

# **INSPECTION REPORT**

## **OUR LADY OF SORROWS CATHOLIC PRIMARY SCHOOL**

Doncaster

LEA area: Doncaster MBC

Unique reference number: 106774

Headteacher: Mr J P McChrystal

Reporting inspector: Mrs M Langdale  
4285

Dates of inspection: 3 – 4 July 2000

Inspection number: 106774

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Mere Lane Armthorpe Doncaster South Yorkshire
Postcode:	DN3 2DB
Telephone number:	01302 833941
Fax number:	01302 300625
Appropriate authority:	The governing body at the above address
Name of chair of governors:	Sister Christina Crowe
Date of previous inspection:	13 January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Our Lady of Sorrows Catholic Primary School serves the parishes of Armthorpe and Kirk Sandall, near Doncaster. It is fairly small compared with primary schools nationally and currently provides for 139 pupils aged between four and eleven years old. The number of pupils within year groups varies considerably. It ranges from 13 to 29. Pupils' attainment on entry to the school is also variable, both within year groups and from year to year. However, for the majority of pupils it is average. The number of pupils on the school's register for special educational needs is lower than the national average but the percentage of pupils with statements of special educational need is higher than is found nationally. The nature of the pupils' special educational needs covers moderate learning difficulties, emotional and behavioural difficulties, problems with speech or communication and physical disability. The number of pupils eligible for free school meals is below the national average. The majority of pupils attending the school are baptised Catholics and are of white ethnic origin. There is a small percentage of pupils from other ethnic and denominational groups. There is one child for whom English is an additional language.

The school is organised into four mixed age classes; Reception and Year 1, Years 2 and 3, Years 3 and 4 and Years 5 and 6. The current Reception year group of thirteen under-fives is the smallest in the school.

There have been no exclusions from the school since the previous inspection which took place in January 1997.

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

This is a very good school where pupils of all abilities thrive. The vast majority of pupils make good and frequently very good progress in all areas of their development. The school's very positive ethos and its high quality relationships encourage confidence and self esteem in the pupils and this in turn provides an excellent base for their learning. The overall quality of teaching is very good and by the end of both key stages the standards achieved in English, mathematics and science are high. The recently appointed headteacher is secure in his knowledge of the school and has a clear vision for its future. He has quickly earned the respect and support of parents, staff and governors and is committed to working in partnership with them to further improve provision for the pupils. The school gives very good value for money.

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

- The overall quality of teaching is very good throughout the school. The teaching provides well for pupils of all abilities and results in high year-on-year achievements in English, mathematics and science.
- The pupils' attitudes to their work, their behaviour and their relationships with staff and with pupils in their own and other classes are exemplary.
- Overall provision for the pupils' spiritual, moral, social and cultural development is of a high quality.
- There is a strong focus on recognising and nurturing individual pupils' strengths while at the same time providing very effectively for those pupils needing extra support.
- The recently appointed headteacher is proving a talented leader and manager capable of maximising the potential of an already successful school.



## What could be improved

- There is a need to draw together and to document more fully the very effective procedures and ways of working currently in place in the school which contribute to its success.
- Procedures relating to the tracking of pupils' progress, though very effective, could be developed further.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Major improvements have been made since the school was last inspected. The teaching, then judged to be satisfactory or better in only 71% of lessons and varying in quality from class to class, is now of a high quality throughout the school. The standards achieved in all subjects, but particularly in English, mathematics and science, have risen significantly and the subsequent improvements in the results of end of key stage tests and assessments have been sustained. The previous inspection report indicated that in Key Stage 1 standards in English, mathematics and science were average. In Key Stage 2 standards in English were average whilst those in mathematics and science were below average. The end of key stage test and assessment results recorded since the last inspection show overall standards that are mainly well above average or very high. The only slight dip in performance has been in Key Stage 1 in mathematics in 1999.

The needs of individual pupils in the school's mixed age, mixed ability classes are now met particularly well. School development planning is effective and the provision of resources, including a new library is mainly good. There is, however, limited secure outside activity space for the pupils who are under five. The governing body applies the principles of best value to its work and ensures that all statutory requirements are met in full.

At the same time as securing the above improvements, staff and governors have continued to build on the strengths identified in the previous inspection report, for example, in relation to provision for the pupils' personal development. The success of this dual approach to school improvement has resulted in the increase in cost effectiveness from satisfactory in the previous inspection report to very good.

