

INSPECTION REPORT

ST CATHARINE'S RC PRIMARY SCHOOL

Chipping Campden

LEA area: Gloucestershire

Unique reference number:115705

Headteacher: Mr M Sessarego

Reporting inspector: Mr Paul Bamber
15064

Dates of inspection: 4 – 5 February 2002

Inspection number: 198208

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Lower High Street Chipping Campden Gloucestershire
Postcode:	GL55 6DZ
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Whitehouse
Date of previous inspection:	October 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Catharine's Roman Catholic Primary School is housed in a listed building in the heart of a small Cotswold town. The school draws pupils from the town and surrounding villages. Many come from socially advantaged backgrounds. There are 158 pupils (26 more girls than boys) on roll, including ten children aged under five. Children enter the school with above-average standards. There are three pupils for whom English is an additional language (about average). Two pupils are entitled to free school meals (well below average). There are 19 pupils (12 per cent) registered as having special educational needs (below average). No pupils have a Statement of Special Educational Need. The school is currently over-subscribed.

HOW GOOD THE SCHOOL IS

St Catharine's is a very effective school. Pupils attain very high standards in English, mathematics and science. The quality of teaching and learning is very good. Pupils achieve extremely well and have very positive attitudes to their learning. The quality of the school's leadership and management is very good. The school offers very good value for money.

What the school does well

- By the time they leave the school, pupils attain high standards in English, mathematics and science.
- The school provides a very wide range of musical experiences, and pupils in Years 3 to 6 attain very high standards in the subject.
- Overall, the quality of teaching and learning is very good. This contributes significantly to the high standards that pupils attain.
- The school's perceptive assessments of what pupils need to do to improve, and the action taken to ensure their improvement, are most effective in helping them attain very high standards.
- Pupils have very positive attitudes to learning, are extremely co-operative and behave maturely.
- The school is led and managed very effectively.

There are no major areas for improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in October 1997. Standards in English, mathematics and science are now higher. The quality of teaching and learning is much better. The curriculum for children aged under six meets national guidelines. These children attain all the national early learning goals set for them by the time they enter Year 1. Pupils attain at least average standards in information and communication technology. They often work independently and use new technology to research aspects of their work. Procedures to monitor attendance are effective and parents receive all relevant information.

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	A*	A	A*	A*
mathematics	A*	A	A*	A
science	A	A	A	A

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

The table reflects the very high standards pupils attain by the time they leave the school. When the school's results, in the Year 6 national tests in 2001, are compared with schools of a similar type, standards are very high in English and well above average in mathematics and science. In 2001, overall standards were in the top five per cent of schools in the country. Over time, boys and girls have performed equally well in all three subjects.

Pupils in the present Year 6 attain standards which reflect the 2001 test results in English, mathematics and science. In most other subjects, pupils are attaining above-average standards. Standards in information and communication technology are average. The school has acknowledged that pupils' progress in information and communication technology is not as good as in other subjects because there are only two computers in each classroom. It is thus planning to create an information and communication technology suite to provide pupils with more access to computers to accelerate their progress.

In the 2001 Year 2 national tests, standards were well above average in reading, writing and mathematics. When compared with schools of similar type, standards were above average in reading and mathematics and average in writing. The school has acknowledged that writing, especially amongst boys, has been a relative weakness in Years 1 and 2, and has successfully implemented strategies to raise standards. As a result, standards in writing are now much better. The assessments made by teachers indicate that, in 2001, standards in science, in Year 2, were above average.

The present Year 2 are attaining well above average standards in reading and writing and above-average standards in mathematics and science. In most other subjects of the National Curriculum they attain above-average standards. In information and communication technology they attain average standards.

Throughout the school, pupils apply their literacy and numeracy skills well to their work in all areas of the curriculum. This is particularly the case in subjects such as history, science and information and communication technology. Pupils achieve very well because expectations are high throughout the school. Particular strengths in pupils' achievements are in the fluency of their reading, in the range and depth of their writing, especially in Years 5 and 6, and in their ability to articulate their ideas by using a rich and wide ranging vocabulary.

Children in the reception class make good progress in their learning and most exceed the

standards expected of them by the time they enter Year 1. Their language and communication skills are particularly well developed.

