

# INSPECTION REPORT

## **ST THOMAS MORE RC PRIMARY SCHOOL**

Letchworth, Herts

Hertfordshire LEA

Unique reference number: 117477

Headteacher: Mrs M Hewitson

Reporting inspector: Dr A Fraser  
3607

Dates of inspection: 4 December – 5 December 2000

Inspection number: 224337

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Highfield  
Letchworth  
Herts

Postcode: SG6 3QB

Telephone number: 01462 620670

Fax number: 01462 620670

Appropriate authority: The Governing Body

Name of chair of governors: Mr P Sore

Date of previous inspection: 29 October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Dr Alister Fraser (3607)	Registered inspector
Ms Rosalind Hall (9502)	Lay inspector
Mr Brian McKeon (20139)	Team inspector

The inspection contractor was:

Essex County Council – Learning Services  
Advisory & Inspection Service  
P O Box 47  
Chelmsford  
Essex  
CM2 6WN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
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	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
The leadership of the headteacher, teachers and governors	
Standards in English, mathematics and science	
The quality of teaching	
Attitudes and relationships	
Opportunities for spiritual, moral, social and cultural development and for personal development	
Procedures for child protection and children's welfare	
The school's partnership with parents	
<b>WHAT COULD BE IMPROVED</b>	<b>14</b>
Further challenge for the higher attaining pupils	
Further improve school self-evaluation strategies	
Consistency in the standard of handwriting through the school	
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>15</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>16</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Thomas More RC Primary School educates children from three to eleven years old and has 207 full time and 22 part-time pupils on roll. Most children come from the town of Letchworth with a few coming from further afield and their families represent a wide range of social backgrounds. Their attainment on entry to the school is broadly average. 23 per cent of the pupils are from minority ethnic backgrounds and there are 42 pupils for whom English is an additional language. 23 per cent of the pupils are on the register of special needs which is in line with the national average. The number of pupils entitled to free school meals is very low.

### **HOW GOOD THE SCHOOL IS**

St Thomas More RC Primary School is a very good school with many strengths. There are no significant weaknesses. The school presents as a community where children are valued and respected, where relationships are excellent and where children can flourish in their personal development. Children's attitudes are excellent and they work with enthusiasm achieving high standards in English, mathematics and science. Teaching is very good and contributes significantly to the high standards achieved. The headteacher, staff and governors give very good leadership with a focus on high achievement. The school gives very good value for money.

#### **What the school does well**

- Leadership and management are very good. The work of the governors is exceptionally good. There is a commitment to high standards and to continuous improvement.
- Standards are high in English, mathematics and science resulting from the very good teaching, the commitment of the pupils and the very good range of learning opportunities that is provided.
- Teaching is very good and contributes significantly to the high standards achieved.
- There are excellent attitudes and relationships shared by everyone in the school community.
- The school provides very good opportunities for spiritual, moral, social and cultural development and for personal development.
- There are very good procedures in place for child protection and ensuring children's welfare.
- The school works well in partnership with parents to provide the best possible education for their children.

#### **What could be improved**

- The good work already started in challenging the higher attaining pupils by providing for them more opportunities to pursue self-initiated enquiry.
- The school self-evaluation strategies.
- Greater consistency in the standard of handwriting through the school.

*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 1996 and since then has made very good improvement. Its capacity for continued improvement is assured by the high quality of its leadership and management. Parents paid tribute to the strong and purposeful leadership of the headteacher. Governors give exceptionally good support to the school.

The action plan that resulted from the last inspection contained key issues for action that have all been dealt with effectively. Overall standards have improved. There is still some further work to be completed on presenting further challenge to more able pupils which is well in hand. Assessment has been strengthened and is closely linked with target setting and curriculum planning. An early years unit has been initiated and is functioning well. There is a strong sense of community in which staff, children, governors and parents work purposefully together. Children's behaviour is very good. A new computer suite has been installed and, along with extensive staff training, is having a positive effect on standards in information and communication technology.

