

# INSPECTION REPORT

## **ST SIMON'S CATHOLIC PRIMARY SCHOOL**

Stockport

LEA area: Stockport

Unique reference number: 106127

Headteacher: Mrs Elizabeth Inman

Reporting inspector: Ms Vreta Bagilhole  
17517

Dates of inspection: 1<sup>st</sup> – 3<sup>rd</sup> October 2001

Inspection number: 197339

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Bosden Avenue Hazel Grove Stockport Cheshire
Postcode:	SK7 4LH
Telephone number:	(0161) 483 9696
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Appropriate authority:	The Governing Body
Name of chair of governors:	FR P Munroe
Date of previous inspection:	8 <sup>th</sup> September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St. Simon's is a Catholic Primary school serving the parish of St Peter's, Hazel Grove. The majority of the children are baptised Catholics living within the parish of St Peter's, although some children travel from neighbouring parishes. The school also admits up to 10 per cent of non-Catholics. The school is about the same size as other primary schools. The number on roll is 167 and the average class size is 24. There is also a Nursery with 40 part time places. This year, 17 out of the 40 children are coming into the school's reception class and the remaining children are attending other schools in the area. Sixteen per cent of pupils are entitled to free school meals, which is broadly average. The vast majority of the pupils are from a white UK heritage but very occasionally there are pupils from other parts of Europe. The pupils live in privately owned, rented and local authority housing in the area. The percentage of pupils identified as having special educational needs (26 per cent) is broadly in line with the national average. The percentage of pupils with statements of special educational needs (1 per cent) is broadly in line with the national average. The children start in the reception class in the September of the academic year in which they are five. Most attend the school nursery before starting school in the reception class. The children have a wide range of ability on entry to the reception class but their attainment overall is average.

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

This is a very effective school. Standards are sufficiently high in English, mathematics and science. Most of the teaching is good and the pupils learn effectively. Pupils' attitudes are very good and they are prepared well for life in a multi-cultural society. The school is very well led and managed and provides good value for money.

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

- The leadership and management of the headteacher and key staff is very good.
- Pupils' attitudes are very good and they are proud of their school.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- There is a very good partnership with parents.

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

- Standards in speaking are not high enough and not all pupils read with interest and pleasure.
- The behaviour of a small minority of pupils in some classes.

*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 September 1997. It has made good improvement since then. Standards in English, mathematics and science are higher than at the time of the last inspection. There has been a good improvement in standards in information and communication technology (ICT) and in design and technology. The school now has schemes of work, the content of which meets National Curriculum requirements and has improved the quality of teaching in these subjects. Marking is now used as a precise tool to inform future planning to help pupils improve their academic performance and the non-fiction facilities library have been improved. The school has made good improvement in extending the provision for multi-cultural awareness by providing more opportunities for pupils to learn about the richness and diversity which make up our present day society. The school has a very good capacity to improve further.

## 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
	1998	1999	2000	2000
English	A	A	C	C
mathematics	A	A	B	B
science	A	A*	A	A

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

Trends over the years 1998-2000 show that the performance of pupils in English, mathematics and science has exceeded the national average for their age group. Pupils' attainment in the national tests in 2000 showed that by the end of Year 6 standards in English were average and those in mathematics were above average. Pupils attained well above average standards in science. When compared with schools with similar intakes, standards were average in English, above average in mathematics and well above average in science. By the end of Year 2, standards were above average in writing and average in reading but standards in mathematics were well below average. Indications from tests for 2001 show a significant improvement in English for Year 6 and in mathematics for Year 2, but standards in reading and writing in Year 2 have dipped. The improvement in English in Year 6 and mathematics in Year 2 has been as a direct consequence of a detailed analysis by the school of the 2000 tests, pupils' work and teachers' planning. Specific areas of weakness have been identified and targets have been set. The school has also identified improvement in English in Years 1 and 2 and action is still taking place. As yet, this has not been as effective as that taken in mathematics but it is a priority this year. The school sets sufficiently challenging targets and is on course to meet them.

