

INSPECTION REPORT

**ST JUDES CATHOLIC PRIMARY
SCHOOL**

Fareham

LEA area: Hampshire

Unique reference number: 116376

Headteacher: Christine McGrew

Reporting inspector: Geoff Burgess
23708

Dates of inspection: 20th to 22nd November 2000

Inspection number: 224122

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant & Junior
School category:	Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Bishopsfield Road Fareham Hampshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	
Date of previous inspection:	September 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Judes Roman Catholic Primary School serves families of mainly British heritage and from a range of social backgrounds in and around the town of Fareham. The number of pupils on roll has been constant at around 320 for the past few years. Nearly a quarter of pupils are on the special needs register of whom a higher than average six have statements of special need. Relatively few pupils are entitled to free school meals. Attainment on entry is varied but mainly above that found in most schools especially in expressive language and personal development.

HOW GOOD THE SCHOOL IS

This is a good school where, under the very good leadership of the head, good teaching is enabling pupils to attain good standards when they leave. Given its above average intake and generous funding, the school gives satisfactory value for money.

What the school does well

- Consistently good teaching in Key Stage 2 ensures that pupils achieve well in each class and that standards in mathematics and reading are high when they leave the school
- Boys and girls are encouraged to work hard, enjoy their lessons and take a pride in their achievements and they develop very good attitudes to learning
- Pupils' personal development has a very high priority. They behave very well and are growing into mature, sensible & responsible citizens. Relationships throughout the school are excellent
- Staff take good care to ensure that their pupils are safe, happy, and able to do their best by carefully monitoring their progress and development.
- The school, by constantly monitoring and evaluating its work, is in a very good position to set and meet its challenging targets for improvement
- The headteacher is a very effective leader and manager who has added direction, purpose and energy to the hard work and willingness of the school community in improving the school

What could be improved

- Standards in writing do not match those in reading or mathematics
- Pupils' well-developed capacity to take responsibility for their own learning and use their initiative to extend their work is not sufficiently exploited
- Boys' and girls' achievements in Key Stage 1 do not match those in Key Stage 2

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In the year following the last inspection in 1996, the results achieved by school leavers in national tests fell to average and below average levels. Since then the improvement trend in each subject has been ahead of that in most schools, and in mathematics, reading and science, standards are well above the national average now. Some action was taken to address the issues identified then but its impact was minimal and most required urgent attention when the new head was appointed. Substantial improvements have been made in many areas and, although writing and the need for pupils to take responsibility within lessons remain areas for development, the school is much more effective than it was a year ago. Overall improvement is good and the school is in a very good position to build on the strong foundations laid.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	A	B	C
mathematics	B	A	A	A
science	B	B	A	B

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

Results in each subject have been consistently above the national average and the trend in improvement in overall school standards at eleven has been broadly similar to the national trend. The improving trend continued in mathematics and science in 2000 but results in English, notably in writing were down though still above average. However, when compared with schools in a similar situation, pupils achieved average standards in English, above average in science and well above average in mathematics. A similar overall improving trend by seven-year-olds was not sustained this year when well above average standards in reading, writing and mathematics fell to above average in reading and mathematics and below average in writing. Much of this fall was due to fewer pupils achieving higher standards than in previous years. Current standards generally match these with reading and mathematics still the strengths. The amount and overall quality of much written work is still not as good but new arrangements where pupils are taught in ability groups for literacy and numeracy are beginning to help them to achieve more through the school. Standards in all other subjects observed are appropriate for the ages of the pupils concerned. Children make sound progress in their foundation year