The school consistently sets challenging targets for its performance in the national tests. Indications are that the school's targets for 2002 will be exceeded and that the present Year 6 will achieve very high standards in English, mathematics and science. Pupils with special educational needs achieve very well and consistently attain the standards expected for their age in the national tests. Pupils who are gifted or talented also achieve very well and attain very high standards. Pupils who use English as an additional language are amongst the highest attaining in the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils very much enjoy coming to school and have a thirst for knowledge and learning.
Behaviour, in and out of classrooms	Very good. Pupils are very attentive in lessons, act maturely and play very amicably together at break and lunchtime.
Personal development and relationships	Very good. A strength of the school is the quality of relationships between pupils and between pupils and adults. Pupils respect each other's views and beliefs.
Attendance	Good. The rate of attendance is slightly above the national average. Unauthorised absence is lower than average.

Pupils are confident and welcoming to visitors. They assume responsibilities willingly and older pupils take care of younger ones at lunchtime and in the playground. Teachers promote pupils' self esteem well and have very warm relationships with them.

TEACHING AND LEARNING

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

Overall, the quality of teaching and learning is very good and contributes significantly to the high standards the pupils attain and to their very good achievement. Teachers expect pupils to achieve very well. Because the staff assess individual pupils' progress carefully, they are able to plan and implement lessons which challenge all pupils to attain their highest standards. A feature of the lessons observed was the good humour with which lessons were conducted. This results in warm relationships between pupils and teachers, and in pupils having the confidence to commit themselves and to contribute ideas. Teachers manage pupils' behaviour calmly and effectively, which means that lessons proceed at a good pace and that pupils work purposefully and productively. Teachers' high expectations extend to the homework tasks they set for pupils. Some parents feel that younger pupils receive too much homework. However, the quality of tasks set effectively reinforces younger pupils' knowledge and understanding of basic skills and contributes well to the high standards they attain. The quality of teaching and learning in music, for pupils in Years 3 to 6, is excellent and pupils

attain very high standards as a result. Teachers encourage pupils to apply their literacy and numeracy skills in many areas of the curriculum. This enhances the quality of pupils' work in many subjects. Teachers use information and communication technology effectively to support learning in many subjects, notably science, mathematics, English, art and design and music. The quality of teaching and support for pupils with special educational needs is also very good. As a result, the vast majority of these pupils attain average standards in national tests.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils are given a well-balanced curriculum. Particular strengths are the range of musical experiences provided, and after-school clubs which pupils attend in good numbers.
Provision for pupils with special educational needs	Very good. Pupils' needs are identified early, and appropriate and challenging targets are set for their improvement. Their success in meeting these targets is regularly evaluated and parents are fully informed about the progress their children make.
Provision for pupils with English as an additional language	Those pupils to whom this applies have a good mastery of English and are able to play a full part in the school's curriculum without specific support. They achieve very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The school ensures that pupils have a very good understanding of right and wrong. Pupils are encouraged to relate well to each other and adults, and to take responsibility. Teachers provide pupils with many opportunities, both in assemblies and in lessons, to reflect upon the significance of events and nature. The school could do more to make pupils aware of the multi-cultural nature of society.
How well the school cares for its pupils	Very good. Pupils are safe in school. All staff are qualified to administer first aid.

Music is a strength of the school. Visits made by pupils into the local and wider community enhance their learning, especially in history, geography, the arts and in their physical and personal development. Pupils learn French in Years 3 to 6 which enriches their curriculum and promotes their cultural awareness. Staff know pupils very well and assess their personal and academic needs extremely well. As a result the school is well placed to tailor the curriculum to suit individual needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very effective. The headteacher provides strong, pragmatic leadership and sets a clear vision for the school. He is very well supported by the deputy headteacher and subject co-ordinators in promoting high standards.
How well the governors fulfil their responsibilities	Good. The governors have a strong committee structure and are keenly aware of the strengths and weaknesses of the school. Several are involved in the work of the school on a daily basis. Others have specific expertise in health and safety and in financial control.
The school's evaluation of its performance	Excellent. It is a major factor contributing to the pupils' high standards. The school's procedures for identifying pupils' strengths and weaknesses and the action it takes to help them improve are highly effective.
The strategic use of resources	Very good. Funds available to support pupils with special educational needs are used very effectively to improve their standards. Financial planning is linked very closely to priorities in the school's improvement plan. Budget monitoring is rigorous and ensures that spending is in line with forecasts. Reserves are being built up to fund an information and communication technology suite in order to raise standards in the subject even further.