The school's results from year to year need to be treated with caution. The picture given of standards by the data does not take account of the vastly different proportion of pupils with special educational needs, and those pupils who have been identified as more able, in each year group. The percentage of pupils with special educational needs in each class ranges from 17 to 43 per cent and the percentage of pupils who have been identified as more able by the school ranges from 0 to 13 per cent.

Inspection evidence finds that standards in English and mathematics are above average at both key stages and standards in science are high by the time the pupils leave the school. Pupils achieve appropriately well. However, there are weaknesses in English. Newly introduced guided reading sessions are having a positive impact on standards in reading. Most pupils have good attitudes to reading. However, a significant minority of younger and older pupils who were interviewed by the inspectors did not display an interest or enjoyment in books. Standards in speaking are not as high as they could be. Pupils use language well in private conversations with peers and adults, but they do not speak in front of a large group clearly, fluently and confidently or adapt their speech for a range of purposes and audiences.

Standards are in line with those expected nationally in information and communication technology (ICT) and in design and technology. This shows good improvement since the previous inspection where standards were below those expected. Due to the short length of the inspection it was not possible to observe standards in other subjects. Children in the foundation stage exceed the early learning goals in communication, language and literacy, mathematics and personal, social and emotional development. They attain the early learning goals in knowledge and understanding of the world, physical and creative development.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and value what it gives them. They are very well motivated and proud of their school.
Behaviour, in and out of classrooms	Good. Most pupils are very well behaved both in and out of the classroom, but in some classes the behaviour of a small minority of pupils is not good enough.
Personal development and relationships	Very good. The pupils have a well-developed sense of caring for others, with high levels of trust in all staff. Relationships are very good.
Attendance	Good. Attendance levels are consistently above the national average.

## TEACHING AND LEARNING

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

Teaching and learning are good. The teaching in English and mathematics is good and literacy and numeracy skills are promoted effectively. Teaching could be even better if teachers' expectations of pupils' speaking skills were higher. There has been good improvement in the teaching of information and communication technology and design and technology since the last inspection and teachers now have an adequate knowledge of both subjects. This has been achieved through training. There is now an effective marking policy, which is being implemented well by teachers. The main strength in teaching is the planning and evaluation of lessons, which is consistent across the school. This includes identifying the needs of all pupils including those with special educational needs and those who are more able. Individual targets are identified by the teachers and the pupils know and understand them. Pupils work hard and show interest, concentration and independence. There are some satisfactory lessons in Years 3-6. In these lessons, the behaviour of a small group of pupils inhibits their learning and those of the rest of the class, through inappropriate behaviour. This affects the quality of teaching, as the teachers have to address the problem. Teaching in the Nursery and the reception class is good, with some very good teaching in the Nursery. The very good teaching is due to the management of activities within the Nursery, which establishes clear classroom routines and encourages the children to select and use resources with independence.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum in the Nursery and throughout the school is well planned and broad and balanced. There has been good improvement in the curriculum for ICT and design and technology since the previous inspection. The provision for extra-curricular activities is very good.
Provision for pupils with special educational needs	Good. The school is well supported by outside agencies and keeps good records on all pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school promotes all these areas very well.
How well the school cares for its pupils	Very good. All adults promote a strong caring atmosphere and this is reflected in the way pupils treat each other. Procedures for monitoring pupils' academic performance are also very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and senior management team have a very clear vision for the school's development and improvement.
How well the governors fulfil their responsibilities	Good. The governors are supportive of the school. The governors have a clear understanding of the school's strengths and weaknesses. Strategic planning is very good.
The school's evaluation of its performance	Very good. The headteacher rigorously analyses the teachers' and pupils' performance and sets challenging targets. The school uses data and assessment information very well to pinpoint areas for improvement in performance in national tests.
The strategic use of resources	Good. Financial control and planning are good and the administration is very effective. The school is doing well in seeking best value for services.

