

INSPECTION REPORT

**SACRED HEART CATHOLIC PRIMARY
SCHOOL**

Hemsworth, Pontefract

LEA area: Wakefield

Unique reference number: 108262

Headteacher: Mrs M Morgan

Reporting inspector: Stuart Dobson
18074

Dates of inspection: 28th – 29th January 2002

Inspection number: 197745

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

School category: Voluntary Aided

Age range of pupils: 4-11

Gender of pupils: mixed

School address: Highfield Road
Hemsworth
Pontefract
West Yorkshire

Postcode: WF9 4LJ

Telephone number: 01977 723140

Fax number:

Appropriate authority: The Governing Body

Name of chair of governors: Fr T Swinglehurst

Date of previous inspection: September 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small Catholic aided primary school which serves the community of Hemsworth and some of the surrounding area. There are 139 pupils aged from four to eleven years. They are taught mostly in mixed age classes. Pupils come from a mixture of private and publicly owned housing. Hemsworth is an area of considerable social deprivation since the decline in the mining industry. An above average proportion of pupils is eligible for free school meals.

A below average proportion of pupils has special educational needs and these are mostly general learning or behavioural difficulties. The proportion of pupils with statements of need is similar to that found nationally. There are no pupils who have English as an additional language. There is no school nursery but there is provision for children to attend on a part-time basis. On entry to school their attainment in language and personal and social skills is below average.

HOW GOOD THE SCHOOL IS

Sacred Heart is a good school which effectively supports pupils in reaching good standards in their academic work. The school is very caring in its work with pupils and their families and has a strong Catholic ethos. There is a genuine effort to include all pupils fully in the life of the school through ensuring that all opportunities are available for boys and girls and pupils of all backgrounds. The leadership of the school has ensured that there is a planned and effective programme for improvement and the school is in a good position to sustain this. The school's strategies for self-review are good. It offers good value for money and is financially efficient.

What the school does well

- The staff assess pupils' work thoroughly and use the information gained well to inform curriculum planning and teaching.
- English is taught very well and this supports pupils in achieving high standards, especially in writing.
- The school provides a broad and well balanced curriculum for pupils from Year 1 to Year 6.
- The management of the school has a strong focus on improvement, for example in information and communication technology (ICT).

What could be improved

- The management of pupils' behaviour is effective in the majority of cases but is not fully effective as some pupils persistently exhibit unacceptable behaviour and this impacts on others.
- The provision for children in the Foundation Stage¹ does not meet all of their needs. There is no provision for outdoor activity and too few opportunities for them to develop their learning skills in the classrooms.

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 good improvement since the last inspection in September 1997. The strengths described in the last inspection have mostly been maintained. The school has planned an effective programme to improve standards in ICT. There has been excellent improvement in the conduct and use of assessment to support improvement for pupils of all abilities. There is now release time so that subject co-ordinators can undertake their roles more effectively. The governors are well informed about

¹ Part-time and full-time children in the reception class.

the life of the school and in particular about the curriculum. There has however, been too little improvement in the outdoor environment and there is still no secure area in which children in the Foundation Stage can work.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

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

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

The school has improved standards dramatically in English and is now maintaining well above average standards due mainly to high standards in writing. Standards have improved in mathematics since 1999 and in science above average standards are being maintained. When compared with similar schools standards are above and well above average.

Standards on entry to school are below average. Children in the Foundation Stage make satisfactory progress but do not reach the Early Learning Goals² by the time they begin Year 1 other than in their language and mathematical development. Throughout the school, pupils with special educational needs make good progress toward their individual targets. Six and seven year olds make good progress and in national tests at the end of Year 2, almost all of them reach the nationally expected levels in writing. The school has been less successful in reading and mathematics though there is now evidence of better progress and the school achieves broadly average results. Good progress continues between the ages of seven and 11 and a high proportion of the pupils reach the expected levels in English and science. In mathematics whilst standards are similar to the national average overall, a below average number of pupils reaches the higher level. Inspection evidence confirms above average numbers of pupils reaching expected levels. The overall school trend of improvement from seven to 11 is similar to the national trend. There is every indication that these levels will be sustained as the work seen in lessons and in books is of this same good standard in English and science.

The work in pupils' books indicates that standards in many other subjects are higher than those expected nationally by the age of 11, indicating that progress is also good in a broad range of other subjects. Standards in ICT are below national expectations but the school has very new provision of excellent quality and standards are now rising very rapidly. The school sets itself appropriately challenging targets.

