

INSPECTION REPORT

ST PAUL'S CE PRIMARY SCHOOL

Garden Street, Stafford

LEA area: Staffordshire

Unique reference number: 124299

Headteacher: Mrs F Bowdige

Reporting inspector: Ian Nelson
2220

Dates of inspection: November 20th and 21st 2000

Inspection number: 224113

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 controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Garden Street Stafford
Postcode:	ST17 4BT
Telephone number:	01785 356634
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Appropriate authority:	The governing body
Name of chair of governors:	Dr T W Edwards
Date of previous inspection:	January 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number on roll	132 (below average)
Pupils with English as an additional language	1
Pupils on the register of special educational needs	13 (below average)
Pupils entitled to free school meals	7 (below average)

This is a small Church of England primary school near the centre of Stafford taking pupils from a broad range of backgrounds. All the pupils are taught in mixed age classes. There are few pupils from minority ethnic backgrounds. Attainment on entry is average.

HOW GOOD THE SCHOOL IS

This is an effective school which achieves above average standards because teaching is good, particularly of literacy and numeracy. It is well led by an effective head and governing body, and staff make the most of an inadequate building. The school provides good value for money.

What the school does well

- The school achieves above average standards in literacy and numeracy.
- The pupils have very good attitudes to school and behave well in lessons and around the building.
- The teaching is good throughout the school.
- The school is well led and managed by the headteacher, senior staff and governors.

What could be improved

- The monitoring of what works well in lessons and what is less effective, and using that information to make teaching and learning even better.

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 January 1997. Since then it has:

- sustained good standards, particularly in English and mathematics;
- tackled the key issues from the previous report;
- successfully introduced the National Literacy and Numeracy Strategies;
- maintained the good quality of teaching;
- maintained the good levels of care for its pupils noted in the last report;
- achieved all this while managing several changes of staff since then.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	B	B	B	A	well above average A above average B average C below average D well below average E
mathematics	D	A	A	A	
science	C	A	C	C	

In the national tests in 2000 all of the eleven-year-old pupils achieved at least the expected level 4 in English and science and most (95%) did so in mathematics. In English the proportion gaining the higher level 5 was about average, while in mathematics it was above average. The reason for the apparent dip in science standards in 2000 compared with the 1999 results arises from fewer pupils gaining the higher level 5 in this year's tests. Compared with schools with similar pupils, standards in English and mathematics were well above average and standards in science were average. Over recent years standards have been rising steadily, in line with the improvement in national standards. The school has sustained above average standards and is setting itself challenging targets for the future, with increasing numbers expected to attain higher levels.

The work pupils were doing during the inspection showed above average standards in English and mathematics and average standards in science at the age of 11.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to learn and work hard at their lessons. They show very good attitudes in all that they do.
Behaviour, in and out of classrooms	Good. Behaviour in lessons and around the school is good. Pupils move about a difficult and cramped building sensibly so as not to disturb other people.
Personal development and relationships	Very good. There are very good relationships throughout the school and pupils work very well together on shared tasks.
Attendance	Good. Attendance is above average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

Of the lessons seen, none was unsatisfactory, 28% were very good, 56% were good and 17% were satisfactory. The teaching of literacy and numeracy is good throughout the school. Teachers make clear to pupils what they will learn in lessons and plan work effectively to meet the needs of all ages and abilities in mixed age classes. Consequently pupils are very aware of what is expected of them and know what they have to do to succeed. Teachers use resources, including support staff, well so that all pupils including those with special educational needs are given enough help with their work. In the best lessons teachers make clear to pupils what is good about their work and how to improve it, but the work in pupils' books shows that such marking is inconsistent across the school. As a consequence of the good teaching pupils learn effectively. They learn to read and write from an early age, using a range of ways of tackling unknown words and learn their tables and basic number facts. This good grounding in basic skills enables them to make good progress in their lessons throughout the school. The way work is planned for the different ages and abilities within classes ensures that all pupils, including those with special educational needs and higher attaining pupils, receive hard enough work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory. An appropriate amount of time is given to all subjects and there is a good range of extra-curricular activities, residential visits and practical work.
Provision for pupils with special educational needs	The school has satisfactory arrangements for identifying and supporting pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Very clear codes of conduct and expectations of how to behave based on the Christian ethos of the school help the pupils to develop a clear understanding of their growing roles and responsibilities. The school makes good provision for the spiritual and cultural development of pupils.
How well the school cares for its pupils	Staff know pupils well and take good care of them. Arrangements for their welfare and protection are good.