## 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>The school is helping their child become mature and responsible.</li> <li>Improvements in the accommodation.</li> <li>The approachability of the headteacher and staff.</li> </ul>	

Inspection evidence agrees with the very positive views of parents. Parents answering the questionnaire and at the meeting were strikingly positive about homework levels and the associated arrangements. They were concerned about the staffing vacancies and the playground supervision. Both have now been fully addressed.

## **PART B: COMMENTARY**

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

#### **The leadership and management of the headteacher and key staff.**

1. The headteacher has now been in post for a year and she is showing a very clear vision for the educational development of the school. She is extremely active in monitoring the performance of the school, keeping the governors very well informed and working with parents and outside agencies to improve the quality of education. In this she is ably supported by the senior management team. The school is managing change very well. Priorities set this year have already brought about significant improvement in the standards in mathematics at Key Stage 1 and in other areas such as the quality of the accommodation and the partnership with the parents. This year she is leading a new team, many of whom are newly qualified teachers, who all share a common purpose and put pupils and their achievements first. There are very effective mentoring arrangements for these members of staff and performance management targets are being set. Relationships throughout the school are very good. There is a very good programme of staff training. This has been used to improve standards in ICT.
2. The school development plan is well focused and reviewed. It sets clear, achievable objectives for the year ahead and provides systems for deciding on spending, when targets should be met and who should be responsible for their achievement. Issues raised by test results in 2000 have been appropriately prioritised and actioned. All those involved in the school have contributed. Another example of effective action this year has been the targeting of lunchtime to make it a more positive experience and linking the development of play with personal, social and health education. Issues, such as improvements in speaking and reading raised by this inspection have also been generally identified, but there is no specific detail in the present plan on how these will be achieved.
3. The headteacher undertakes a range of formal and informal monitoring of the curriculum and teaching and learning. She checks that the long and medium term planning for all subjects is covered and that teachers' short term planning tracks from these. She also checks that assessment is being used to inform planning and that the distinction between assessment and evaluation is clear. There are very clear guidelines to teachers on the monitoring of teaching and learning in their classroom. Feedback includes the identification of strengths, areas for development and action points to be agreed. This term the headteacher has monitored the new staff in literacy and numeracy and set targets. It is also planned for subject leaders and the co-ordinator for special educational needs to be given non-contact time to monitor their areas of responsibility. The headteacher will provide the cover for those classes and use that time to monitor the standards in that class.
4. As in the previous inspection, the school continues to carefully analyse external test results and to identify areas of concern. This year there has been a detailed analysis of writing throughout the school using the information from tests, teachers' planning and pupils' work. Curricular targets have been set and an evaluation has taken place. Planning, pupils' work and the recent test scores show that the targets are being taught and the standard of writing has improved. Governors have been monitoring in classrooms and reporting back that writing has been prioritised by all teachers. This approach has also raised standards in mathematics in Years 1 and 2 over the last year.
5. The school benefits from highly efficient administrative staff, who have wide ranging experience and expertise. Office procedures work very smoothly and free time for the headteacher and staff to concentrate on teaching. The school's finances are in good order. Specific grants are used for the correct purpose. The governors monitor the school's spending very effectively. Earlier this year, when setting the budget there was a difference of opinion caused by priorities of the finance and staffing committees over the financing of an additional teacher. As a solution, the headteacher produced four draft budget plans, which were discussed by the whole

governing body and the finance committee agreed to keep the additional teacher to avoid a situation that would have necessitated mixed age classes.