² Nationally agreed targets for the end of the reception class

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most of the pupils have a very positive attitude towards the school and they try to work hard.
Behaviour, in and out of classrooms	Whilst the behaviour of most pupils is consistently good, there is a handful of pupils who show little respect for the school, the staff or other pupils.
Personal development and relationships	Most pupils develop well and become active and involved learners. They develop positive relationships with each other and with the teachers.
Attendance	Satisfactory. Attendance levels are similar to the national average.

The standards achieved are good overall and the poor behaviour is confined to a tiny minority of pupils.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good and in some classes it is often very good. There are many strengths in teaching. Planning for the National Curriculum and religious education is very good throughout the school. Lesson planning is very thorough, the teachers know the pupils well and the lessons meet the needs of pupils of all abilities. In most classes, the pace of lessons is brisk and pupils learn well and rapidly. The teachers are generally good at asking questions which help pupils to remember what they have already learnt and which challenge them to work out solutions. The teachers have good knowledge of most of the subjects and they are all up-grading their skills in ICT.

In just over a quarter of the lessons seen teaching was satisfactory and in one lesson it was unsatisfactory. The main weakness in teaching occurs when the teacher has to spend too much time maintaining order by keeping a tiny minority of pupils on task and in this situation, too little learning occurs. Sometimes pupils' lack of concentration is an effect of the slow pace of the lesson. The school has a mixed reception and Year 1 class and the teaching is predominantly good for the Year 1 pupils but satisfactory for the reception age children. The planning of lessons for the reception classes is unsatisfactory. Too little attention is paid to the areas of learning and too few opportunities are planned for the children to work independently or for them to initiate learning. The classroom is not appropriately organised for these young children.

The teaching of English is consistently good. Teachers have made good use of the National Literacy Strategy to support their work. Mostly the teaching of mathematics is good with appropriate focus being placed on mental arithmetic skills.

In most lessons pupils apply themselves well to the tasks they are given and work particularly well when they undertake practical work such as in art and design or design and technology. The teaching and learning of singing is very good. The teacher has very good subject knowledge, leads the pupils well and they join in with enthusiasm and reach high standards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school gives a broad and well-balanced curriculum for the pupils from Years 1 to 6. The curriculum for the Foundation Stage is under-developed and there is no provision for education out of doors.
Provision for pupils with special educational needs	Good provision for pupils with special educational needs ensures that these pupils make good progress. However, some parents are not clear about the good progress that their children are making.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' spiritual development is very good. They worship with sincerity and reflect on their actions and the actions of others. The school's moral guidance support most pupils in developing clear ideas of right and wrong. The provision for pupils' social and cultural development is satisfactory.
How well the school cares for its pupils	Procedures for child protection are satisfactory but there is a need for up-to-date training for some of the staff. The school is very caring for its pupils and there are good welfare and health and safety procedures.

There are procedures to promote good behaviour and eliminate oppressive behaviour and these work well with most pupils but are not fully effective as some pupils exhibit persistently unacceptable behaviour which impacts on others. The school works well with most parents though a tiny minority of parents do not support the agreed procedures for behaviour management.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and this has ensured that the pupils consistently achieve good standards in their academic work and make good progress.
How well the governors fulfil their responsibilities	The governors have a good understanding of the school and work well with the staff. They are fully aware of the school's strengths and areas for development.
The school's evaluation of its performance	There is thorough monitoring of most aspects of the school's work. The school is honest and open about the areas for development and plans effectively for improvement.
The strategic use of resources	Financial resources are used well to promote school improvement. The use of areas and resources in the Foundation Stage is not efficient.

The school managers strive to include all pupils at all costs and whilst this is commendable, in some cases this takes up too much staff time. The headteacher and governors seek best value in their spending decisions; this has been seen clearly in the setting up of the computer suite to raise standards in ICT.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school• Children are expected to work hard• The teaching is good.	<ul style="list-style-type: none">• The range of activities outside school• The amount of homework• A tiny minority of parents considers the school unco-operative and unsupportive of their children's particular needs.

The inspectors agree with the parents' positive comments. The range of activities outside school and the amount of homework given are similar to other schools. The inspectors recognise that there is unsatisfactory and unhelpful communication between the school and a tiny minority of parents. Inspectors spoke with a total of 42 parents during the course of the inspection as well as holding a meeting and analysing questionnaires to establish that this is not a view shared by more than a very small number of parents. The school makes well-documented efforts to support all of the pupils, including those with special educational needs. The school has clear procedures for dealing with unacceptable behaviour but has been reluctant to use exclusion. Some parents have been left without a sufficiently clear view of the consequences of their child's persistent and prolonged unacceptable behaviour.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The staff assess pupils' work thoroughly and use the information gained well to inform curriculum planning and teaching.