The school has maintained a good balance in the curriculum while also introducing recent national initiatives including the National Literacy and Numeracy Strategies. There is a good consistency of planning in each key stage. The school places more emphasis on gaining knowledge and understanding in mathematics and science than on true investigative work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The very good ethos promoted by the head and staff strongly supports the pupils' learning.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities effectively. They regularly monitor standards, are fully involved in school development planning and budgeting and have a clear understanding of 'best value' principles and value for money.
The school's evaluation of its performance	Although the school has good systems in place to monitor the standards pupils achieve and to track their progress, the monitoring of teaching and learning is in its infancy.
The strategic use of resources	Good financial planning means that the school budgets to meet the priorities identified in the school development plan.

The head, senior staff and governors have a clear vision for the future of the school and how to sustain high standards. However the systems for checking what is best about the teaching and learning and sharing this information among all staff to improve further the quality of lessons are only just being developed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They feel comfortable when approaching the school with problems or concerns. • The school expects their children to work hard. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The information about how their children are getting on. • Closer working between school and parents. • The leadership and management of the school.

The inspection team endorses the parents' views of what pleases them most. The team disagrees with the views expressed by some parents about what could be improved. The information parents receive about how their children are getting on is appropriate and the school does work closely with parents. It has an open door policy so that parents are welcomed, and this was confirmed in discussions with them during the inspection. The leadership and management of the school are good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school achieves above average standards in literacy and numeracy

1 The standards attained in the National Curriculum tests are consistently above average in English and mathematics, with all pupils reaching at least the expected standard in English and most (95%) doing so in mathematics at the end of Key Stage 2. In science at Key Stage 2 all pupils attained at least the expected level, although fewer gained the higher level this year compared with the 1999 results. Given the relatively small number of pupils taking the tests the performance of each pupil can have a much greater impact on the overall percentages than would happen in a larger school and fluctuations between year groups are to be expected because of this. At the end of Key Stage 1 all pupils reached at least the expected level 2 in reading, writing and mathematics.

2 Children are taught to read effectively and are soon sounding out words they do not know in their reading books. They have a good understanding of basic phonics and use this knowledge well throughout Key Stage 1 as they tackle harder books and come across unfamiliar words. They also break longer words down into their component parts and this helps them to spell words they are unsure about when they are writing. When year 2 pupils practised writing instructions, for example, they used their spelling books to look up words they needed and if they could not find them they used their knowledge of phonics to make very good attempts, with a little help from the adults in the room. In reception and year 1 children identify initial sounds and blends and use rhyme to help them to identify the missing words in a text.

3 At Key Stage 2 pupils read a range of good children's literature, including poetry, with enjoyment. In a year 4 lesson pupils thoroughly enjoyed reading a poem together, discussing its construction and then using it as a stimulus to plan their own. They spent quite a time working out how best to write their poems, jotting down ideas and refining them before starting on the actual composition itself. They showed a good understanding of the different techniques involved, including rhymes and half rhymes and spoke confidently about the poem they had read and the ones they were composing.

4 By the end of Key Stage 2 pupils are tackling some demanding texts and using books to seek information for other subjects like history. They are also very familiar with the idea of writing for different purposes and audiences, and with drafting and redrafting to achieve a good quality piece of work. For example, those pupils in year 6 who had been away on a residential trip the week before were writing 'thank-you' letters to the centre where they had stayed. Through carefully considering the highlights of the week, they were able to plan personal accounts of what they had enjoyed the most and how the week had helped them face their fears and develop personally. The writing ranged from some pupils initially using comments like 'it was brill and fantastic' to more mature writing including, 'I would like to congratulate you on the successful running of your centre'. While the year 6 pupils wrote these letters, the year 5 pupils, who had not been away, planned and wrote letters of complaint based on a disappointing fictional holiday. They showed a good understanding of the need to express their ideas clearly and to say what had displeased them, although some did not make it clear in their letters whether they were just getting things off their chest or were seeking some compensation.