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Boys and girls thoroughly enjoy their time in school and are very enthusiastic and wholehearted in the way they approach work and play. They try hard, talk confidently and join in willingly with everything offered.
Behaviour, in and out of classrooms	Very good behaviour throughout the school with little need for adult intervention makes a significant contribution to the way pupils' learn, the harmonious feel of classrooms and the sociable nature of lunch and break times.
Personal development and relationships	Pupils act in mature and sensible ways and are very happy to take on any responsibilities when they are offered. They take an active role in making decisions on issues that affect them and are courteous and welcoming to visitors. Excellent relationships are an essential factor in the friendly, relaxed feel of the school.
Attendance	Children enjoy school so much that any absences or unpunctuality are unavoidable

The school is much enhanced by the contribution made by its children. The open and uncomplicated way they deal with life around the school is special and, by their very good behaviour and sensible enthusiasm, they make everyone's time in school an enjoyable experience.

TEACHING AND LEARNING

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

All teaching is at least satisfactory with more than half good especially in Key Stage 2 where nearly two-thirds of lessons are good. New arrangements for teaching in ability groups have made it possible for teachers to improve the match of work to pupil's needs and increase the pace of learning in literacy and numeracy. The preparation, management and control of lessons are good throughout the school and learning is enhanced by pupils' willingness to try hard and use their initiative. However, in some lessons activities are so tightly directed by the teacher that pupils' potential to extend their own learning is not exploited. Music benefits from the teaching of a specialist but and information technology from the new computer suite otherwise there are no particular strengths or weaknesses in other subjects. Good provision, largely through special needs assistants, made for pupils who find learning difficult or who are receiving extra support with their literacy skills, helps these pupils to achieve well. Teaching overall is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a rich and suitably varied curriculum enhanced by the contribution made by extra-curricular activities. Literacy and numeracy are strongly represented and newly established effective planning procedures ensure consistency and challenge across year groups. The school is aware that care needs to be taken in ensuring progression in the mixed age classes in the future. The taught curriculum for under-fives is appropriate for their needs.
Provision for pupils with special educational needs	Any children who show signs of not achieving as well as hoped are identified early and the school has a comprehensive system for assessing and meeting their needs and monitoring progress. Parents are fully involved and appropriate and attainable targets in their individual plans are regularly updated. Provision and teaching is good and pupils with special needs make good progress.
Provision for pupils' personal, including spiritual, moral, social & cultural development	Staff make very good provision for pupils' personal development with very good arrangements for the development of their social skills and attitudes and moral awareness. Curricular provision for pupils to appreciate their own cultural heritage, learn about and value cultural diversity and reflect on life is good.
How well the school cares for its pupils	The school takes very good care of its pupils and ensures that they are safe and not at any risk. It keeps a very close watch on their attendance, behaviour and personal development and maintains suitable records to note events or trends which may be significant. Teachers and other staff know the children very well and recently agreed assessment procedures are very good. Good communications with parents help to ensure that any problems are dealt with promptly.

Staff have worked hard this year to good effect to improve the way activities in the various subjects are planned and monitored. The school has gone to a good deal of trouble to consult with parents and keep them informed about the many developments over the year. Almost all parents are very pleased with the way the school is helping their children to learn and mature. They are particularly impressed with the contribution made by the new head

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The contribution that the head has made to the substantial recent improvements in the school is outstanding. Well supported by the senior management team, she has shown admirable determination and wisdom in managing the very full agenda she inherited. Other staff have followed their example and leaders and managers in all areas of the school are becoming ever more effective and influential. The school is well led and managed
How well the governors fulfil their responsibilities	Governors are very supportive and keen for the school to succeed. They know the school well, are keenly aware of its strengths and limitations and have developed good arrangements for fulfilling their responsibilities. The head has ensured that they are fully involved in identifying what needs to be done to improve and as a group and individually they are providing the school with much necessary practical and moral support
The school's evaluation of its performance	The school's commitment to improvement is very good and there is every reason to believe that it will succeed. Monitoring, target setting and development have become a way of life and the school's mission statement a focus for its actions. The whole school community is now involved in identifying what needs to be done and improvement planning is of the highest quality. The necessary very fundamental changes already made show just how effective the school's actions have been. The head and deputy regularly observe teaching and learning in the classrooms and staff are given regular opportunities to discuss their professional development.
The strategic use of resources	The head and governors ensure that the school makes very good use of all its resources. Having resolved a substantial deficit, all spending is carefully managed, monitored and targeted on agreed priorities. A good supply of well maintained and used teaching resources have been accumulated in all subjects. Teaching staff are well deployed but there is scope to make better use of classroom assistants.