## 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	A	A*	B	C
mathematics	A	B	A	A
science	A	A	A	A

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

The information shows that in 2000 standards were well above average compared with national standards and with those of similar schools. In mathematics and science, standards are well above the national average; in English, standards are above average. Standards in writing are not as good as in reading. The data show that the school has maintained consistently high standards for the period 1998 to 2000 which have been above the national trend. The school has set challenging targets for the coming years.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children's attitudes are excellent. They approach their life and work with keenness and enthusiasm and show pride in their school.
Behaviour, in and out of classrooms	At all times pupils behave very well in and out of class.
Personal development and relationships	Relationships in the school are excellent and contribute significantly to the high standards achieved. Pupils have a mature approach to their work and conduct.
Attendance	Attendance rates are well above the national average and children enjoy coming to school.

## TEACHING AND LEARNING

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

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

Overall the quality of teaching is very good and promotes high standards, good progress and good quality learning. Of the teaching observed, 77 per cent was good or better with 41 per cent being very good. None was unsatisfactory. The teaching of literacy and numeracy is very good throughout the school.

Lessons are well planned with clear learning objectives that are communicated well to pupils. The school meets the needs of all pupils but more still could be done to present further challenge to higher attaining pupils. Teachers present lively and imaginative lessons that engage pupils' interest. They have high expectations of pupils both in terms of standards achieved and behaviour. Teacher questioning is particularly challenging and used well to assess understanding and to make and reinforce teaching points. Pupils have very positive attitudes to their work and are given confidence in their ability to make progress

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school has a well planned, broad and balanced curriculum which is enriched with a wide range of other activities. Provision in the Early Years Unit and in information and communication technology has been effectively established.
Provision for pupils with special educational needs	Pupils with special educational needs are identified at an early stage, given good support throughout the school and make good progress.
Provision for pupils with English as an additional language	Pupils with English as an additional language are well supported and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils spiritual, moral, social and cultural development is very good and the school promotes high levels of self esteem and personal responsibility. Assemblies are well planned addressing spiritual, moral, social and cultural issues very effectively
How well the school cares for its pupils	A high priority is given to the pastoral care and welfare of pupils. Staff know the children very well and monitor their progress carefully. Children are provided with a secure, happy environment.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership provided by the headteacher is very good giving positive direction to the work of the school. There is a clear focus on high achievement and pupils' personal development. Under her guidance, staff work as an enthusiastic and effective team.
How well the governors fulfil their responsibilities	The work of the governing body in challenging and supporting the school is exceptionally good. Governors are well organised. They know the school very well and take an active role in shaping its future.
The school's evaluation of its performance	The school carries out extensive analysis of its performance and it is now well placed to develop further its self-evaluation procedures.
The strategic use of resources	The strategic use of resources is good. The principles of best value are applied 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"> <li>• The school helps their children to become mature and responsible</li> <li>• The very good leadership and management</li> <li>• The quality of teaching</li> <li>• The emphasis on high achievement</li> <li>• The very good behaviour in the school</li> <li>• They feel comfortable about approaching the school with questions or problems</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons</li> <li>• information about how their children are getting on</li> </ul>

The inspection team's findings support the parents' positive views. There is a good range of activities outside lessons. The school provides good information about children's progress and teachers are always ready to talk with parents should they require further information.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **The leadership of the headteacher, teachers and governors**