**Pupils' attitudes are very good and they are proud of their school.**

6. Pupils' attitudes to the school and to learning are very good. The pupils are very proud of their school. They appreciate the improvements made in the accommodation and realise the expense involved to make their learning environment better. Pupils in all age groups, including those in the reception class, hurry into school eagerly at the start of the day and settle calmly and quickly to lessons and prayers. They respond very well in lessons and feel that they are doing as well as they can and that they work hard. They find the teachers helpful and approachable and know that they will get the right support and help if they need it. They feel valued and respected. They use words to describe the school such as 'kind and generous'. They trust the teachers to deal fairly with any incidents of bullying.
7. Both younger and older pupils say that they are free to express their opinions, such as the amount of homework they should have. They know that any issues will be taken up by the school council and acted on in a fair manner. They know their educational targets, which are clearly set out for them by the teachers and like the opportunity to write comments on their reports. Pupils enjoy the responsibilities they are given such as setting up the hall for assembly, taking registers and being librarians. They very much enjoy the impressive range of after-school activities, such as drama, computers country dancing and sports and appreciate the extra time put in by teachers on their behalf.

**The provision for pupils' spiritual, moral, social and cultural development is very good.**

8. The school has improved the provision for pupils' spiritual, moral, social and cultural development since the last inspection. A significant improvement is the opportunities for pupils to further their cultural development and the vision of living in Britain as a harmonious multi-cultural society is now given a high profile.
9. This is a very caring school where all pupils know that they are valued and respected. The school places a high priority on the development of pupils' spiritual development, encouraging pupils to be aware of the values and beliefs of others. The calm and devout start to the school day, together with prayers at other times, have a good effect on pupils' spiritual development. Time for reflection is given during collective worship. One very effective session was observed where Year 1 pupils sat and thought about their day and what they could do to make another person happy. Sensitive issues such as the events of September 11 in New York are discussed in class and assemblies. Pupils express awe and wonder when they talk about how their school helps them to learn and looks after them.
10. The provision for moral development is very good. The school helps to instil the principles and values of good behaviour. Pupils are encouraged to share and co-operate with each other throughout the school day. Rules are prominently displayed and pupils know what is acceptable. Pupils in all classes are encouraged to take responsibility and they collect for a number of charities, some of these being initiated by the pupils themselves. Year 6 organised a talent competition to raise money and undertook all aspects of the organisation such as writing letters, buying the trophy and planning the programme.
11. The provision for pupils' social development is very strong. The policy of the school is 'to take the pupils out of the familiar'. The school is a well-integrated social community where there is very good interaction between staff, parents and pupils. This is influential in producing a harmonious atmosphere, which actively promotes good teaching and learning. The overall ethos of the school is one that promotes co-operation and teamwork. Pupils learn to take responsibility through such opportunities as being a member of the school council. They participate in many sporting, educational visits and extra-curricular activities. Pupils represent their town in hockey and have training in school to become ball boys/girls in local professional matches. They take part in a rich programme of extra-curricular activities, which include sport, country dancing, drama, computers and singing. Pupils mix well together and a recent priority of the school has

been to raise the quality of play at lunchtimes. The lunchtime organisers play a positive role here. Older pupils teach the Reception children playground games and then enjoy watching those children teach them to others.

12. The provision for cultural development is very good. Pupils study other cultures and religions in religious education, history and geography lessons and there are frequent opportunities to discuss these in assemblies. Zulu dancers have visited the school and Judaism and Islam are taught in religious education. The school is developing links with a Jewish school. There is an effective multi-cultural policy and the school stresses the need to develop an understanding of the rights of all and their responsibilities to each other. There is a good selection of books to support the teaching of pupils to appreciate their own cultural traditions and the diversities and richness of other British cultures. Irish and Italian nationalities are represented amongst the teaching staff and governing body.

