

INSPECTION REPORT

St. Cecilia's Catholic Junior School

Tuebrook, Liverpool

LEA area: Liverpool

Unique reference number: 104645

Headteacher: Mr C. M. Coyne

Reporting inspector: Mrs A. Soper
18148

Dates of inspection: 4th – 6th February 2002

Inspection number: 198238

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Aided
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
School address:	Green Lane Tuebrook Liverpool
Postcode:	L13 7EA
Telephone number:	0151 228 1760
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Appropriate authority:	Governing Body
Name of chair of governors:	Ms B. Pemberton
Date of previous inspection:	20 th October 1997

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 – 9
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10 – 12
WHAT COULD BE IMPROVED	13 – 14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16 – 19

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Cecilia's Catholic Junior School, which was built in 1909, is situated in Tuebrook, Liverpool, where the socio-economic circumstances of the area are broadly average. It is about the same size as other primary schools, with 254 pupils on roll. Most classes are in the main building, with three classes being taught in the annexe, which is a short distance away across the playground. The number of pupils with special educational needs is above average. Most of these pupils are at early stages in the school's special educational needs register, whilst a below average number have a Statement of Special Educational Need. The number of pupils eligible for free school meals is above the national average. Most pupils are of white UK heritage, with 11 from other ethnic backgrounds. There are no pupils with English as an additional language. Most pupils attend the nearby infant school before transferring to the junior school at the age of 7. Their attainment on entry is average.

HOW GOOD THE SCHOOL IS

This is a good school. Standards are very good in reading and art and design and good in writing and science by the end of Year 6. Pupils' attitudes and behaviour are good. The teaching is good overall, with very good teaching in literacy. The leadership and management of the headteacher and key staff are good. The school provides good value for money.

What the school does well

- ◆ Pupils make very good progress in reading.
- ◆ There is good leadership and management by the headteacher and key staff.
- ◆ Relationships are very good and the school successfully promotes pupils' good behaviour and positive attitudes.

What could be improved

- ◆ Planning for pupils with differing prior attainment.
- ◆ Opportunities for pupils to undertake a wide range of practical mathematical activities.
- ◆ Attendance and punctuality.

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 October 1997, when one of the main issues for improvement was to ensure work followed National Curriculum requirements. Planning was identified as requiring improvement and attainment in information and communication technology was unsatisfactory. Pupils were seen to need more challenging work and to be more involved in reviewing and setting their personal targets. The school prospectus and the governors' annual report to parents did not meet statutory requirements. The school has made a very good improvement overall in addressing these issues since then. Statutory requirements are fully met in the governors' annual report and there is now a good quality prospectus. Considerable progress has been made in establishing schemes of work that now follow national guidance and provide progression and continuity through the programmes of study. Schemes of work are regularly reviewed to ensure pupils receive an appropriately balanced curriculum. Most recently, the school has identified the need to improve the provision in mathematics. Very

good progress has been made in improving the provision and in raising standards in information and communication technology. There is now a computer suite, which enables whole class teaching of skills. Each class has a computer and a laptop computer to develop skills across the curriculum and teachers continue to enhance their professional knowledge of the subject. Pupils are now involved in setting their targets, with these being clearly shown in pupils' books. Planning is beginning to identify more challenging work for pupils with higher prior attainment, though this is not yet fully consistent throughout the school.

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	C	C	A	A*
Mathematics	B	C	C	B
Science	B	A	B	A

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

The table shows that pupils' performance at the end of Year 6 in the 2001 national assessments in English was very good. It was well above the national average and in the highest five per cent compared to similar schools. In the same year, pupils' performance in science was good and above the national average and well above average in comparison with similar schools. Performance in mathematics was satisfactory and in line with the national average, being above average in comparison with similar schools.

Inspection evidence shows that pupils attain very good standards that are well above the national average in reading. They attain good standards that are above those expected nationally in writing and in science by the end of Year 6. Attainment in mathematics is satisfactory overall. Pupils attain well in number but they have less secure knowledge and understanding of other aspects, such as problem solving and data handling. Nevertheless, pupils make good progress in English, science and number, having entered the school with broadly satisfactory and average attainment in these subjects. The trend in results over the last few years has been overall upward in English and science and the school has begun to address the less successful trend in its mathematics results. Appropriate targets have been set. There are particular strengths in reading, where pupils read fluently and expressively from a wide range of books and other material. Reading skills are taught very well and pupils respond well. Similarly, pupils' very good attainment in art and design reflects teachers' enthusiasm, high expectations and skilful development of a wide range of techniques. Standards in information and communication technology are now satisfactory and pupils make good progress in both learning skills and in using this technology across the curriculum. Standards in other subjects are satisfactory. Pupils generally achieve well, listening attentively and concentrating on their work.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes. They enjoy school.
Behaviour, in and out of classrooms	Behaviour is good in lessons and around the school. Pupils are polite and courteous.
Personal development and relationships	There are very good relationships. Personal development is satisfactory.
Attendance	Attendance is unsatisfactory and too many pupils arrive late.