1. The leadership and management of the school are very good and this promotes effective teaching and high standards. The headteacher gives clear direction to the work of the school. She is focused not only upon high achievement but also upon encouraging the personal development of the pupils. The very good quality of the headteacher's leadership is recognised by parents, staff and governors. Many parents showed their appreciation of this strong leadership and were aware of the strong sense of positive direction that the school now has.
2. One of the great strengths of the school is the positive ethos that is generated by the day to day living out of its aims and values. There is a strong sense of community in the school and the staff work together well as a team. Relationships amongst staff are very good and there is a high degree of professional respect and trust.
3. Responsibilities are delegated well and although there is no formally constituted senior management team, the head and deputy meet regularly along with other members of staff as necessary. Day to day management is very good. The head and the staff work conscientiously to ensure the smooth running of the school.
4. The school has been working hard to create the conditions for effective self-evaluation to take place. The role of the curriculum co-ordinators has been developed and they now monitor planning, observe lessons and carry out analysis of children's performance. The headteacher and her deputy have attended training in school self evaluation. The governors have become involved in monitoring lessons, analyse performance data and, on a broader front, have a good understanding of the school's strengths and weaknesses. As part of its development, the school is now moving towards a coherent whole-school policy on self-evaluation.
5. The work of the new governing body is well led by its chair and vice-chair. Governors are very well organised with an effective committee structure. They show a high degree of commitment to the school and give freely of their time. They provide the school with excellent support and play a critical role in strategic planning.
6. The school's development plan identifies clearly and in detail priorities and targets for the forthcoming year. There is also a long-term section giving a strategic view over the next three years. The school is taking measures to ensure that the whole school community is involved in school development planning so that targets for the future are agreed by all.
7. Decisions about spending reflect the school's priorities in the school development plan. The school budgets systematically for all expenditure and is clear about the cost of its development. The school is not in receipt of any specific grants this year but is in receipt of an allocation of teaching time to support the achievement of ethnic minority pupils which is used effectively and targeted appropriately. The recent audit report found that the financial management is particularly good and that the general budgetary control and monitoring processes were of an exceptionally high standard; the inspection team agrees with these judgements.
8. For management and administration the school is not yet making full use of new technologies such as information and communication technology.

## **Standards in English, mathematics and science**

9. At the end of both key stages, standards are well above average compared with national standards and with those of similar schools. Standards of work seen throughout the school are of a similar standard. The school has maintained consistently high standards over the last few years and has set challenging targets for the coming years.

10. By the end of Key Stage 1, standards in reading are well above the national average and above the average of similar schools. Writing is above the national average and in line with that of similar schools. By the end of Key Stage 2, standards in English are above average and in line with the average for similar schools. The school is looking very closely at pupil's attainment in writing with a view to raising standards still further

11. Standards in mathematics at the end of both key stages are well above the national average and that of similar schools. The National Numeracy Strategy is well taught and applied consistently through the school. Children have good skills in mental calculation such as those seen in a Year 2 class where they were doubling numbers and in a Year 6 class where they were calculating the size of angles in quadrilaterals. Pupils enjoy mathematics and are able to give good reasons why it is an important part of their curriculum.

12. Standards in science are well above the national average and that of similar schools. Children have a good understanding of scientific concepts, knowledge and skills. For example, pupils in Key Stage 1 were involved in making simple electrical circuits. They brought their previous knowledge to bear, they showed good investigative skills in finding out which connections gave a result and which did not, and many were able to transfer their new found understanding to suggest ideas about how a torch, for example, worked. Year 6 pupils investigated possible habitats in the school environment. They used their previous learning to make predictions, they used their measuring skills to determine temperatures in different locations and they refined their understanding of a fair test through discussion about their results.

13. The standard of presentation of work in children's books is very good. Pupils take care and have a sense of pride in their work.

## **The quality of teaching**

14. Overall the quality of teaching is very good and promotes high standards, good progress and good quality learning. Of the teaching observed, 77 per cent was good or better with 41 per cent being very good. None was unsatisfactory. The teaching of literacy and numeracy is very good throughout the school. Whilst there is a strong focus on teaching literacy and numeracy, there is also breadth and balance across all subjects.

15. A great deal of work has gone into careful planning of the curriculum. This begins in the early years unit where detailed, shared planning between the nursery and reception teachers ensures that children progress at a good pace towards the early learning goals. Throughout the school, individual lessons are well planned with clear learning objectives that are communicated well to pupils at the beginning of lessons such that they know what is expected of them, what needs to be learned and what needs to be remembered.