### **There is a very good partnership with parents.**

13. The school's partnership with parents continues to be very good. Based on the questionnaire responses, nearly all parents are very positive about what the school provides and achieves. They find that the headteacher and her staff quickly raise any concerns with them and are very approachable. Parents are strikingly positive about homework levels and associated arrangements. The regular pattern and the steady growth in amount of homework, as pupils move through school, are particularly valued. Parents consider that school has high expectations and, as a result, pupils make good progress, both academically and in their personal development. They also value the wide range of extra-curricular activities available to pupils.
14. There is a strong emphasis on providing timely high quality information to parents on their children's progress. The quality of pupils' annual reports is very good. As well as clearly describing what pupils can do, areas for improvement are identified and written targets defined. The opportunity for pupils and parents to make written comment is a further positive feature, which most parents take advantage of. The new format for the children's reports in the Nursery have been exceedingly well received by parents. A simple indication of pupils' standards compared with national levels would further improve the reports, by providing a clear context for the identified areas for improvement. The school consults very well with parents and responds openly and quickly where concerns arise. For example, a recent consultation indicated that parents would like a parents' evening half way through the school year, in addition to the current two. As a result, the school plans to introduce a consultation in the Spring term.
15. Parents' involvement with the work of the school makes a very good contribution to pupils' learning and the life of the school. For example, parents take sessions in the library during school time to change books for the pupils. Parents deliver on their responsibility to get their pupils to school, leading to good attendance levels. Nearly all pupils are represented at parents' evenings. Parents are invited, and attend in significant numbers, the weekly celebration assemblies, termly assemblies taken by each class and a liturgy or Mass. There is an active parent teacher association, which works very well with school. They organise and run fundraising and social events, typically raising over £2,000 annually. Their activities also help to establish and maintain very good informal links between staff, parents and pupils, as all parties are involved in most of the events. Pupils, for example, speak very positively about the discos, which contribute to their personal development. Recent funds were well used to carpet the school and purchase equipment for the Nursery.

### **WHAT COULD BE IMPROVED**

#### **Standards in speaking are not high enough and not all pupils read with interest and pleasure.**

16. Although standards in most aspects of English are good, standards in speaking are not as good and pupils do not reach their full potential. The school development plan has identified the planning for and implementation of curriculum requirements for speaking and listening but has

not identified speaking as a weakness or given any specific detail on how it will monitor and improve standards.

17. During the inspection, lessons were observed in literacy and numeracy and inspectors also attended the assembly for the younger pupils. When talking to pupils individually in small groups in class and during lunchtime breaks, it is clear that they can use language well to communicate their ideas and feelings. However, they do not speak in front of a large group clearly, fluently and confidently or adapt their speech for a range of purposes and audiences.
18. Teachers do plan opportunities for pupils to talk in front of the class. In Year 2, pupils practise reading out loud lines from a poem on 'Sailing'. They are encouraged how to present their line orally to the class to best effect. However, when presenting to the class the pupils display a lack of confidence and most speak with very soft voices. They do not take into account the needs of their listeners or speak with a sufficiently clear diction. In assemblies also pupils answer questions with low voices and lack of confidence. Teachers' expectations of the pupils' speaking skills could be higher. Although opportunities in lessons and assemblies are planned, teachers accept what the pupils do and do not offer any further challenge to improve, so the pupils are not aware that there is any need to do so. The school does offer pupils the chance to develop speaking skills in a drama club after school. The pupils that take part are very keen on this activity.
19. Inspectors also heard pupils read in Year 2 and Year 6 and discussed reading with pupils from other classes. The majority of pupils do enjoy reading. They talk about the books they like and take books home to read with their parents. The school has introduced a guided reading lesson in all classes this term and these are being well planned, with teachers keeping good records. However, there is a significant minority of pupils who are not enthusiastic readers and are reluctant to talk about books. Some of these are pupils who are less able at reading, but not all. A few pupils commented 'I only read when I'm bored.' They do not display a love of books and many of these are not interested in reading non-fiction books. The guided reading sessions do not give an appropriate amount of time to enjoying the story or text. They do give a good concentration on developing literacy skills. Word building skills are very well developed in pupils of all abilities. However, this significant minority of pupils are not good at identifying their favourite aspects or expressing positive opinions about stories, poems and non-fiction.