The school has undergone a quiet revolution over the past twelve months. Real vision, sensitive management, determination and very high quality leadership have made it possible for all members of the school community to begin to use all their talents for the good of the children.

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 enjoy going to school • teaching is good and their children are making good progress • the school is helping pupils to grow up sensibly and behaviour is good • pupils are expected to work hard and do their best • the staff are very approachable • the school is well led and managed 	<ul style="list-style-type: none"> • the work their children are expected to do at home • the information the school provides about how well their children are doing • the range of activities the school provides in addition to lessons

Inspectors agree with parents' positive views but find that the school does as well as most other schools in the other three areas.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Consistently good teaching in Key Stage 2 ensures that pupils achieve well in each class and that standards in mathematics and reading are high when pupils leave the school

1. With no unsatisfactory teaching and nearly two thirds of lessons good, teachers in Key Stage 2 are helping most pupils to achieve high standards, especially in reading and mathematics. Good work was also seen in science, history, music and physical education. Recently introduced planning arrangements are providing the structure for staff to prepare activities for pupils that pupils will find progressive and sufficiently challenging. The re-organisation of the key stage into two sets of parallel classes has been a spur to encouraging teachers to plan together and share their expertise. It has also given scope for work in literacy and numeracy to be taught in groupings based on attainment ('sets') which is helping teachers to improve the match of work to the needs of individual children and groups. This is especially useful in mathematics where the range of attainment present often requires a very different approach.

2. A good example of this was seen in the top 'set' of year five and six pupils where the teacher was able to pitch the work on perimeters at a very high level confident that her pupils would be able to cope. They in turn, really enjoyed the intellectual challenge and were able to use their good knowledge of tables and understanding of shapes to move the lesson along at some pace. At the same time, pupils in the middle 'set' working to the same objectives at their own level got great pleasure from their achievements converting measures from metres to centimetres, and then some moved on to more practical work using squared paper to find the perimeter. Parallel work in the lower set matched the ability of the group of pupils, who, because they were successful, also achieved well and worked hard and purposefully through the lesson.

3. Provision for reading is good throughout the school which means that by the time they leave, boys and girls are fluent and enthusiastic readers. Teachers in Key Stage 2 make good use of text in their literacy lessons but most work at the more individual level takes place in the first half-hour of the afternoon when pupils are provided with a range of reading tasks and opportunities. One of these is to change their 'library' books at the manned central library area, which they do sensibly and thoughtfully. Other groups in different classes were involved in sharing a book with the teacher, reading for information, dictionary work, play reading, using a computer to gather information, word games, reading magazines and newspapers and 'free' reading.

Boys and girls are encouraged to work hard, enjoy their lessons and take a pride in their achievements and they develop very good attitudes to learning

4. An important factor in pupils' achievements throughout the school is their very good attitude to learning. They listen attentively, concentrate well, respond enthusiastically but sensibly in discussions or when questioned, and can be relied upon to get on with their work without the need for constant supervision. Very good examples of this were seen throughout the inspection. Boys and girls in reception joined in whole-heartedly with 'One little speckled frog' and then were entranced by what was in the teachers 'surprise' bag soon working out for themselves that it was 'pattern' that the objects had in common. Older pupils in Key Stage 1 thoroughly enjoyed using the journey of 'Barnaby Bear' as a focus for a range of stimulating practical activities with a general geographic theme. They all attempted to complete their tasks enthusiastically, many collaborating and chatting animatedly about their work – the types of vehicles in Florida for instance.

