speech and communication problems, are supported very well and they make very good progress. The reasons why pupils succeed so well are outlined in the following paragraphs.

#### **The school has very good teaching.**

2. The quality of teaching and the corresponding quality of learning are very good. Teaching is very good in all subjects and in all year groups. Teachers enjoy teaching and inspire their pupils, who consequently enjoy learning.
3. In almost every lesson observed the teaching was good or better; it was very good or better in almost two-thirds of lessons. The teaching of English, mathematics and science was consistently very good, and in one case excellent, resulting in pupils learning new skills rapidly and making very good progress.
4. Teachers expect pupils to behave well and work hard. They encourage the pupils to take responsibility for their learning and to discipline themselves to complete their work sensibly and promptly. Pupils respond to this encouragement very well and quickly learn to think for themselves. For example, in an excellent mathematics lesson in Year 6, the teacher's high expectations that the pupils would discuss in a mature fashion and seek out conclusions gave the pupils confidence. They were successful in identifying number patterns and the relationships between multiplication and division. The quality of their learning was outstandingly good. The school places great importance on giving pupils the opportunity to build up their own self-confidence and self-esteem. Teachers work hard to help the pupils to develop their own self-awareness.
5. Teachers have very good subject knowledge and communicate this very well to their pupils. For example, in a very good Year 2 literacy lesson, the teacher's very good knowledge of English language enabled her to explain very clearly what the pupils' were expected to accomplish. This meant that they understood exactly what they were doing which resulted in very good learning. Teachers use their knowledge very well to make good links between subjects. They encourage pupils to use the skills and knowledge that they have acquired in one subject, to extend their understanding of other subjects. For example, in a sex education lesson in Year 3, the teacher cleverly extended the pupils' knowledge about pollination from a science lesson to further pupils' understanding of reproduction. Teachers assess pupils' work accurately and regularly. They share the results of assessments with the pupils. Thus, pupils know what it is they have to do to improve their work and move forward.
6. The excellent quality of relationships is an outstanding feature of the school. This has a big impact on the quality of teaching. Teachers listen carefully to what pupils have to say and value their contributions. This gives pupils confidence and ensures they are not afraid to ask for help

when they are stuck. Pupils and parents refer to teachers by their Christian names. This adds considerably to the "family" ethos of the school. Because of this mutual trust teachers are able to keep very good control. They are skilled in asking very good questions to check on understanding and to motivate the pupils. Pupils are keen and enthusiastic to work hard and succeed and this ensures high quality learning takes place.

7. Staff are aware of each other's strengths and share their expertise successfully. They value each other's work and are quick to give support when necessary. Members of staff are very good role models for the pupils, who learn very well from their example.

**The school uses assessment information to provide a very effective check on progress and to provide targets for further improvement.**

8. There has been a considerable improvement recently in the means by which pupils' progress is assessed and the use made of the information gained from these assessments. Crucial to this improvement has been the development of the roles of subject co-ordinators and their involvement in the monitoring of standards in their own subjects.
9. The school has developed very effective systems of analysing pupils' performance in national tests and in routine school assessments. Beginning with baseline tests for the youngest children and by analysing test results year on year, it is now possible to identify pupils who do not make sufficient progress. Pupils with high potential are also readily identified. By carefully analysing pupils' performance in different aspects of their subjects, teachers are able to highlight areas that need increased teaching or a sharper focus. These analyses also help to point out any differences there may be by pupils of different genders or cultural backgrounds.
10. Detailed assessments of pupils' performance are carried out in all subjects. Staff have a thorough understanding of National Curriculum levels. This understanding is considerably reinforced by work done in compiling detailed portfolios of assessed work to offer a guide in assessing standards. Subject leaders monitor their colleagues' planning, teaching and assessments and also pupils' completed work. They are therefore in a position to know exactly what needs to be done to raise standards in their subjects, and the management system empowers them to do so.
11. The performance of pupils is followed through from their earliest days in school until they leave aged eleven. At regular intervals, after thorough consultation, targets for improved performance are set for each pupil and for groups of pupils. These are shared with parents and pupils. Thus many parents can explain what their child's target is for the current term. Pupils therefore understand exactly what is required of them and this gives them the confidence to work hard because they know that their teachers will help them achieve well.