### **The behaviour of a small minority of pupils in some classes.**

20. The school has effective measures in place to promote good behaviour. The school rules are clearly displayed in all classes and improvements in behaviour are awarded in the Gold Award Assembly. The school has adopted a positive behaviour management model, which reinforces good behaviour and effort. Good work and attitudes are celebrated; children share their good news with the headteacher and administration officer and are rewarded with a sticker. Each week, a Gold Award Assembly takes place when children's out of school achievements are shared and recognised and each class teacher nominates two children to receive a Gold Award. Parents and friends are welcome to attend. Behaviour is monitored and any serious incidents of racism or bullying are recorded and dealt with, involving parents as necessary. The school receives good support from outside agencies. Concerns are discussed and appropriate support given. When necessary the pupils are set behaviour targets.
21. Most of the pupils behave very well in lessons and around school. They show respect and tolerance towards others and know what is expected of them. Pupils' learning is good. They are productive and keen workers who have a good knowledge of their own learning. They are able to work well independently and concentrate for extended amounts of time. However, in half of the lessons in Years 3-6 which were observed during the inspection, the behaviour of a small group of pupils inhibited their learning and those of the rest of the class through inappropriate behaviour. This affected the quality of teaching through the pace of the lessons, as the teachers had to constantly address the problem.
22. The school has still more to do in monitoring the outcome of its policy and to ensure that teachers receive training in minimising disruption by a small minority of pupils in some classes. The school behaviour policy is due to be reviewed next year.

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

The school should:

1. a) monitor standards in speaking throughout the school by; raising teachers' expectations to ensure that all pupils communicate clearly, fluently and confidently becoming aware of the listener and adapting their speech for a range of purposes and audiences.  
b) raise the profile of reading for enjoyment throughout the school and allocate sufficient time for this both in and out of lessons.
2. Monitor and target the behaviour of specific pupils with the effect of modifying it to support, rather than inhibit, learning and to provide training and support for teachers in this area.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	8	3	0	0	0
Percentage	0	8	67	25	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.

### 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)	19	167
Number of full-time pupils known to be eligible for free school meals	0	30

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	49

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	11
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	4.5
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	12	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	11	11	11
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	87 [89]	87 [86]	87 [89]
	National	83 [82]	84 [83]	90 [87]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	11	11	11
	Total	26	26	27
Percentage of pupils at NC level 2 or above	School	87 [89]	87 [89]	90 [96]
	National	84 [82]	88 [86]	88 [87]

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	12	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	12
	Girls	10	10	11
	Total	19	18	23
Percentage of pupils at NC level 4 or above	School	79 [86]	75 [86]	96 [100]
	National	75 [70]	72 [69]	85 [78]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	12
	Girls	10	10	11
	Total	19	18	23
Percentage of pupils at NC level 4 or above	School	79 [86]	75 [86]	96 [100]
	National	70 [68]	72 [69]	79 [75]

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



### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	145
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)	8
Number of pupils per qualified teacher	21
Average class size	24

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

Total number of education support staff	7
Total aggregate hours worked per week	79

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	10

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
	£
Total income	382,589
Total expenditure	373,374
Expenditure per pupil	1,996
Balance brought forward from previous year	13,927
Balance carried forward to next year	28,928

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	205
Number of questionnaires returned	46

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	4	0	0
My child is making good progress in school.	54	41	0	0	4
Behaviour in the school is good.	57	33	4	0	7
My child gets the right amount of work to do at home.	39	41	4	0	9
The teaching is good.	67	26	2	0	2
I am kept well informed about how my child is getting on.	35	41	9	7	7
I would feel comfortable about approaching the school with questions or a problem.	74	26	0	0	0
The school expects my child to work hard and achieve his or her best.	74	24	0	0	0
The school works closely with parents.	50	30	7	7	2
The school is well led and managed.	54	30	0	7	9
The school is helping my child become mature and responsible.	63	26	2	0	9
The school provides an interesting range of activities outside lessons.	46	37	2	2	2