5 In mathematics at Key Stage 1, year 1 pupils and some higher attaining reception children showed a good ability to add ten to single digits and increasingly to two-digit numbers. They began by referring to the top three lines only of a 100 square, looking for a

pattern as ten was added to various numbers. The higher attaining pupils then applied their growing knowledge to a complete 100 square and gained in confidence in their ability to add on tens without counting on in ones. Year 2 pupils are very confident about counting in twos and have a good grasp of basic number facts. They double numbers confidently, with some higher attaining pupils doubling two-digit numbers in their heads.

6 At Key Stage 2 pupils build on this good start. Year 3 pupils use correct mathematical terminology and confidently identify multiples of 5. They use this knowledge to find pairs of numbers which are multiples of 5 to make 100 and check their work, correcting mistakes as they go along. For example one pupil had written both $25+75$ and $35+75$ as equalling 100 but very quickly worked out the need to reduce one side of the second sum by ten to make it fit. They show growing confidence with basic number facts and by the end of the key stage many are coping well with elements of mathematics beyond the expected levels. They use negative numbers and plot co-ordinates in all four quadrants, for example, moving on very quickly from using a single quadrant. Throughout the school pupils use computers in their English and mathematics work including drafting work directly into a word-processing programme and through the use of number and spelling games to reinforce learning.

The pupils have very good attitudes to school and behave well in lessons and around the building

7 The pupils have very positive attitudes to learning. Even the youngest children in the reception class are very attentive in lessons and concentrate well on their tasks. They work well independently when the teacher is busy with a group and they enjoy their learning. Pupils are invariably enthusiastic about their tasks. At Key Stage 1 pupils are often bursting to answer the teacher's questions and some find it hard to contain themselves, but there is very little calling out as they know the rule about taking turns and putting hands up to speak. At Key Stage 2 similar levels of enthusiasm are still apparent in the speed with which pupils settle to tasks and the way they subside into silence on independent work. This is particularly noticeable with the oldest pupils. They work very hard and there is hardly a whisper if they are working on their own tasks. When working together they discuss their ideas quietly and sensibly, showing sensitivity to the ideas of others in the group. When pupils on their table are finding some particular task difficult another will often offer support if the teacher is busy with another group in the classroom. When invited to talk about their work they do so with enthusiasm, as when a group of year 6 pupils talked with inspectors.

8 Pupils show good levels of independence when working. They automatically get resources they need like word-books and dictionaries and when sharing equipment they do so very sensibly. This happened in a science lesson in the reception and year 1 class when pupils were very excited about exploring which materials let light through and which did not. They happily explored the range of materials they had on their tables with minimal adult supervision, while the teacher and the classroom assistant worked with a group each. Year 2 pupils happily looked up words they were not sure of in their spelling books and attempted them before seeking reassurance that they were correct, and year 5 and 6 pupils quietly fetched guideline cards and dictionaries as and when they needed them during a writing lesson, being careful not to disturb those around them from their work. Year 4 pupils showed very good levels of concentration and independence when planning some poetry writing and settled quickly and quietly to work, enabling the teacher to concentrate on some group reading.

9 Behaviour is good. The building is difficult and cramped and pupils have to pass through other classrooms to access facilities. Some of the classrooms are potentially busy thoroughfares. However pupils move about the building with great care to minimise any disruption. They move quietly and do not disturb other children or classes. When entering

and leaving school they act sensibly in the small cloakrooms and pass through quickly ready to get on with the day's work. At lunchtimes pupils eat in the hall and in some classrooms, talking quietly during the meal so that noise levels are low. They move around the dining hall collecting their meal and returning the dishes sensibly and quietly, so that the meal is a very orderly and civilised occasion.

10 Pupils are well-mannered and polite with each other and with the adults around the school. They are confident enough to hold conversations with relative strangers, including the inspection team, and take care of each other. For example a child in the reception class was upset because she did not understand what she had to do and other children tried to comfort her and explain. When this failed to console the child, her friends made sure the teacher, who had was working with another group, was alerted so that she could reassure her. Similarly in year 6 when a pupil got confused over the task others on the same table gently and quietly explained to him what he had to do so that the class teacher could work undisturbed with another group. The parents spoke positively about the good behaviour and they clearly send their children to school knowing how to behave. Through its caring ethos the school builds effectively upon the good start the parents give their children.

The teaching is good throughout the school

11 Teaching is good throughout the school and is often very good at reception/year 1 and years 5/6. No unsatisfactory teaching was seen during the inspection, which is an improvement since the last report. Of the lessons seen, 28% were very good, 56% were good and 17% were satisfactory.