1. Since the time of the last inspection, the school has undertaken a great deal of work on assessment and has developed an effective system to ensure that:
 - The skills and abilities of the pupils are known in the range of subjects
 - There is good information on which to plan the curriculum
 - There are good pupil records so that teachers do not waste time at the beginning of the year finding out what pupils can do.
 - Pupils have regular academic targets and these are used to help them to improve.
 - The school makes very good analysis of tests in order to identify areas for further work.
2. Each year the pupils undertake a number of tests in mathematics and aspects of English. The results of these tests are recorded and the pupils' progress since the last year is calculated. This allows the school to identify any pupils who are making exceptionally good or too little progress and, if there is a concern, the staff can investigate further or offer additional support. Analysis of pupil performance informs the work programme and composition of 'booster classes'.
3. Tests in the spring term are linked to the teachers' own assessment of the pupils and targets are drawn up for them to achieve. These targets are discussed with both the pupils and their parents at the Spring Term parents' consultation and therefore the school and the home are able to support learning. The information gained from tests and schoolwork is used to group the pupils for some subjects and the work is then matched to the needs of the groups or, sometimes, the individual pupils. This is very good use of assessment information and this helps to ensure that pupils make continuous progress. This is seen particularly clearly in writing, where targets are continuously reviewed and teachers reinforce and extend this through very good marking. This marking also recommends to pupils ways of improving their work.
4. The school staff regularly discuss pupils' progress and all of the teachers know most of the pupils well. The very good records which they keep help new teachers to learn quickly about their pupils and there is good information on pupils with special educational needs. The individual programmes for pupils with special educational needs are clear and helpful.
5. The headteacher's analysis of annual national tests is useful and informative, identifying areas of potential weakness for the staff to address. This contributes significantly to the development of an appropriate and meaningful curriculum.

English is taught very well and this supports pupils in achieving high standards, especially in writing.

6. The school achieves consistently high standards in English and particularly in writing. This is brought about by consistently good teaching. In tests at the end of Year 6, a very high percentage of the pupils reach the nationally expected levels and an average number reach the higher level 5.
7. The staff have a very clear understanding of the way that English is taught and also know what the pupils have previously experienced or will experience in the future. They have made good use of the National Literacy Strategy, adapting it to meet the needs of the pupils. A review of pupils' books shows that teachers have devised many different uses for writing and therefore it is rarely repetitive. The pupils show real enjoyment and pride in their writing and constantly seek to improve.
8. This good teaching of English was seen throughout the school. In a Year 6 lesson on constructing arguments, the elements of the lesson had been cleverly put together to help pupils to reach a good understanding. They learnt about conditional tenses, and built a bank of useful 'argument phrases'. The pupils' analysis of the argument text was very good thanks to the teacher's accurate questioning and the use of the classroom helper to record ideas and suggestions. By constructing an argument in diagrammatic form, the teacher helped all pupils to understand the process of argument and debate. A very similar situation occurred in a Year1/2 class where the pupils were identifying and using the key ideas of a plot for a story.
9. One of the features of the curriculum which supports these high standards in writing is the use which is made of writing in a range of subjects. There are examples of very good written work in history, geography and science and it is clear from analysis of the work that the teachers encourage all pupils to write their own descriptions of experiments, events and characters. In marking the work, the teachers pay attention not only to the content but also to the quality of the writing.
10. As with other subjects, the teachers make very good assessments of the pupils' English and this helps to inform their planning and supports them in grouping pupils appropriately and giving them meaningful targets.

The school provides a broad and well-balanced curriculum for pupils from Year 1 to Year 6

11. The school has maintained a broad and well balanced curriculum and though there is a clear emphasis on the development of literacy and numeracy skills this has in part been achieved through good use of skills in other subjects.
12. There is evidence of good work in art and design, where the work of a number of famous artists has been studied. For example some of the youngest pupils have recently studied van Gogh. There is very good progression of skills as pupils move through the school and this culminates in pupils achieving good standards. A very good example was seen in the watercolour landscapes which have been produced by pupils in Year 6. Similarly there is very good, interesting work in geography and history and clear evidence that pupils' skills have developed. This is seen in the ways in which pupils write about evidence they have gathered, making comparison with previously learned information.