## 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
	1997	1998	1999	1999
English	A	A	B	A
mathematics	A*	A	A	A*
science	A	B	A	A*

**Key**

very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E



The chart shows that the results achieved in National Curriculum tests by pupils in Year 6 in English, mathematics and science are consistently high, both in comparison with all schools nationally and with similar schools. The results achieved by pupils in Year 2 are equally good showing a very similar trend over the three years recorded. A slight dip in performance in Year 2 in mathematics reported by the school in 1999 has been reversed in the results for 2000, as yet unreported. The results for 2000 also show that the school has exceeded the targets set for English and mathematics in both key stages. The work seen during the inspection confirms the standards achieved in the end of Key Stages 1 and 2 tests and assessments. It also confirms the good and frequently very good progress that is necessary for the pupils to achieve these results.

Work seen in the Reception/Year 1 class shows that by the time they reach statutory school age the majority of children in the Reception year group achieve standards which exceed the Desirable Learning Outcomes on entry to compulsory education. These results also stem from the good and frequently very good progress made by the pupils.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	The pupils enjoy school and are very keen to learn. They demonstrate very positive attitudes to all aspects of school life.
Behaviour, in and out of classrooms	Behaviour in and out of classrooms is exemplary. The pupils are invariably polite, courteous and sensitive to the needs of others.
Personal development and relationships	Provision for the pupils' personal development is of a high order. Relationships within the school are exemplary.
Attendance	Attendance is good. It is above the national average for primary schools.

The pupils' very positive attitudes to learning, their excellent behaviour and the quality of the relationships they establish with staff and with each other enable them to focus undisturbed on their work.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
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.*

Teaching of high quality was observed in each of the school's four classes. It was well planned, challenging and engaging, providing very effectively for pupils of all abilities. This is a very significant improvement since the last inspection and an important feature of the school's current success. English and mathematics are taught particularly well throughout the school and numerous opportunities are provided for the pupils to use their developing skills in literacy and numeracy appropriately to support work in other subjects. The teaching of an investigative approach to science and the ability of all staff to help the pupils to believe in their capabilities are also particular strengths. Teachers receive effective support from classroom and special support assistants, all of whom make a very positive contribution to the overall standards of teaching and learning achieved by the school.

The teaching was excellent in two of the ten lessons observed, very good in seven and good in one.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant to children of all abilities. A wide range of learning opportunities is provided for the pupils and these are enhanced by visiting specialists, field trips, and residential visits for pupils in Years 5 and 6. All statutory requirements are met.
Provision for pupils with special educational needs	The provision for these pupils is good because all staff work closely together to ensure that work is matched well to individual needs and also to build confidence and self-esteem.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is a significant strength and an integral part of all aspects of school life. The provision impacts very positively on the attitudes and values demonstrated by pupils throughout the school.
How well the school cares for its pupils	All staff show high levels of care and concern for all children.

Effective planning and the emphasis placed on providing effectively for both the personal and academic needs of all pupils is a strong feature of the school's overall provision. Parents say that the school takes proper account both of the information they provide and their views about their children's development and progress.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The recently appointed headteacher is proving a talented leader and manager. He is committed to building on the school's many established strengths to further improve the overall quality of provision for the pupils. The manner in which he leads encourages co-operation and team work. It is clear that the deputy headteacher, who was on maternity leave during the inspection, provides very effective support to the headteacher and staff.
How well the governors fulfil their responsibilities	Governors take a keen interest in the daily life of the school. Many are new to the governing body and are in the process of developing a clear understanding of their roles and responsibilities. These governors are accessing appropriate training. The governing body takes all necessary steps to fulfil its legal responsibilities.
The school's evaluation of its performance	The school's current evaluation of its work is accurate. The outcomes of evaluation are being used constructively to inform the school's development planning process.
The strategic use of resources	The budget and specific grants made available to the school are used appropriately to maintain the school's high standards. Very effective use is made of teaching staff, support staff and visiting specialists.

The headteacher has established very productive working relationships with governors and staff. He has a clear vision, based on continuous improvement, for the school's future and this is shared by both groups. Staff and governors are becoming increasingly involved in planning strategically for the

school's future development.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• That all children are valued as individuals whose talents are encouraged and needs met.</li><li>• The approachability of the headteacher and staff and their evident commitment to their children.</li><li>• The school's high standards of work and behaviour.</li><li>• That their children enjoy school</li></ul>	<ul style="list-style-type: none"><li>• The consistency of the school's homework policy.</li><li>• The provision for extra-curricular activities.</li></ul>

The inspection team endorses the very positive views of parents. Discussions with pupils indicate that homework is given by all class teachers but that there are variations in frequency. Provision for extra-curricular activities is also limited. The headteacher acknowledges the areas in which parents would like to see improvement and together with staff is already seeking to address the two issues raised through the inspection.