Pupils have good understanding of the school's code of conduct, which they follow well. They show respect and appreciation for others. They willingly take responsibility when given tasks but are not yet fully enabled to develop independent learning skills. The school has identified this as a priority for development and has begun to introduce a personal, social and health education programme to improve the provision in this aspect. Attendance is below the national average, with the rate of unauthorised absence being almost three times greater than the national average between September 2001 and February 2002. This adversely affects some pupils' progress.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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 quality of teaching is very good in English and satisfactory overall in mathematics, though there is some inconsistency in mathematics' teaching. Literacy is taught very well. There is a strong emphasis on developing literacy across the curriculum. The overall quality of teaching is good and is particularly effective because of teachers' shared commitment to continuing improvement and willingness to share good practice. Teachers have secure subject knowledge and they teach basic skills effectively. Pupils are managed very well and the methods used by teachers ensure that pupils are interested in their work. Expectations of work and behaviour are generally high. In a few cases, lessons lack a brisk pace and pupils work too slowly. Teachers' planning has good features, such as in providing progression through the programmes of study. The objectives are clear, but work is insufficiently well adapted in some classes to ensure all pupils are appropriately challenged.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All subjects of the National Curriculum are taught. There is good extra-curricular provision.
Provision for pupils with special educational needs	Satisfactory overall. Pupils receive good support from specialist staff when withdrawn from lessons, but teachers' planning insufficiently identifies ways in which work is to be adapted for them in their classes.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. There are good opportunities for pupils to develop their spiritual, moral, social and cultural awareness and understanding. Music, art and design and drama contribute well to these aspects.
How well the school cares for its pupils	There are very good procedures for child protection. Good procedures are in place for assessing and monitoring pupils' attainment and progress. Procedures for improving attendance and punctuality are insufficiently rigorous.

There is a good partnership with parents. The school provides good extra-curricular activities to enhance pupils' learning and has considerably improved the provision for information and communication technology in recent years. The use of assessment to guide curricular planning is not yet consistent across the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and key staff work closely and share a common commitment to further improvement. They monitor and evaluate the school's progress effectively.
How well the governors fulfil their responsibilities	Satisfactory. Governors are supportive and are well informed about school life. They continue to develop their role as a critical friend to the school.
The school's evaluation of its performance	Good. There are secure systems in place to evaluate and review developments. Teaching and standards are closely monitored.
The strategic use of resources	Good. The school makes efficient use of available resources to improve the provision.

There is a good number of teaching staff. The accommodation and resources are adequate, though classrooms provide limited space for easy access to resources. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ The school is well led and managed. ◆ There are high expectations of work and behaviour. ◆ The school staff are approachable. ◆ Teaching is good. 	<ul style="list-style-type: none"> ◆ A very few parents disagreed with the amount of homework provided. ◆ A very few parents were unhappy with the amount of challenge provided for their children in lessons.

Inspectors agree with parents' positive views. They disagree with their views about the provision of homework, which is good. Inspectors agree that pupils with higher attainment are not always sufficiently challenged, though the school is working hard to address this.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make very good progress in reading