12 Throughout the school teachers prepare their lessons thoroughly. They state clearly what their pupils will learn and share these goals with their pupils. They plan a range of activities to cater for the mixed ages and abilities within the class and offer appropriate support to enable all pupils, including those with special educational needs, to succeed. Teachers have briefing sheets for support staff so that they are fully aware of their roles in lessons. Indeed support staff play an integral part in ensuring effective learning. They work with groups and individuals following the teacher's brief but also showing enough initiative to move pupils' learning forward at a good pace. The good teamwork between teachers and support assistants is a crucial factor of the successful teaching. For example at reception/year 1, the science lesson observed was particularly successful because of the way the teacher and the support assistants had carefully planned who would lead on which activities and understood their respective roles very well. Consequently the learning was very effective. Pupils learned a great deal about the properties of different materials in an exciting and practical way.

13 Because the teachers know their pupils well, they set challenging work which excites them and engages their interest. They make good use of practical tasks which are enjoyable and also meaningful to the pupils, as when writing 'thank-you' letters in year 6. Teachers know their subjects well so that they can teach with confidence and handle questions competently as well as encouraging the pupils to adopt a questioning attitude to their studies. For example pupils at Key Stage 1 generate their own number problems using dice or cards and work hard to resolve them. Year 6 pupils tackle difficult maths work on coordinates. And teachers pass on their enthusiasm for good literature and poetry knowing that pupils will respond positively and tackle demanding texts with enthusiasm and be motivated into writing prose and poetry of a good standard.

14 In the best lessons teachers tell pupils what is good in their work and what they could do to improve it. They talk quietly with individuals helping them to look critically at what they

have done and to examine ways of making it better. This was evident in both the reception class and the year 5/6 class. However, a scrutiny of the books showed that most marking did not come up to this same standard. Although some books contained helpful comments, too many were limited to ticks and crosses. This is something the school could build upon by identifying where the best practice is and sharing it.

15 Teachers use questioning techniques effectively to extend pupils' learning. They target questions well to individuals and this was demonstrated effectively when teachers in reception and Key Stage 1 asked more able younger pupils questions mainly aimed at the older group. For example, some higher attaining reception children were given the chance to add ten to a single-digit number using the 100 square. The teachers have a clear understanding of how to teach basic number and word skills and consequently pupils make good progress in literacy and numeracy which helps them to achieve consistently high standards in the national tests. The work scrutiny indicated a strong emphasis on number work in mathematics and on gaining knowledge and understanding in science. Effective monitoring of teaching and learning would highlight any lack of focus on the investigative elements of these subjects.

The school is well led and managed by the head, senior staff and governors.

16 The headteacher, senior staff and governors have a clear vision for the future of the school and how to sustain or improve the standards the pupils attain. The governors have a clear understanding of their role and have a system of committees with delegated powers and terms of reference to ensure that they fulfil their duties efficiently and effectively. They have a full role in setting priorities within the school development plan and in monitoring progress towards achieving them. Governors are fully aware of the standards the school achieves in the annual national tests and monitor them carefully. They understand the need to obtain good value for money from spending decisions, which they interpret as spending which has the most impact on raising standards. Governors are less aware of the quality of teaching in the school and how to best monitor it. Currently they rely on the head for information on this issue, although they have a draft performance management policy to approve at their next meeting which should go some way to addressing this weakness.

17 The headteacher and staff have maintained the Christian ethos of the school which was mentioned in the previous report. This helps to promote effective learning by ensuring positive attitudes to learning and a desire to work hard. There are clear strategies to monitor the progress pupils make, particularly in literacy and numeracy and to set challenging targets for improvement. The head teacher has managed a period of staff change effectively so as to maintain this ethos, which contributes so much to the school's success. She has built an almost entirely new team since arriving soon after the previous inspection and yet maintained the good standards that were evident then. The school is now anticipating further periods of change as the new school building is started on the site.

18 The headteacher works well with the governing body to ensure that the budget matches the school's priorities and has improved the school development plan, which was criticised in the last report. This is now a useful working document and one which is developed in close consultation with all those with an interest in the school. The next major review is due in the spring and the head teacher is already making plans for widespread consultation on the next set of priorities. She makes very effective use of the skills of the school clerk who has the day-to-day oversight of financial and budgetary matters and fulfils her role with quiet efficiency, helping in the smooth running of the school.