**The school has a good curriculum, which provides particularly good opportunities for personal development, and has enabled the school to develop a truly inclusive ethos.**

12. The school provides a good range of learning opportunities in all subjects. It also places great emphasis on aspects of the curriculum which provide for pupils' personal development. The curriculum is very well balanced and is taught in depth. The very good systems in place to assess pupils' attainment and progress, and the outstanding way in which the information collected is used, supports the curriculum very effectively. English, mathematics and science are given a good proportion of school time. However, this is not to the detriment of subjects such as music, geography, history and physical education. All subjects of the National Curriculum, and religious education, are taught regularly and to good standards.
13. The National Literacy and Numeracy Strategies have been fully and effectively implemented. They give clear guidance to teachers and they support very well the very good teaching in English and mathematics. The strategies have had a very positive effect on the pupils' learning and this is reflected in the improved results achieved in national assessment tests, particularly in English. The teachers encourage the pupils to use, in other subjects, the skills that they learn in English and mathematics lessons. Consequently, pupils use their speaking and listening skills very

effectively in all subjects. They join in class discussions and debates, using well-reasoned arguments and a good level of vocabulary. They share their ideas very well and listen to each other carefully. This means they not only learn from each other, but they contribute much to the pace and interest of lessons.

14. The school provides very well for the pupils' spiritual, moral, social, cultural and personal development. These aspects form an important part of teachers' planning and are reflected strongly in routine school events, such as assemblies and plays. Teachers have analysed carefully what they offer pupils, and how the curriculum affects pupils' personal development. At the heart of everything the school's truly inclusive ethos is the mission statement "We grow and learn with Jesus". This ensures that pupils from a wide variety of cultural backgrounds are welcomed into the school community and valued. Parents of newcomers are very grateful for this care. For instance, the parent of a child who is from Portugal is full of gratitude for the way in which members of staff obtained Portuguese storybooks to read to help the child settle. Support staff are particularly effective in including and furthering the development of pupils of all abilities and backgrounds. This results in pupils having a clear understanding of themselves, enabling them to understand and respect other peoples' values and beliefs. This is also apparent in the excellent personal development of all pupils.
15. The school places great importance on pupils' spiritual development. Time is given for pupils to reflect on their actions and the effect that those actions have on others. In assemblies and in lessons, teachers plan quiet moments to enable pupils to appreciate the wonder of the world around them. They plan exciting activities and allow time for the pupils to take in what they have learned. Displays of pupils' work promote a feeling of wonder. Teachers teach pupils what is right and what is not acceptable. They plan opportunities into the curriculum for pupils to debate and discuss moral issues and to explore and develop their own ideas and beliefs. There are many opportunities for pupils' social development every day. Pupils are constantly encouraged to work together, share ideas, help each other and care for all of their friends. They learn about their own cultural heritage through a wide variety of activities. They study the similarities and differences between their lives and those of other cultures through religious education, art, music, history and geography.
16. There is a good range of extra-curricular activities. Pupils take part in sporting activities. There are many educational visits, including a residential trip for Year 6. Visitors are welcomed regularly into school to share their experiences with the pupils and to extend pupils' knowledge and understanding of the world around them. There are also musical opportunities, of which a good number of pupils take advantage. The school choir performs regularly for its own enjoyment and to give pleasure to others. The school enjoys a good working relationship with the Hertfordshire Music Service, who have provided training for staff to enable them to improve their teaching and to provide a wide range of musical activities.
17. The pupils are inspired by this rich, well-rounded curriculum. The school has a totally inclusive policy, which means that everyone is valued and everyone is given the opportunity to succeed in some way. All success is shared and celebrated. The outcome of the school's provision is seen in the mature, sensible and confident pupils.

**The school is very well led by the headteacher, ably supported by her deputy and very efficient co-ordinators who are all determined to raise standards even further.**

18. The school benefits from very good leadership from the headteacher and her deputy. Since the headteacher's recent appointment, they have redefined the co-ordinators' roles and the efficient manner in which these are now carried out has made a major impact on the efficiency of the school management. The governors and staff work with shared purpose and are committed to the aims of the school and to high standards of personal and academic achievement. This provides a clear educational direction for the work of the school. The improvement plan, determined through consultation between staff and governors, clearly defines a programme for further improvement. The school is both reflective and evaluative and has a clear sense of purpose.