1. Pupils' reading is very good and well above the national average by the time they are 11. Younger pupils quickly develop good skills in recognising words and spelling patterns. They use a range of strategies to help them understand a story. Similarly, pupils quickly learn how to find answers to different kinds of questions, using a range of reading material. They have good understanding of the wide range of writing that is seen in everyday life and recognise different styles of writing. For example, Year 3 pupils study different ways in which instructions are written, such as those seen in pre-packed furniture kits, lists and diagrams. They recognise that this style of writing includes "imperatives" and know and use terms such as "subheadings, bullet points" and "tenses".
2. When reading "Inside the Tomb", Year 4 pupils showed good understanding of ways in which the author created the mood of the story through the use of expressive words such as "shock, terror" and "panic". They read the story well and successfully identified the descriptive language. By Year 6 pupils read fluently and expressively, they enjoy literature and talk knowledgeably about books they have read. In one lesson observed, pupils recalled poems they had previously studied, sharing their preferences and showing delight in the various techniques used by different poets. They recalled the use of personification as a way of treating objects as people and learned how to devise a parody of an existing poem.
3. Pupils throughout the school develop efficient and effective study skills, such as in using the contents, index and glossary pages in books to help them to locate information. They know the alphabetical arrangement of books such as dictionaries and encyclopaedias and understand that information can be found from a range of sources, including information and communication technology. Pupils recognise and use the classification system in libraries, though they have infrequent opportunities to use the school library for independent research. Pupils understand the links between work undertaken in English and in other subjects. For example, when developing an argument for or against the development of the railways in Victorian times in a history lesson, pupils related this task to similar work in English on "a balanced argument".
4. Pupils with special educational needs generally make good progress in reading, where they are encouraged to contribute to discussions and to answer questions. For example, a group led by the headteacher shared reading of the play script, "The Pied Piper of Hameln", where they successfully located the dialogue to begin work on enacting the play. At times their successful reading of other work in their classrooms is restricted when these pupils are given reading and writing tasks from the same textbook exercises as others in the class. Pupils with higher attainment make good progress. They have mature reading skills that enable them to make deductions from inference and implied meanings. The school is suitably considering further ways to provide additional challenge for these pupils.
5. The very good quality of the teaching has a major impact on the very good standards achieved in reading. Lessons are developed effectively and teaching is lively and stimulating. Pupils are encouraged to discuss books and teachers skilfully develop pupils' understanding of new vocabulary, grammar and writing techniques. Pupils read from a

wide range of books and other sources and good links are made with other work to reinforce learning. Pupils are managed very well and all are successfully included in discussions about books, authors, style and purposes for reading. Teachers very effectively help pupils to use a range of reading strategies.

There is good leadership and management by the headteacher and key staff

6. The headteacher and key staff work very well together as a team. The senior management team meets regularly and its members have clearly defined roles and responsibilities. Two teachers in the team have responsibility for classes in the lower and upper parts of the school, which helps to ensure effective monitoring of the quality of education provided. Responsibilities are delegated well. These include leadership of different subjects and aspects, such as the curriculum, assessment, liaison, transfer and mentoring for newly qualified staff. Each member of the team contributes to the agreement and review of annual targets.

7. All staff receive annual job descriptions which include objectives for the year ahead. Performance management has been established well and there are clear, evaluative procedures to enable further improvement. The staff handbook is comprehensive, providing detailed information for all staff to ensure consistency of approach and practice. Curriculum teams, comprising teachers and the relevant curriculum manager, determine, plan and evaluate developments. All information is discussed with the whole staff.

8. The school development plan is devised through close consultation with staff and governors. It is a good working document, showing clear criteria and associated costs. The time allocated to achieving developments is clearly shown. Plans for improvement are based on a careful audit of the school's needs. For example, the development plan includes the focus on continuing to develop information and communication technology, improving the provision for mathematics and developing the personal, social and health education programme and the provision for physical education.

9. The leadership and management are particularly effective in promoting a shared commitment from all staff to provide a good climate for learning and a good quality of education. Relationships amongst staff are good and they willingly share good practice. They take their responsibilities seriously and work hard for pupils' benefit. Teachers contribute their own time very generously to the school's extra-curricular provision.

10. The school building has been considerably improved over the last few years and there are further plans for developing the accommodation. Classrooms are adequate in size but provide little space for storage and for pupils to move around easily. The redevelopment of the annexe has provided additional teaching space and a hall, where physical education lessons can now include the use of large apparatus. There has been effective organisation of classes, dependant on their size, to make the best possible use of the available accommodation. The school library, where the information and communication technology suite is based, is also used for group lessons. This restricts opportunities for pupils to undertake independent research there.

Relationships are very good and the school successfully promotes pupils' good behaviour and positive attitudes

11. The school's mission statement describes pupils as being "respected as individuals, in a secure and well-ordered environment, where they are set acceptable standards of behaviour". The school aims, which include developing a sense of morality and social responsibility, are successfully achieved by the high expectations of behaviour and attitudes to learning. Pupils are treated courteously and they, in turn, show respect and care. Teachers and other staff use a consistent approach towards pupils, reinforcing the school's behaviour code and encouraging pupils to show care and appreciation for others.