19 The head teacher identified writing as a relative weakness in the national tests in 1999 and has already taken steps to address this concern by amending the timetable to give more

time to writing, so that this is now improving. Less progress has been made in monitoring teaching and learning throughout the school. The headteacher considers this to be in its infancy, yet even so she and her deputy have observed all the teachers doing literacy and numeracy lessons and given staff the opportunity to observe each other. She has linked with a neighbouring school to enable teachers to watch each other at work and is currently working on ways to make the systems more systematic and rigorous.

WHAT COULD BE IMPROVED

The monitoring of what works well in lessons and what is less effective, and using that information to make teaching and learning even better.

20 The headteacher is aware that monitoring of teaching and learning is not rigorous or systematic enough yet. Consequently the school does not have systematic procedures for identifying where the best teaching is, what is good about it and how to make other teachers aware of how their own teaching might be even better. She has an intuitive feel for where teaching is particularly strong and knows that there is no weak teaching in school. However, without the evidence of a rigorous system to check teaching quality the school is missing opportunities to share good ideas and to raise still further the quality of the teaching and enable the pupils to make even faster progress. An example is marking of pupils' work. At its best it says quite clearly what the pupils have done well and how to improve their work, but this is not done consistently across all classes.

21 Most lessons observed showed that teachers plan effectively a variety of work to match the range of ages and abilities in their classes. Some of the pupils' books, however, indicate that this is not always so and that sometimes all pupils regardless of age and ability do the same tasks. Pupils' science books and discussions with year 6 pupils suggest a strong emphasis on acquiring knowledge and understanding, with less focus on investigative work. Again, effective monitoring of teaching would enable the school to know whether this is the case or not and to do something about it if it is.

22 The headteacher already monitors the teachers' planning and this helps to ensure consistency across each key stage. She and the staff have done some monitoring of pupils' work and the next stage in this development is to introduce a system to monitor teaching and learning effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23 In order to raise standards even further the school should:

- develop rigorous and systematic procedures for monitoring the quality of teaching and learning throughout the school;
- use this information to share the best ideas and improve further the quality of learning.

(See paragraphs 19, 20 – 22)

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

9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	28	56	17			

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

Information about the school's pupils

Pupils on the school's roll

	Nurser y	YR – Y6
Number of pupils on the school's roll (full-time equivalent for part-time pupils)	N/a	132
Number of full-time pupils eligible for free school meals	N/a	7

Special educational needs

	Nurser y	YR – Y6
Number of pupils with statements of special educational needs	N/a	0
Number of pupils on the school's special educational needs register	N/a	13

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence	%	Unauthorised absence	%
School data	4.5	School data	0.2
National comparative data	5.4	National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in the final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	9	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	9	9	9
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	100 (86)	100 (91)	100 (95)
	National	83 (79)	84 (83)	90 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	9	9	9
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	100 (91)	100 (100)	100 (100)
	National	84 (82)	88 (80)	88 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	11	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	11
	Girls	11	10	11
	Total	22	21	22
Percentage of pupils at NC level 4 or above	School	100 (83)	95 (83)	100 (92)
	National	75 (70)	82 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	11
	Girls	10	9	11
	Total	19	19	22
Percentage of pupils at NC level 4 or above	School	86 (83)	86 (83)	100 (98)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	6
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	114
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	6.2
Number of pupils per qualified teacher	21.3
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	48

Financial information

Financial year	1999/2000
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	£
Total income	257,861
Total expenditure	253,334
Expenditure per pupil	1,667
Balance brought forward from previous year	19,110
Balance carried forward to next year	23,637

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	130
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	47	6	0	0
My child is making good progress in school.	38	53	2	1	2
Behaviour in the school is good.	26	60	9	0	6
My child gets the right amount of work to do at home.	19	62	15	4	0
The teaching is good.	36	49	4	2	9
I am kept well informed about how my child is getting on.	23	49	21	2	4
I would feel comfortable about approaching the school with questions or a problem.	47	45	4	0	4
The school expects my child to work hard and achieve his or her best.	57	38	2	0	2
The school works closely with parents.	30	45	21	2	2
The school is well led and managed.	38	32	15	9	6
The school is helping my child become mature and responsible.	43	45	2	4	6
The school provides an interesting range of activities outside lessons.	21	47	15	6	11