16. Teachers present lively and imaginative lessons that engage pupils' interest. For example, in a Year 6 lesson children were using the play Macbeth to see how language has changed over time; the lesson was presented with humour and many opportunities were presented for pupils to participate actively. Pupils had learnt large parts of the play and their

presentation of them was impressive. Their commitment, interest and enthusiasm were infectious.

17. Teachers have high expectations of pupils both in terms of standards achieved and their behaviour. For example, in the early years unit, pupils were engaged in a variety of activities such as painting, role play, shape sorting and making salt dough Christmas decorations; in all of these activities, children were encouraged to do their very best and they co-operated well. Elsewhere in the school, some pupils were working in the new computer suite designing their own internet web pages. The quality of work being produced was very good and the encouragement of the teacher ensured the commitment of all pupils to do well.

18. Teacher questioning is particularly challenging and used well to assess understanding and to make and reinforce teaching points. Teachers target particular children with their questions and, because they know the children well, sensitively match the degree of challenge accordingly. This means that children of all abilities are able to participate in the lesson, receive praise for their efforts and, as a result, they have high self esteem and confidence to make progress.

19. Pupils have very positive attitudes to their work. They enjoy school and see it as being an important part of their lives. They see purpose in what they are asked to do, for example, in a mathematics lesson in Key Stage 1, when asked, pupils gave a range of reasons why mathematics was important, ranging from helping them when they go shopping, to getting a job when they leave school and, not least of all, because they enjoyed the subject.

20. Careful planning ensures that the school meets the needs of all its pupils. There is a fairly large proportion of pupils for whom English is a second language and their particular needs are taken into account and appropriate provision made. Pupils with special educational needs are identified early and, throughout the school, they are given good support. A good example of this is the work being done in small special needs groups by a support teacher and a learning support assistant. In the session observed, the children responded well to the challenging but supportive teaching and their consequent achievement was high. The school has taken steps to ensure that the higher attaining pupils are given sufficient challenge; this was a key issue from the previous inspection. The next step is to raise this challenge still further by providing more opportunities to pursue self-initiated enquiry.

### **Attitudes and relationships**

21. Children's attitudes are excellent. They enjoy coming to school and approach their life and work with keenness and enthusiasm. Some Year 6 pupils, for example, said how they would be sorry to leave the school. They spoke highly of the positive atmosphere in the school, the fun that they have and the work that they do. They talked about cooking scones and making Indian ice cream last term as part of their topic; how they enjoy art and dance and how they enjoy working in the new computer suite. They were keen to show their half term work which involved making model Andersen shelters and praised the work of other pupils.

22. Throughout the school, there are high expectations of pupils' behaviour to which children respond positively. Behaviour is very good in classes, around the school and outside in the playground. Misdemeanours are dealt with promptly and in a consistent way. Teachers and other members of staff listen to what children have to say and there is consensus that children must understand that problems they raise will be dealt with. Lunchtimes are well organised; pupils queue in an orderly manner; they sit and chat in a relaxed atmosphere. Outside, pupils of both sexes and all ages play well together and the annexe is used well for chess and other board games.

23. Relationships at all levels are excellent. There is a high degree of mutual respect between all members of the school community. The quality of these relationships contributes significantly to the high standards pupils achieve. This starts from the time the children enter the early years unit where a high degree of sensitivity to children's needs, respect for them as individuals and valuing of their thoughts and ideas is much in evidence. As the children move through the school, they receive the same messages. The secure and happy atmosphere in the school gives pupils confidence in their ability to make progress. Pupils are valued as individuals and have high self-esteem.

### **Opportunities for spiritual, moral, social and cultural development and for personal development.**

24. Pupils have a very mature approach both to their work and to their lives in school. There are many opportunities presented to children for personal development. Year 6 pupils for example are responsible for organising a Welcome Assembly for new pupils, members of staff and governors. Year 5 are responsible for organising and leading a Leavers Assembly and make cards with special messages for those leaving.