Governors apply the principles of best value well. They consult with parents and ensure value for money when buying goods and services. They compare results rigorously with schools nationally, locally and of similar type. The deployment of well-qualified staff enhances pupils' learning, particularly in music. Learning resources adequately support classroom teaching. Some classrooms are rather small, which restricts the range of teaching strategies that can be employed in lessons. However, the school makes good use of its present accommodation, for example, in using the hall for teaching music and carrying out science investigations. Plans to improve the school's accommodation are at an advanced stage. The school's administration is unobtrusively efficient, supports the work of the school well and enhances the close partnership with parents.

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 the school. • The school is well led and managed. • Teaching is good and there are high expectations. • Children are helped to become mature and responsible. • The school is very approachable. • Behaviour is very good. 	<ul style="list-style-type: none"> • A wider range of extra-curricular activities. • Some of the younger children have too much homework.

The views of the parents who attended a meeting held before the inspection were unanimously positive, as were the vast majority of responses to a questionnaire. Inspectors concur with the positive views of the parents. Homework is set regularly and even for the youngest pupils contributes well to their understanding of basic skills. For older pupils, homework is effective in encouraging independent work, consolidating learning and preparing

them for the next stage of their education. The range of activities outside lessons is as wide as in most other similar schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the time they leave the school, pupils attain high standards in English, mathematics and science.

1. Throughout the school, pupils listen attentively to teachers' explanations and instructions. As a result, they begin work promptly without fuss and are clear about what they have to do. Because they listen so well they learn from each other. This was well illustrated in a Year 2 literacy lesson, when pupils worked in pairs to edit text which contained deliberate mistakes of tense and gender.
2. Pupils' standards in speaking are high throughout the school. They respond to questions in sentences, articulate their thoughts clearly and imaginatively using a wide range of vocabulary. Older pupils express their opinions confidently and argue persuasively. For example, in a music lesson for Year 4 and 5, pupils lucidly explained how they thought their performance might be improved.
3. The quality of pupils' reading is very good and many are fluent readers by the time they reach Year 4. By the time they leave the school, pupils read with excellent expression and respond to punctuation to convey meaning and mood. Older pupils read a wide range of fiction and non-fiction. They make good use of classification systems and new technologies when researching topics in history, such as 'Britain in the 1950s and 60s'.
4. By the time they leave the school, pupils attain very high standards in writing. They write very imaginatively and use language most effectively in order to affect readers' emotions and feelings. Higher-attaining pupils in Year 6, for instance, write poignant stories based on the events of September 11th, and humorous poems, such as limericks based upon their own experiences. Their handwriting is generally very clear and well formed. Older pupils with special educational needs present their work well, write at length and attain at least average standards by the time they leave the school.
5. The school has recognised that the standards achieved by boys, by Year 2, have not been as high as in reading and mathematics. As a result, it has targeted writing, especially for boys, as a priority for improvement, and implemented support strategies to help raise attainment. These are proving successful, especially in helping younger boys to form letters correctly, to write in joined script and to spell more accurately. It is clear from samples of Year 2 pupils' work that they now progress very well from writing in print, when they enter the class, to using full joined script after one and a half terms.
6. In mathematics, in Year 6, pupils have an excellent grasp of a variety of strategies for calculating long multiplication and division. Their understanding of algebra is very good and they apply this well to formulae, when compiling spreadsheets in information and communication technology. Pupils calculate mentally at good speed and they use this skill well when estimating answers before working out complex problems. Many pupils work confidently with negative numbers, for instance, when plotting negative co-ordinates in all four quadrants on a graph.
7. A feature of pupils' high standards in science is their ability to organise and implement scientific investigations. In a Year 6 lesson pupils set up an inquiry into how pulse rates differed before and after exercise. They made a sensible prediction before they

began, set conditions for the test to ensure fairness and reasonable accuracy. Their results were recorded in graphical form and pupils used their mathematical knowledge well to interpret results accurately. Throughout the school, pupils have very good knowledge and understanding of life processes, changes in materials, the effects of forces and of human physiology.

The school provides a very wide range of musical experiences and pupils in Years 3 to 6 attain very high standards in the subject.