12. Pupils enjoy school. Parents agreed wholeheartedly in the pre-inspection questionnaire that their children like coming to school and that the school promotes good effort and high standards of work and behaviour. They appreciate the quality of the information provided about their children's progress and feel welcome to approach the school with concerns at any time. The school brochure is well written and informative. Parents and teachers also use homework books to comment on pupils' progress. The school actively encourages parents to be fully involved in their children's education by supporting the regular homework, helping in school and attending assemblies and annual events such as the Nativity Play and prize days.

13. Pupils receive awards for their achievements, both academic and personal. During the Friday assemblies, where there is a warm and friendly atmosphere, pupils are encouraged to ask the headteacher questions or to make suggestions about a range of matters.

14. In all the lessons observed, pupils enjoyed very good relationships with staff. Humour was frequently used to stimulate pupils' interest and to ensure they enjoyed their work. Pupils' behaviour was good and they always listened carefully to their teachers. Any minor inappropriate behaviour was effectively managed. When moving around the school, pupils are polite and courteous to adults, demonstrating good manners in, for example, holding doors open for others. They share resources well and take turns when answering questions.

15. The school celebrates pupils' achievements by displaying a wide range of their work around the school. The quality of these displays, such as the very good quality artwork in the entrance area, is very good and enhances the accommodation.

16. Pupils' progress in both their academic and personal development is closely monitored. Teachers know their pupils well and provide effective guidance for them to improve their work through, for example, detailed marking comments in pupils' books. This supports the effectiveness of the communication between staff and pupils and promotes a positive learning environment. Procedures for assessing pupils' attainment and progress are good. The senior teacher responsible for developing these procedures has established detailed records and continues to refine these to support colleagues. For example, expectations of what pupils should achieve by the end of each year are provided for teachers and pupils' progress is closely monitored by regular reviews.

17. There are very good procedures for child protection and all staff are well aware of these. The procedures for ensuring pupils' welfare are good.

WHAT COULD BE IMPROVED

Planning for pupils with differing prior attainment

18. The school has made a very good improvement since the last inspection in establishing an appropriate curriculum and in providing schemes of work for different subjects. None of these were in place at the time of the last inspection. Whilst in practice many teachers adapt their teaching to meet the needs of all pupils, planning inconsistently shows work for different groups of pupils and there is sometimes an over-reliance on the use of textbooks for follow up tasks after teachers' introductions to lessons. When this happens, pupils in different groups are allocated set tasks from the same exercise. Those with lower attainment are expected to complete fewer questions than other pupils, whilst more able pupils are expected to complete a larger amount of work. This is not always appropriate, particularly for those pupils who have literacy difficulties and for most able pupils, who are insufficiently challenged.

19. Planning formats are satisfactory but teachers do not always show sufficient detail of the tasks set for different groups of pupils. A scrutiny of pupils' work shows that in some cases, both lower and higher attaining pupils sometimes undertake identical work from textbooks. Appropriately, the school has identified the need to improve the provision for higher attaining pupils. A main focus for improvement in the school development plan is to enhance higher attaining pupils' development by planning programmes of independent study.

20. Pupils with special educational needs are supported in their literacy development by additional tuition from the headteacher and another teacher. There is good specialist support from staff from outside agencies, who, for example, provide support for hearing impaired pupils. The school aims to continually reassess the effectiveness of the provision for pupils with special educational needs and has established systems of withdrawal of two main groups of pupils, organised by age, for support in literacy. Whilst these pupils benefit from receiving close attention and support and enjoy shared activities, such as reading together, this is a considerable commitment for the headteacher, who withdraws groups most days. This provision also insufficiently distinguishes and addresses the needs of pupils with specific difficulties from those who make steady progress in line with their capabilities.

Opportunities for pupils to undertake a wide range of practical mathematical activities

21. The school has determined the need to further improve standards in mathematics, where pupils' performance and the trend of improvement have not equalled those in English and science. The school aims to ensure that 76 per cent of pupils attain satisfactory or higher results in the current year's national tests. A new published scheme is being implemented and the school plans to monitor books and support classroom teaching each term.