5. In a music lesson for years three and four, the teacher required a great deal of careful listening and self-control from her charges and they responded very well. It was almost possible to feel the concentration when question and answer clapping patterns were being passed around the circle and despite the temptations, after a reminder, no time was lost when very inviting instruments were introduced. Older pupils in an outside games lesson on the playground next to the busy A27 completely ignored the distraction of the noisy traffic and every pupil was absorbed in his or her team game. One whistle was sufficient for the teacher to gain attention and, despite the noise, instructions and coaching points were followed promptly and with some energy. Competition was fierce but fair and it was obvious that they all had a really good and a very productive time.

Pupils' personal development has a very high priority. They behave very well and are growing into mature, sensible & responsible citizens. Relationships throughout the school are excellent

6. St Judes' new draft mission statement talks about pupils 'developing as caring individuals capable of critical thought informed by conscience' and of boys and girls 'accepting their responsibilities'. It became obvious during the inspection that this is very much a reflection of the ethos of the school and a benchmark for the various developments in the area of pupils' personal development. A good example of this was in the measures taken to improve lunchtimes when lunchtime supervisors, other staff and children were asked their opinions about what was going wrong. As a result, consistent 'golden rules' were established, a 'buddy system' where older pupils keep an eye out for 'lonely' younger pupils introduced and stickers for positive behaviour provided for lunchtime supervisors. Everyone in the school community was involved in the process and a governors group will be repeating the survey at the end of term to gauge the impact of the new measures.

7. The 'buddy system' came from discussions in the School Council which has real status in the school giving pupils a good chance to learn about citizenship and how they can make a difference. Candidates nominate themselves and have to set out why they should be elected and are voted into office. The minutes of half-termly meetings are posted on notice boards, discussed at governors meetings and where possible, actions are taken. Years three and four toilets were renovated as a direct consequence of this process.

8. As a Catholic school, much of its spiritual and cultural life is centred on the gospel values of the Catholic Church. Children's liturgies planned by Key Stage teams with the clergy involve as many children as possible in celebration and worship. The school supports Lenten and Advent projects identified by the parish as well as ongoing projects such as the help for a school in Bafut in Cameroon. Pupils are also encouraged to have a wider view and children will be studying Judaism and Hinduism as part of a revised religious education programme. The recent restocking of the library provide the opportunity to include a collection of fiction from other lands which was prominently displayed during the inspection.

Staff take good care to ensure that their pupils are safe, happy, and able to do their best by carefully monitoring their progress and development.

9. As noted above, the safety and happiness of all members of the school community are a matter of real importance. The governing body take their responsibilities in this area very seriously. Everything is done that should be done and the monitoring and tracking group was specifically set up to ensure that policies and procedures are adhered to. All staff know the children very well and the excellent relationships throughout the school mean that boys and girls are very happy to approach any adult with any concerns or problems. As noted above, the school does a good deal more than this to make it a secure and happy environment for children and adults alike. A very good example of this is the very effective counselling provided by a trained counsellor for a small group of pupils to help them build their self-esteem, deal with grief or manage anger. The school is delighted with the change for good this has brought about in these pupils' social relationships and learning.

10. The last inspection report said that 'Assessment information collected is not generally of a good enough quality to inform planning'. Great improvements have been made in this area especially in literacy and numeracy where the progress of individual pupils has been recorded against National Curriculum levels and tracked for the past two years. The evidence this provides is being used to set targets for pupils and also to look for trends in the achievements of those identified as needing extra help or being higher attainers. Good use is made of initial assessments in the foundation year to identify children who will need extra help or support either academically or with their personal and social development.

The school, by constantly monitoring and evaluating its work, is in a very good position to set and meet its challenging targets for improvement

11. The staff and governing body have always worked hard in the interests of the children but until the arrival of the new head, regular monitoring of the work of the school had little impact on standards of teaching or learning. However, over the past twelve months there has been a transformation in the perceptions and expectations of staff and governors in this area. The local authority has been a very effective partner in this process.