## **PART B: COMMENTARY**

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

**The overall quality of teaching is very good throughout the school. The teaching provides well for pupils of all abilities and results in high year-on-year achievements in English, mathematics and science.**

1. The teaching was judged to be excellent in two of the ten lessons observed, very good in seven and good in one.
2. All teachers have good subject knowledge, know the pupils extremely well and are committed to ensuring that they all achieve the highest standards of which they are capable. This combination results in lessons that are challenging but which, through skilful teaching are both enjoyable and accessible to pupils of all abilities.
3. For example, in a Years 3/4 lesson on fractions, cakes and Smarties were used very effectively to help groups of pupils to develop their knowledge and understanding of equivalent fractions and subsequently to use this to solve a range of increasingly difficult problems. In Year 6 a residential visit to Durham was used imaginatively to generate interest in producing a piece of descriptive writing. Some of the work produced was outstanding. For example, one pupil wrote: “the beauty of the light filling the previously looming sky was almost indescribable”.
4. Teachers clearly enjoy teaching. Pupils are very well managed and classroom organisation is good. Lessons are invariably planned in detail with precise learning objectives. These are shared with the pupils at the beginning of each lesson, returned to as the lesson progresses and evaluated at the end. Links with past and future learning and with other subjects are made clear. Lessons proceed at a brisk pace and little time is wasted – teachers and pupils are constantly engaged, whatever the nature of the activity.
5. Teachers ask searching, relevant questions that are suitably different for pupils of different ages and abilities and which require high level thinking of them. The pupils are continually asked to explain their thinking, either to their groups or to the whole class and are given time to reflect on what they are going to say. Their responses are used very well by teachers to elicit understanding, to further extend thinking and to determine what needs to be done next. As pupils move through the school they become increasingly skilled in raising their own questions, for example, in science as they plan their investigations.
6. Work is marked regularly and constructive written and oral comments are made to help the pupils move on to the next stages of their learning. Further, whole class discussions are held with the pupils to involve them in sharing ideas about how they can improve the quality of their work and also to encourage them to identify ways in which they can support aspects of their personal development. Greater emphasis is placed on the latter and the pupils’ ability to accurately target areas for personal development is good.
7. The information gained from marking and from talking with the pupils is used alongside information gained from the results of national testing and from parents as a basis for tracking the pupils’ progress as they move through the school. Given the high levels of interest shown by the pupils in their work and their keenness to do well, their involvement in the tracking process could usefully be extended to involving them more fully in discussing, deciding, monitoring and subsequently refining more of their own individual targets for improvement in their academic work.

8. The partnership between teachers, classroom and special support assistants is another major strength of the teaching. With the elements of high quality teaching already identified, it contributes significantly to the overall progress made by the pupils and the standards they achieve.

**The pupils' attitudes to their work, their behaviour and their relationships with staff and with pupils in their own and other classes are exemplary.**

9. Pupils talk with pride about their school, their work and the quality of the relationships they have established. They acknowledge poor behaviour as unproductive saying that they are glad that, like bullying, it is not tolerated. The pupils know that they are expected to work hard and are keen to do so. This is partly because they know that teachers and support staff believe in them and want them to do well, partly because lessons are interesting and relevant and partly because they are not afraid to seek advice, help and support when it is needed.
10. Pupils are clearly enthused by their teachers and they are mutually supportive of each other. During a lesson in which they were required to devise investigations into the conditions of plant growth they asked questions that showed their fascination with the subject. They listened carefully to what others had to say and were quick to show appreciation of good ideas and answers. In another lesson the pupils were fired with enthusiasm as they tried hard to answer a series of quick but nevertheless complex mental calculations. Pupils who found some of the questions particularly difficult were supported by those around them who explained what they thought they had to do.
11. The pupils talk confidently about their current work and what has been learned previously. They say that they have numerous opportunities to share their work and other achievements in lessons, in assemblies and on a one-to-one basis with the headteacher and other staff. They particularly enjoy the sense of achievement this brings.
12. The school's very positive, caring ethos and its Christian teaching encourage high quality, trusting relationships at all levels. Pupils of all ages and abilities play happily together, with older pupils keeping a watchful eye on those younger than themselves. In lessons there are good examples of co-operation and collaboration as the pupils engage in group work, for example, in science and in mathematics. In a Reception/Year 1 lesson on telling the time one of the group activities required the pupils to work together in pairs, each setting times on a clock face for the other to tell. They did this sensibly and well, sharing equipment, taking turns, listening to each other and, when necessary, explaining why questions had been answered incorrectly. Whether working or playing in small or larger groups the pupils display the same high levels of motivation and involvement with each other. Teachers provide trusted company for the pupils, giving support, challenge, praise and encouragement in the right amounts.
13. The pupils' behaviour during the inspection was exemplary and there is no reason to doubt that this is the norm. Parents attending the meeting held prior to the inspection and those responding by questionnaire were very happy with the high standards of behaviour encouraged by the school. The pupils are happy, polite, courteous and helpful.