19. The headteacher and her deputy have established effective management structures and have empowered and motivated their colleagues to continue to strive for higher standards. There is a strong team spirit that is based on commitment to an open evaluation of their professional practice to achieve further school improvement. All adults working in the school are involved in training.
20. The school is very successful in meeting its aims. There is a positive, caring ethos which promotes high standards of academic attainment and personal development. Pupils of all abilities and from a wide variety of backgrounds are happy in school and share its values. This is reflected in their work and their relationships with their peers and adults. The pupils themselves are models of good behaviour, and are highly motivated and strive to improve.
21. Since the last inspection, the school has made very good progress. The school has sustained the supportive and caring atmosphere that was clearly evident at the time of the last inspection. Furthermore, the headteacher has instituted new monitoring procedures which have markedly improved the quality of teaching. Curriculum planning is now very secure and detailed schemes of work ensure that pupils go on to do new work at the right time.
22. The school has refined its assessment procedures to ensure that the work set is closely matched to the different ability groups within each class and builds successfully on what the pupils already know, understand and can do. The school makes detailed analyses of the pupils' performance, particularly in English and mathematics, and uses the information very well to set targets and to raise standards. The Literacy and Numeracy Strategies have been successfully introduced and the pupils' standards of attainment in English and mathematics continue to rise.
23. The school has made good progress in developing the range of staff expertise and there is now more equitable distribution of responsibilities amongst the senior staff. New members of staff receive very good support. The school has made good progress in enhancing the quality of the school building. Classrooms have been enlarged and much thought has gone into making the best use of all possible space.
24. The governors are very supportive and take an active part in supporting the pupils' learning by working in the school. The governing body has a very efficient committee structure. Their annual report for parents provides clear and useful information about the life of the school. There is a named governor who plays an active role in supporting pupils with special educational needs and the roles of literacy and numeracy governors have been allocated. Governors are involved in training and show a very good awareness of contemporary issues.

## **WHAT COULD BE IMPROVED**

### **Reports for parents.**

25. The school is working hard to improve the quality of its written reports, and a considerable recent improvement is evident, however more work still needs to be done to make them more readily accessible to parents. Many are still couched in very general terms and some phrased in difficult jargon. They need to be written in more personal language so that parents are readily able to recognise exactly what it is their child knows, understands and can do. Sometimes targets set for pupils' improvement are worded in very general terms instead of saying precisely what pupils they need to learn next.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- (1) The school should review its written reports for parents, in order to make them more individual to each child, and to include more sharply focused learning targets.  
(*paragraph 25*)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	5	1	0	0	0
Percentage	7.1	50	35.7	7.1	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 seven 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)	16	205
Number of full-time pupils known to be eligible for free school meals	0	19

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	61

English as an additional language	No of pupils
Number of pupils with English as an additional language	65

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	5.7

#### Unauthorised absence

	%
School data	0.0



National comparative data	5.6
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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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	7	18	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls	15	14	16
	Total	20	19	23
Percentage of pupils at NC level 2 or above	School	80 (63)	76 (59)	92 (72)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls	15	13	13
	Total	20	19	19
Percentage of pupils at NC level 2 or above	School	80 (59)	76 (72)	76 (63)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	13	16	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	12
	Girls	14	13	15
	Total	27	25	27
Percentage of pupils at NC level 4 or above	School	93 (86)	86 (91)	93 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	12
	Girls	9	12	15
	Total	20	23	27
Percentage of pupils at NC level 4 or above	School	69 (68)	79 (73)	93 (86)
	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	1
Black – other	5
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	122
Any other minority ethnic group	44

*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)	11.7
Number of pupils per qualified teacher	17.5
Average class size	29.3

#### **Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	181

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	32
Total number of education support staff	2
Total aggregate hours worked per week	32
Number of pupils per FTE adult	10

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3.4
Number of teachers appointed to the school during the last two years	3.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

### **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	1	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	2000-01
	£
Total income	515,394
Total expenditure	471,373
Expenditure per pupil	2,086
Balance brought forward from previous year	26,723
Balance carried forward to next year	70,744

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	221
Number of questionnaires returned	100

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	2	1	1
My child is making good progress in school.	66	28	5	1	0
Behaviour in the school is good.	59	41	0	0	0
My child gets the right amount of work to do at home.	42	46	8	0	4
The teaching is good.	63	36	0	0	1
I am kept well informed about how my child is getting on.	48	49	2	1	0
I would feel comfortable about approaching the school with questions or a problem.	62	33	4	0	1
The school expects my child to work hard and achieve his or her best.	62	34	1	0	3
The school works closely with parents.	38	58	3	0	1
The school is well led and managed.	51	44	1	0	4
The school is helping my child become mature and responsible.	59	38	1	0	2
The school provides an interesting range of activities outside lessons.	15	40	21	4	20