12. A formal monitoring and evaluation policy has been introduced with clear and specific responsibilities for groups and individuals based on the collection and interpretation of information about standards and teaching. A dedicated monitoring and tracking committee of the governing body reviews all the evidence and reports back to the full governing body. Existing assessment procedures are being developed to improve the amount and quality of information available for staff to track the progress of individuals and groups. The information gathered has been used to identify the school's priorities which are well set out and developed in the school improvement plan. Where possible, as in teaching and standards achieved, challenging measurable targets for school improvement have been set such as 20% of pupils in each class to achieve higher than expected standards for that age group.

13. Staff and governors are now fully involved in the process of school improvement and everyone is much more aware of the school's real strengths and relative weaknesses. Several potentially difficult issues have been resolved directly as a result of the process, the increased awareness and the focus on action.

The headteacher is a very effective leader and manager who has added direction, purpose and energy to the hard work and willingness of the school community in improving the school

14. Since September 1999, the head teacher has, in her own optimistic, pragmatic and determined way, been responsible for managing a quiet revolution in the development of the school. She provides very effective and positive leadership and has worked closely with the staff and the governing body to put in place policies and procedures to improve planning and decision making. Every issue from the last inspection has been addressed and weaknesses have become strengths. No aspect of the school has been ignored and every opportunity taken to make the most of its human and physical resources.

15. She recognises that, although the school is doing well, it has great potential and is setting the highest standards for everyone who works there. The impact of her work can already be seen in several of the areas commented on above but just as importantly, very strong foundations for sustained improvements have been laid. In addition, through her encouragement, other leaders at all levels within the school are becoming ever more influential and effective. The headteacher's contribution to the present very healthy state of the school is outstanding.

WHAT COULD BE IMPROVED

Standards in writing do not match those in reading or mathematics

16. The first sign of difficulties in this area came in this years national tests when results showed standards below average for the first time in several years. Current standards as observed in pupils' work and in lessons show some improvement but not enough to begin to catch up with the high standards in reading and mathematics. Good work is being done in literacy sessions to teach pupils the structures and conventions of the language and to help with areas such as spelling and punctuation. The quality of handwriting throughout the school is very good with nearly all pupils able to write in a clear and well-formed joined script well before they leave.

17. However, little evidence was seen either during the inspection or in pupils' previous work, of these learned skills being used in pieces of extended writing. Little 'free' writing was noted in the

younger classes and though some very creative and evocative poems and interpretations in older pupils' books showed just what they could do, no substantial pieces of written work had been completed. Neither was there evidence of boys and girls being required to edit and improve their own writing – or to share in improving the writing of their classmates. Despite the very good handwriting, little high quality, well-presented written work is on display.

Pupils' well-developed capacity to take responsibility for their own learning and use their initiative to extend their work is not sufficiently exploited

18. Over the past year, pupils of all ages have been given more and more responsibility for what is happening around the school and opportunities to influence decisions which affect them. However, although this was an issue at the last inspection, this has not yet been adequately translated into pupils taking responsibility for organising their own work in class or being given opportunities to use their initiative. As noted above, these are very confident, self-motivated and sensible boys and girls with a lot to offer. They form a considerable resource which at the moment is not being sufficiently exploited.

19. Most work in most lessons is closely directed by the teacher with few opportunities for individuals or groups to choose the way they work or to pursue their own lines of thinking. When investigations are planned, too much information is given and pupils end up completing tasks rather than stretching their skills or understanding. In some classes, systems to involve pupils in managing the classroom have not been well enough established to give them the chance to contribute or to help adults to focus on supporting learning.