**Overall provision for the pupils' spiritual, moral, social and cultural development is of a high quality.**

14. The day-to-day life of the school is underpinned by strong Christian values through which numerous opportunities for the pupils' spiritual, moral, social and cultural development are fostered.
15. In whole-school and class assemblies the pupils are given time to reflect on their thoughts, feelings

and actions and to express their ideas through talk, dance, drama and mime. They are also encouraged to consider and contribute to discussions about a range of situations, both within and outside their current experience. In an assembly on the theme of building bridges a group of Years 2 and 3 pupils presented mimes relating to the building of bridges of friendship, whilst pupils in Years 5 and 6 talked about the building of international bridges through negotiation and common likes such as music and sport. Parents say that they find the assemblies to which they are invited moving. They feel that their children benefit greatly from them, developing an understanding of the true nature of prayer, the ability to make individual contributions to a shared experience and the confidence gained from performing in front of a large group. The pupils enjoy the opportunities provided for them to participate, not only in assemblies but, for example, in the recent Diocesan rally held at Doncaster Racecourse, in the design of the school's Peace Garden and in Year 6 on a residential visit which includes experience, at an appropriate level, of a spiritual retreat.

16. The consistent and unobtrusive application of the school's behaviour code, the teaching of issues such as the responsibilities of working together as a community and the very good role models of staff provide an excellent framework for the pupils to develop a sense of right and wrong, fairness, caring, self discipline, respect and responsibility for others. The pupils' sense of caring and responsibility is further developed through inputs from outside speakers and the support they give to charities, for example M25, a charity for the homeless, Cafod, the Hallam Caring Service and the NSPCC.
17. The school has high expectations of the pupils' social behaviour, and staff, together with parents, work hard to develop the pupils' social skills. Their efforts result in pupils who are courteous and considerate, who work and play happily together and have an awareness of each other's needs. Older pupils are supportive of those younger than themselves, for example, at lunchtimes as they share tables with them and serve their meals, and at playtimes when they make sure that they are all right.
18. A number of pupils attending the school are of faiths other than Catholic. These faiths are celebrated and together with activities taken from the school's "Here I Am" scheme of work for religious education used as a basis for aspects of the pupils' cultural development. Aspects of English, music, art, geography and history together with visits and visitors and the pupils' involvement in charitable fund raising, for example, for Cafod, are also used very effectively to increase the pupils' understanding of their own and other people's cultures and beliefs.

**There is a strong focus on recognising and nurturing individual pupils' strengths while at the same time providing very effectively for those pupils needing extra support.**

19. Parents say that one of the school's major strengths is that all their children are treated and valued as individuals. Comparisons are not made between older and younger brothers and sisters. Individual talents are recognised and nurtured and specific needs are met well.
20. Inspection evidence confirms this very positive view. All staff know the pupils extremely well and show high levels of care and concern for their well being. They listen to what the pupils have to say, giving them time to express themselves clearly. They take their problems and concerns seriously. Teachers and support staff work hard to build confidence and self-esteem in the pupils. They encourage them to participate fully in school life and to take responsibility, for example, in organising the music for whole-school and class assemblies and in deciding on the school's millennium promises. The pupils receive praise, encouragement and support in equal amounts.
21. Teacher's detailed knowledge and understanding of the pupils comes not only from the interest taken in routine day-to-day contact, but regular informal meetings with parents and half-termly

staff meetings devoted to whole-school discussions about the pupils' progress.

22. Initiatives such as the Rainbows Project provide opportunities for those pupils facing difficulties or uncertainties in their personal lives to confidentially express, to come to terms and to learn how to cope with their emotions in a safe environment. Individual education plans for pupils with special educational needs are implemented skilfully by class teachers and support assistants who also ensure that the short term difficulties often experienced by other pupils are met well.
23. Individual talents, academic or otherwise, are sought out and nurtured. They receive the enthusiastic support of staff who encourage the pupils in their endeavours and with them take pride in their achievements.