8. Music is a strength of this school. Many pupils receive instrumental tuition and are members of the school choir. The school regularly organises musical and dramatic productions in which all pupils in the school are included. Singing features strongly in lessons, especially for younger pupils, to enhance learning in literacy and numeracy, for example, in practising counting and letter sounds.
9. Pupils in Years 3 to 6 are all taught by a member of staff who has excellent expertise in music. As a result, the standard of singing is very high. All sing tunefully and many participate in three-part harmony and singing in the round. During singing and performing lessons, members of the school band accompany their fellow pupils, playing flutes, recorders and violins. All pupils in Years 3 to 6 follow pulse and rhythm well and play untuned percussion instruments, such as 'djembe' drums, with enthusiasm and in time.
10. Throughout the school, pupils' standards in speaking and listening are promoted through their involvement in musical productions. They gain self-confidence through singing, playing and speaking to an audience and in expressing themselves both musically and dramatically.

Overall, the quality of teaching and learning is very good. This contributes significantly to the high standards that pupils attain.

11. One of the major strengths of the teaching is the very high expectation teachers have of pupils' standards and behaviour. As a result, pupils strive to do their best on all occasions, take a pride in the presentation of their work and behave very sensibly in lessons. Teachers frequently insist that pupils use the correct vocabulary when responding to questions. They constantly encourage and support lower-attaining pupils to reach their highest standards. All pupils, but especially those who are less confident, respond to such encouragement by accepting challenge in their work. This was well illustrated in a Year 5 and 6 numeracy lesson when pupils who 'were not sure' were still prepared to try to work through a complex mathematical problem in front of the class, with success.
12. Teachers make good use of high quality resources to clarify concepts to pupils and to make learning real. In a Year 1 numeracy lesson, pupils made very good progress in their understanding of 'heavier' and 'lighter' through testing out the relative weights of objects that they regularly use in the classroom on a pair of balance scales. In a Year 5 science lesson, the teacher had taken much trouble to provide the pupils with a flower to dissect, in order to reinforce their knowledge of the specific parts of a flower's anatomy.
13. The rigorous way in which pupils' attainment is assessed and their progress monitored means that teachers are very knowledgeable about their needs. They use this information well to plan work for pupils to extend their knowledge. Teachers share with pupils the targets set for their improvement in literacy and numeracy. As a

result, all pupils, but particularly those with special educational needs, are very motivated to achieve well. Those staff who work in and out of classrooms to support pupils with special educational needs contribute significantly to their very good achievements. They work closely with class teachers to ensure that targets for improvements in their attainment are successfully reached.

14. The warm relationships which exist between staff and pupils contribute well to the very positive attitudes pupils have to their work. Teachers manage pupils' behaviour firmly but not oppressively and good humour is a feature of many lessons. Such an atmosphere promotes confidence amongst pupils and encourages them to express themselves openly.
15. Throughout the school, teachers encourage pupils to apply their very good literacy and numeracy skills to their work in other subjects. Pupils' writing in history reflects their high literacy standards and their effective use of graphs in science and formulae in information and communication technology contributes well to their learning and provides opportunities to apply their numeracy skills practically.
16. In some lessons teachers miss opportunities to increase pupils' awareness of the multi-cultural nature of our society.

The school's perceptive assessments of what pupils need to do to improve, and the action taken to ensure their improvement, are very effective in helping them attain very high standards.

17. Because the school has excellent procedures for assessing pupils' attainment, monitoring their progress and for setting relevant and demanding targets for improvement, pupils make very good progress and achieve very well.
18. Pupils' work is carefully marked. Teachers very effectively use their formal and day-to-day assessments of pupils' knowledge, understanding and skills to plan work that ensures consistent progress in their learning.
19. Teachers rigorously analyse pupils' performance in national and other tests in order to identify weaknesses in their attainment. They use this information very well to target areas of pupils' work which need to be improved, for instance, younger boys' writing, and then very successfully implement strategies to raise standards in these areas.
20. In the same way, teachers identify individual pupils who struggle in aspects of their work and the school provides resources, usually learning support assistants, to help those pupils to improve their attainment. Significantly, many pupils with special educational needs attain standards in line with those expected for their age by the time they leave the school.
21. When pupils are identified as having special talents, the school encourages them by setting more challenging work, providing specialist tuition or work for pupils to complete whilst participating in national sports squad coaching.
22. The school's 'Standards Report' very effectively focuses on pupils' standards, achievements, progress and improvements. It contains pertinent information about the school's comparative performance and comprehensive reviews written by subject co-ordinators and pinpoints future actions required to bring about further improvement. The document is very helpful for staff in providing recognition for their successes and a process for further action. It is equally helpful for governors to

explain the school's strengths and weaknesses and inform them about strategies for improvement. Most importantly the report is a working document which is a powerful tool for improvement.

Pupils have very positive attitudes to learning, are extremely co-operative and behave maturely.