Boys and girls achievements in Key Stage 1 do not match those in Key Stage 2

20. After peaking in 1998 where reading, writing and mathematics were well above average, standards achieved by seven-year-olds in national tests have fallen while they have gone up in other similar schools. Other than in writing, which is discussed above, eleven year olds have continued to improve at the same rate as nationally and results are still well above average. Standards observed during the inspection in lessons and in pupils completed work show that the same position is likely to be maintained this year with pupils in years one and two achieving less than in the older classes.

21. Whereas the re-organisation of the key stage into parallel classes has been a spur to encouraging teachers to plan together and share their expertise in Key Stage 2, this was not as evident in the lessons observed in Key Stage 1. Pupils' experiences in the three classes can be very different not just in the activities provided but also in the ways of working established. The opportunity to better match work and support in literacy and numeracy to the needs of pupils of various abilities presented by the 'setting' used is not as well exploited as in Key Stage 2. Lesson planning is generally less detailed and sometimes the work expected does not match pupils' abilities, as when lower attaining pupils struggled with the concept of coins being worth more than 1p, or maturity, as when five-year-olds were asked to make an accurate pencil drawing of a classmate.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. To make the most of recent improvements in the quality of the education the school provides and fully exploit the potential of its children, the governors, headteacher and staff of St Judes School should:

- (1) improve standards in writing across the school to match those in reading by:
 - giving all pupils sufficient uninterrupted time each week for them to use the skills they learn in their literacy lessons to produce extended pieces of writing
 - occasionally requiring pupils to edit and improve their own or their classmates work and rewrite it as a best copy

- (2) make the fullest use of the best resource they have, the capacity of their pupils to use their own resources to extend their own learning by:
 - empowering children of all ages to take responsibility for as much of what happens in the classroom as possible so that adults can concentrate on working directly on children's learning
 - giving pupils choices about the way they work, open ended tasks and the chance to follow self-generated investigations or research so that they have the opportunity to stretch their thinking, their skills and their initiative as far as they are able

- (3) restore the improving trend in standards in Key Stage 1 by:
 - implementing both the above
 - building on new planning arrangements so that the best use is made of the combined talents of the teaching team
 - ensuring that what pupils do in each class focuses on the same learning objectives in terms of skills, knowledge and understanding and that it is chosen to match pupils attainments and maturity.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
		53	47			

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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		325
Number of full-time pupils eligible for free school meals		22

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		82

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	24
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	28	30	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	20	24
	Girls	28	27	29
	Total	49	47	53
Percentage of pupils at NC level 2 or above	School	86 (97)	83 (97)	93 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	22	22
	Girls	27	28	29
	Total	48	50	51
Percentage of pupils at NC level 2 or above	School	83 (97)	88 (100)	90 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	21	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	19
	Girls	18	19	21
	Total	33	36	40
Percentage of pupils at NC level 4 or above	School	83 (87)	90 (85)	100 (85)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	19
	Girls	20	20	21
	Total	36	38	40
Percentage of pupils at NC level 4 or above	School	85 (83)	90 (88)	100 (80)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

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

Education support staff: YR – Y6

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

Financial information

Financial year	2000
	£
Total income	579693
Total expenditure	563852
Expenditure per pupil	1757
Balance brought forward from previous year	-11406
Balance carried forward to next year	4395

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	325
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	2	1	
My child is making good progress in school.	47	42	3	3	5
Behaviour in the school is good.	48	47	1		3
My child gets the right amount of work to do at home.	21	44	25	8	2
The teaching is good.	48	45	2	1	3
I am kept well informed about how my child is getting on.	37	47	15	1	
I would feel comfortable about approaching the school with questions or a problem.	67	29	3	1	
The school expects my child to work hard and achieve his or her best.	41	55	3		
The school works closely with parents.	35	44	15	1	5
The school is well led and managed.	47	41	8	1	3
The school is helping my child become mature and responsible.	43	48	5	1	3
The school provides an interesting range of activities outside lessons.	18	32	22	14	14