**The recently appointed headteacher is proving a talented leader and manager capable of maximising the potential of an already successful school.**

24. The recently appointed headteacher leads by example and, through the actions he has already taken, for example, in taking responsibility for the teaching of the Year 6 class because of the difficulties encountered in securing adequate supply cover during the class teacher's absence, has quickly gained the confidence and respect of governors, parents, staff and pupils. He acknowledges and values the support he receives from an able deputy headteacher, who although on maternity leave during the period of the inspection nevertheless came in to school to meet with inspectors and also, during her absence, the ongoing support of the temporary senior management team.
25. The headteacher has a very clear view of the school's many strengths and is determined to maintain and build upon them. He is equally aware of relative weaknesses and is seeking to address these through a well structured school development plan which identifies appropriate and achievable targets for improvement over a three year period. These include: capitalising on the expertise of staff by involving them in the half-termly review and evaluation of progress towards targets and if necessary, their revision; drawing together information relating to the procedures and ways of working currently in place which, though very effective and known well to present staff are not readily accessible to newcomers, and reviewing the roles and responsibilities of staff. These initiatives are intended to provide valuable opportunities for staff development and to enable new staff and governors to settle quickly into the school and to have a secure knowledge base from which to contribute to an already strong team.
26. Staff and governors enjoy working with the new headteacher and share his aims for the school's future. Staff are looking forward to greater involvement in work relating to strategic planning while a number of governors, in the main those newly appointed, are accessing training intended to further strengthen the part they are able to play in the school's longer term development..
27. Parents are pleased with the start made by the new headteacher. They find him approachable, willing to listen to and to act upon their concerns and open to their suggestions for the school. Together with governors and staff they are confident in his ability to lead the school to further success. This view is shared by the inspection team.

## **WHAT COULD BE IMPROVED**

**There is a need to draw together and to document more fully the very effective procedures and ways of working currently in place in the school which contribute to its success.**

28. The systems and ways of working currently in place, though very effective and known well to present staff, lack sufficient core documentation to fully inform and guide newcomers to the school.

**Procedures relating to the tracking of pupils' progress, though very effective, could be developed further.**

29. The current system for tracking pupils' progress, which successfully includes the pupils in setting and monitoring some of their own as targets for personal development, could easily be extended to involve the pupils more fully in discussions and decisions relating to the setting, monitoring and evaluation of targets for improvement in their academic work.

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

30. Draw together and document centrally current successful practice by:

- deciding what information needs to be made immediately available to new staff and governors to enable them to confidently contribute to the school's ongoing success and development, drawing this from what is already in place and recording it in an easily accessible core document.

*(see paragraph 25)*

31. Consider ways in which pupils can be more fully involved in setting and tracking their own targets for improvement.

*(see paragraphs 6 and 7)*



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	22

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
20	70	10	0	0	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	139
Number of full-time pupils eligible for free school meals	14

*FTE means full-time equivalent.*

#### **Special educational needs**

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	21

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	1

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	7

### *Attendance*

Authorised absence	%	Unauthorised absence	%
School data	5.5	School data	0.0
National comparative data	5.4	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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	8	10	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	9	9	10
	Total	17	17	18
Percentage of pupils at NC level 2 or above	School	94 (100)	94 (96)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	9	10	10
	Total	17	18	18
Percentage of pupils at NC level 2 or above	School	94 (92)	100 (96)	100 (100)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year (ie 1998).

**Attainment at the end of Key Stage 2**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	13	11	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	12
	Girls	10	11	10
	Total	21	23	22
Percentage of pupils at NC level 4 or above	School	88 (93)	96 (93)	92 (93)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	12
	Girls	10	11	10
	Total	21	23	22
Percentage of pupils at NC level 4 or above	School	88 (81)	96 (81)	92 (93)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year (ie 1998).

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	8
Pakistani	0
Bangladeshi	0
Chinese	1
White	117
Any other minority ethnic group	0

*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: YR – Y6**

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	28
Average class size	35

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

Total number of education support staff	5
Total aggregate hours worked per week	67

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
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	£
Total income	242480
Total expenditure	231240
Expenditure per pupil	1664
Balance brought forward from previous year	395
Balance carried forward to next year	11635

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

### **Questionnaire return rate**

Number of questionnaires sent out	132
Number of questionnaires returned	88

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	30	0	0	0
My child is making good progress in school.	61	34	2	0	2
Behaviour in the school is good.	64	30	5	1	0
My child gets the right amount of work to do at home.	34	33	26	5	0
The teaching is good.	66	29	3	1	1
I am kept well informed about how my child is getting on.	55	34	9	0	1
I would feel comfortable about approaching the school with questions or a problem.	78	17	4	0	0
The school expects my child to work hard and achieve his or her best.	66	27	3	0	0
The school works closely with parents.	64	31	3	0	0
The school is well led and managed.	65	32	2	0	1
The school is helping my child become mature and responsible.	77	20	2	0	0
The school provides an interesting range of activities outside lessons.	21	30	34	8	7