13. The school has adopted some interesting initiatives which add value to the curriculum by engaging pupils' interest. There is currently a link with the Catholic High School Modern Languages Department and the pupils get 'taster' classes in French, German and Spanish before they move on to the high school.
14. Very recently the school has invested a great deal of available finance in a very good quality computer suite which is a tremendous stimulus for the pupils. This has been well thought out, is really useful and is already raising standards. In order to improve even further and accelerate pupils' progress, the school has asked the 'Friends Association' to fund an electronic whiteboard.
15. The school provides visitors and visits to create additional interest and broaden the curriculum. In an attempt to maintain the broad and balanced curriculum for all pupils, booster classes are conducted outside school hours.

The management of the school has a strong focus on improvement, for example in information and communication technology (ICT).

16. Since joining the school three years ago the headteacher has had some difficult and potentially divisive issues to deal with, including a potential redundancy. However, the issues have been dealt with and there is now a cohesive and supportive team of staff who have a very good relationship with the governors. Together, they focus on school improvement and the raising of standards, and they are successful.
17. The headteacher, in collaboration with the staff and governors creates a school development plan annually, based on a shared analysis of the needs of the school. The plans have been somewhat restricted by the school's lack of available finance but as this situation is now beginning to ease due to prudent budget management the school is realising the possibilities for more significant change. This has been seen most recently in the development of the ICT suite.
18. In developing the suite the school has planned very well. The room has been appropriately decorated and carpeted in order to lower the noise caused by hard floors which is a problem in other parts of the school. In addition to providing a suitable number of good quality computers for the classes (17), the library has also been moved into this location and good quality seating and work surfaces have been provided. This means that classes working in the area can be split up so that each pupil can work on their own computer whilst others are involved in book research and other work. This gives pupils good amounts of high quality time working on ICT.
19. The school development plan is shared with the staff and all staff contribute to it. This means that they are clear about their responsibilities and most of the work in the plan runs to schedule. Because the plan is based on analysis of the strengths and weaknesses of the school, the targets in it are appropriate.

WHAT COULD BE IMPROVED

The management of pupils' behaviour is effective in the majority of cases but is not fully effective as some pupils persistently exhibit unacceptable behaviour and this impacts on others

20. Most pupils behave well and show respect for the school, the staff and each other. They know and understand that this is what the school expects of them. In most cases, if teacher have to remind pupils about what is expected of them they comply

readily. The pupils know that if they transgress seriously, there are established procedures in which they get a warning, can be sent to the headteacher and ultimately, if the behaviour persists, their parents are contacted and the school discusses the need for improvement with both parent and pupil. This was described by pupils as very effective as they would not want to be sent to the headteacher and certainly wouldn't want their parents to know.

21. The school also has a number of rewards systems for pupils who experience difficulty in behaving well and much evidence was seen of pupils being praised and rewarded for meeting their behaviour targets. Each class also has the chance to earn 'reward time' which all pupils state that they enjoy.
22. However, there is a handful of pupils aged from 7 to 11 who persistently behave in a rude and unacceptable manner to staff, visitors and other pupils. In some situations, one or two pupils are defiant and refuse to do as they are told. Some of these pupils are not only disruptive in some elements of lessons but are also difficult at break-time, for example one boy deliberately spent breaktimes running up behind other children and pushing them and spoiling their play. Some of the older pupils indicate that they find this behaviour intimidating and they are embarrassed in front of visitors.
23. Whilst the staff have developed strategies to cope with this behaviour; mostly by having the headteacher remove the pupil from the class, the solution is not acceptable in the long term. It is an inefficient use of staff time and it disrupts learning for both the perpetrator and the rest of the class. In most of these few cases, the school is not currently able to access the support of parents or carers.

The provision for children in the Foundation Stage does not meet all of their needs. There is no provision for outdoor activity and too few opportunities for them to develop their learning skills in the classrooms.