23. Pupils' very good attitudes and behaviour contribute significantly to their quality of learning and to the high standards they achieve.
24. All pupils enjoy their work and participating in the activities provided for them. They are very attentive in lessons and listen with respect to their peers and adults. Little time is wasted in lessons as a result of teachers or pupils having to repeat themselves. Because pupils respond promptly to instructions, take a pride in their work and strive for success, their quality of learning is very good.
25. Pupils behave maturely, particularly in Years 5 and 6. Most have a thirst for knowledge and are extremely keen to demonstrate what they know and can do. However, they do not try to dominate in lessons and listen carefully to all contributions. They help each other willingly and delight in each other's successes. This was well illustrated in a Years 4 and 5 music lesson in which pupils congratulated a classmate for singing a solo.
26. Older pupils willingly take responsibility for younger ones in the dining hall and in the play-ground. They act as 'helpers' on dining tables, ensuring that very young pupils eat sensibly and in sufficient quantity. In the playground, older pupils 'look out' for the younger ones and often include them in their play.
27. Because pupils behave so well, teachers trust them to work independently in the library or at the computer. This means that pupils learn to use reference books and information and communication technology to support their topic work.

The school is led and managed very effectively.

28. The headteacher provides strong and pragmatic leadership. He is an extremely positive model for other teachers in the school through his very good quality teaching in Years 5 and 6.
29. Central to all the school's work are the maintenance of high standards, a determination to improve further and the inclusion of all pupils in the activities and experiences it offers. The deputy headteacher and key subject co-ordinators make a significant contribution to the high standards attained by the pupils and the very good quality of teaching and learning.
30. Individual governors contribute significantly to the work of the school by supporting pupils in the classroom, ensuring that pupils are safe and healthy and visiting the school on a regular basis. Through the headteacher's regular reports, by analysing test data and by close scrutiny of the school's Standards Report, the governing body is well informed about the work of the school and comparative standards.
31. The school's procedures for self-evaluation are excellent. Much of the exemplary practice in this aspect is referred to in other sections of the report but the very close analysis of pupils' standards and the action taken by the school's management as a result are major factors in the school's high performance.

32. Financial management is very good. Extra resources have been made available to support pupils with special educational needs. This has had a very positive impact upon the standards that these pupils attain. Very effective use is made of teachers' specialist knowledge to improve standards and enhance learning in subjects such as music, science and French. In science and music lessons, very good use is made of accommodation to make learning more interesting and productive.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. Although there are no major areas for improvement, the headteacher and governors should consider providing pupils with further experiences and awareness of the multi-cultural diversity of our society.

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	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	5	11	0	0	0	0
Percentage	11	28	61	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

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)	158
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	18

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.4
National comparative data	5.6

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
		2001	10	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	14	13	15
	Total	24	23	25
Percentage of pupils at NC level 2 or above	School	96 (85)	92 (90)	100 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	9
	Girls	13	13	15
	Total	23	23	24
Percentage of pupils at NC level 2 or above	School	92 (95)	92 (95)	96 (90)
	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	6	8

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*		
	Girls			
	Total	14	14	14
Percentage of pupils at NC level 4 or above	School	100 (95)	100 (95)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*		
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	N/A (95)	N/A (90)	N/A (95)
	National	72 (70)	74 (72)	82 (79)

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

**Reporting requirements mean that where the total number of boys and girls is less than 20, their performance is not identified separately.*

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	2
White	121
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Yr R– Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	26
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	84

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	2
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000-2001
	£
Total income	306316
Total expenditure	296441
Expenditure per pupil	1964
Balance brought forward from previous year	4515

Results of the survey of parents and carers

Questionnaire return rate 73 per cent

Number of questionnaires sent out	107
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	33	0	0	0
My child is making good progress in school.	66	30	3	1	0
Behaviour in the school is good.	69	29	1	0	0
My child gets the right amount of work to do at home.	46	42	12	0	0
The teaching is good.	81	18	1	0	0
I am kept well informed about how my child is getting on.	50	38	10	0	1
I would feel comfortable about approaching the school with questions or a problem.	72	27	1	0	0
The school expects my child to work hard and achieve his or her best.	71	27	0	0	1
The school works closely with parents.	58	31	6	0	4
The school is well led and managed.	79	21	0	0	0
The school is helping my child become mature and responsible.	78	19	1	0	1
The school provides an interesting range of activities outside lessons.	43	38	14	1	4