22. The scrutiny of pupils' work indicates that whilst pupils develop good skills in number, there are some shortcomings in pupils' understanding of mathematical investigations. In some classes, there is a good balance of mathematical work, but in some others, there is very little evidence of pupils' work in measurement, data handling and problem solving. During the inspection, there was evidence of practical work involving weight. In one class, pupils were observed during a numeracy session, which built on the previous day's practical investigation. They began to learn how to record measurements using a number line marked in grams and to learn their equivalents in fractions of a kilogram. The practical weighing task was allocated

insufficient time and many pupils were unsure about what was expected of them. Many were unable to explain the correlation between the practical task and calculations of weight. The whole class was involved in this activity which limited the extent to which the teacher could provide individual support. Resources were also insufficient for the practical activity.

23. In another lesson observed, the organisation, pace and use of time had shortcomings. Whilst there was a mental mathematics' introduction, this was very short and it insufficiently supported pupils' understanding of ways in which they might calculate answers quickly. Because books and worksheets for the subsequent tasks were put on desks before the lesson began, these distracted some pupils when they were expected to take part in the mental mathematics' session. Follow up tasks involved using the textbook exercises, which were either quickly completed by some pupils or barely begun by others before the lesson ended.

24. In the very good Year 3 lesson observed, the teacher planned work well for all pupils, including those with special educational needs, who were also supported effectively by the classroom assistant. Resources were used very well to support teaching and the teacher made very good use of open-ended questions to enable pupils to reason and think logically. The pace was brisk and the conclusion was effective in reviewing pupils' successful achievement of the lesson objectives.

Attendance and punctuality

25. Although the great majority of pupils have good attendance, the overall figure is below the national average, with the rate of unauthorised absence being almost three times greater than the national average between September 2001 and February 2002. The school informs parents of the need for good attendance but there are regular non-attending pupils from a few families and some parents continue to take their children out of school during term time for holidays. The school has tried to compromise with parents who wish to take holidays during term time by extending a half term week's holiday to two weeks' duration. The education welfare officer visits the school regularly and makes home visits when necessary. However, attendance figures are still too low. Information about attendance in the 2001 governors' annual report to parents is inaccurate in stating that there was no unauthorised absence.

26. Most pupils arrive punctually and are ready to start their work at the designated time. However, too many pupils arrive late, missing registration and the beginning of lessons. In some classes, there is insufficient rigour in promoting good punctuality.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise standards and the quality of education provided the headteacher, staff and governors should:

- ◆ Further improve the quality of planning to ensure work meets the needs of all pupils, including those with special educational needs and those with higher attainment;
- ◆ Ensure there is consistency and breadth in mathematics' teaching, including opportunity for pupils to undertake mathematical investigations;
- ◆ Further improve procedures for promoting and monitoring attendance and punctuality.

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	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	5	6	0	0	0
Percentage	0	39	28	33	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	254
Number of full-time pupils known to be eligible for free school meals	80

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	70

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	15
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	6.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	38	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	18	22
	Girls	34	24	35
	Total	54	42	57
Percentage of pupils at NC level 4 or above	School	86 (81)	67 (75)	90 (98)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	18	21
	Girls	31	24	30
	Total	52	42	51
Percentage of pupils at NC level 4 or above	School	83 (66)	67 (73)	81 (80)
	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	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	242
Any other minority ethnic group	11

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	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	11.2
Number of pupils per qualified teacher	22.7 : 1
Average class size	28.2

Education support staff: Y3 – Y6

Total number of education support staff	4
Total aggregate hours worked per week	59

Financial information

Financial year	2000/01
	£
Total income	506,635
Total expenditure	502,392
Expenditure per pupil	2,046
Balance brought forward from previous year	12,856
Balance carried forward to next year	17,098

Recruitment of teachers

Number of teachers who left the school during the last two years	2.6
Number of teachers appointed to the school during the last two years	4.6

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	254
Number of questionnaires returned	154

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	25	4	1	0
My child is making good progress in school.	65	32	1	1	1
Behaviour in the school is good.	62	33	3	1	1
My child gets the right amount of work to do at home.	48	41	9	1	1
The teaching is good.	74	25	1	0	0
I am kept well informed about how my child is getting on.	48	44	5	2	1
I would feel comfortable about approaching the school with questions or a problem.	78	18	4	0	0
The school expects my child to work hard and achieve his or her best.	81	18	1	0	0
The school works closely with parents.	55	39	3	1	2
The school is well led and managed.	80	18	2	0	0
The school is helping my child become mature and responsible.	73	21	5	0	1
The school provides an interesting range of activities outside lessons.	60	29	6	3	2