24. Children in the Foundation Stage currently attend firstly on a part-time (mornings only) basis and then full-time. The present arrangements are that following a very brief start to the morning in the main class, they go with the nursery nurse to work separately for almost the whole of the session. At the present time there are only five part-time children and, whilst they gain in some respects from having the close attention of an adult, they miss out on some of the broader opportunities of mixing with and working with older children. Also, because the needs of five children are relatively easily met in this situation, there is a tendency for the staff to pre-empt children's requests rather than them having to initiate conversations with requests to meet their needs. Similarly, activities are prescribed for children and they have only limited opportunities to explore and investigate. However, they do have lots of good opportunities to engage in practical learning tasks.
25. In the other class, the full-time children work alongside and with a small number of Year 1 pupils. They take part in literacy, numeracy and other lessons which form a part of the day for older pupils. Some of the children cope well with this but others are not able to concentrate on a teacher-led lesson for a sufficient time and they are seen sitting quietly but not listening to the lesson. By contrast, when they are given activities to do, they engage immediately, for example two boys built a very complicated building when they were given construction equipment to work with.
26. Within the classroom there are a few work areas for the children including a 'home area' and a sand tray. However, it is clear that these are rarely changed and the children showed very little interest in them. There are far too few areas for practical

activity to support children's learning at this stage of their development. The book area is pleasant but there is a very limited range of books for children to look at, sort through or 'read' and no children were seen to go spontaneously to this area when they had the opportunity. Some areas of the classroom are used to store out of date and useless materials.

27. There is currently very little planning for the six areas of learning³ and therefore there is no record of whether the children have had a broad and well balanced curriculum or whether they have achieved or are likely to achieve the Early Learning Goals. The planning gives insufficient focus on learning for either the teacher or the nursery nurse. The work of the part-time children tends to focus on activity rather than learning.
28. At some times, for example in literacy lessons, the teacher does not send the children to work in the classroom because there is no one to supervise and support them whilst she is working with the older pupils. This is because the nursery nurse is working with part-time children in another part of the school. This is an inefficient use of a valuable resource.
29. The staff in the Foundation Class have a caring attitude to the children and take a pride in the quality of care which they offer.

³ language, literacy and communication/mathematics/personal, social and emotional development/creative development/knowledge and understanding of the world and physical development (recommended nationally).

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. The school offers a good education and most pupils achieve good standards in their academic work and personal development. In order to improve the quality of provision even further the headteacher and governors should:

- (1) Review and improve the school's policy and procedures for behaviour management and the policy for actions to be taken to eliminate oppressive behaviour. The school should clearly inform all members of the school staff, pupils and parents;

Ensure that the policy and procedures are adhered to by all involved in the school;

Agree procedures for monitoring the implementation of the policy and report frequently on the findings.

- (2) Ensure that there is an appropriate curriculum for children in the Foundation Stage. It must cover all six areas of learning and include opportunities for independent work and self-initiated activities which they develop for themselves;

Use the time of the nursery nurse more efficiently;

The school is already seeking ways to make a secure outdoor area in which these children can work and there is reference to this in the school improvement plan. There is a need to provide this area as soon as possible and develop it to support all areas of learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	8	5	1	0	0
Percentage	0	22	44	28	6	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 five 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)	0	136.5
Number of full-time pupils known to be eligible for free school meals	0	32

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	13

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.1

Unauthorised absence

	%
School data	0.2

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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	14	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	9	10
	Girls	13	14	14
	Total	21	23	24
Percentage of pupils at NC level 2 or above	School	88 (100)	96 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	9
	Girls	14	14	14
	Total	23	24	23
Percentage of pupils at NC level 2 or above	School	96 (100)	100 (100)	96 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	10	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	14	16
	Girls	9	7	10
	Total	25	21	26
Percentage of pupils at NC level 4 or above	School	96 (92)	81 (88)	100 v(92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	16
	Girls	9	9	10
	Total	22	23	26
Percentage of pupils at NC level 4 or above	School	85 (92)	88 (92)	100 (96)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	0
White	113
Any other minority ethnic group	1

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)	6
Number of pupils per qualified teacher	23
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	122

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (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	5	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	324,494
Total expenditure	293,386
Expenditure per pupil	1,996
Balance brought forward from previous year	-7,080
Balance carried forward to next year	24,028

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	132
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	23	3	9	0
My child is making good progress in school.	48	43	3	6	0
Behaviour in the school is good.	35	52	5	8	0
My child gets the right amount of work to do at home.	34	42	14	8	3
The teaching is good.	49	42	2	5	3
I am kept well informed about how my child is getting on.	32	52	8	8	0
I would feel comfortable about approaching the school with questions or a problem.	63	25	3	9	0
The school expects my child to work hard and achieve his or her best.	72	20	2	5	2
The school works closely with parents.	34	48	8	11	0
The school is well led and managed.	54	29	8	9	0
The school is helping my child become mature and responsible.	52	32	6	8	2
The school provides an interesting range of activities outside lessons.	29	38	12	8	12