25. Older pupils take responsibility for escorting younger children to and from the dining room at lunchtime. Particularly impressive was the way in which pupils of all ages through the school took responsibility for tidying up at the end of sessions and looking after the fabric of the school generally.

26. There are good procedures in place for keeping track of pupils' progress and special achievements.

27. Assemblies are an essential part of the life of the school. They are very well planned and provide an excellent vehicle for promotion of the school's aims and values. They form a focal point for the school and epitomise the school's mission statement.

28. Pupils are able to take advantage of a broad range of extra activities outside lessons. Music has a high profile in the school and pupils can take part in the school orchestra and recorder group. Pupils also take advantage of clubs which include art, netball, football, French, chess, cricket, computing and dance. The school also takes part in inter-school competitions such as a chess tournament in which it has achieved notable success; some of the pupils are County players.

### **Procedures for child protection and children's welfare.**

29. The school offers pupils a very secure place in which to learn and develop. Systems to ensure pupils' welfare are very well organised. There are clear child protection procedures in place that are known to all concerned and staff have had relevant training.

The staff know the children very well and this, combined with strong links and positive relationships with parents, means that children have a strong sense of security. The school works well in partnership with parents to provide the best possible education for their children.

30. Behaviour management is very good and there is good consistency between all members of staff in the treatment of individual children. There are shared high expectations of the children by all adults in the school. Consistent application means that pupils know what is acceptable and what is not.

31. There is a clear system for tracking the achievement of pupils through the application of the school's assessment policy. Part of the school's approach to providing a secure environment is that staff should know the pupils well in terms of both their academic and personal development

### **The school's partnership with parents**

32. The school has a positive relationship with parents as partners in their children's education and this is key to much of its achievement. Parents' views are listened to and careful consideration given to them to inform both planning and school policy. Parents expressed very supportive views of the school at the inspectors' meeting for parents.

33. There is a strong sense of community in the school and parents have a central role in it. They appreciate the many opportunities given them to become involved in their children's learning; these opportunities take many forms such as attending curriculum linked meetings each term, school assemblies, coffee mornings and helping out in classrooms. The school has also provided sessions for parents to learn how best to support their children in literacy and numeracy.

34. Parents are provided with useful information about the curriculum and are well informed about their children's work and progress. The school is effective in involving parents at an early stage if their children meet with learning difficulties. The headteacher and her staff are always ready to meet with parents and place a high premium upon effective communication between home and school.

### **WHAT COULD BE IMPROVED**

#### **Further challenge for the higher attaining pupils**

35. An issue from the previous inspection was to provide sufficient opportunities to challenge the higher attaining pupils, particularly at Key Stage 2. The school has been successful in this in many respects. The deputy headteacher has been given responsibility for identifying and monitoring the progress of the more able and talented pupils. In addition, teachers have had relevant in-service training, there have been informative meetings for parents and governors and a school policy has been drawn up and implemented. Each teacher ensures that there are activities included in lesson plans for the higher attainers.

36. All these strategies are having a positive effect. The school now needs to provide further opportunities for higher attaining pupils to raise their own questions and to devise and follow their own lines of enquiry. Pupils in the school have responsible attitudes to their work and are very capable of extending their learning in this way given the opportunity.

#### **Further improve school self-evaluation strategies.**

37. Recognition needs to be given to the large amount of work that has already been done to bring the school into a position where it is ready to move forward to make school self-evaluation a rigorous tool for development. Governors, subject co-ordinators, head and deputy head are all engaged in monitoring quality and standards. The headteacher and her deputy have undertaken training in school self evaluation.

38. The school recognises that the next step is to bring together all monitoring activities so that there is a clear whole-school monitoring policy that is understood by all leading to sound evaluations and agreed areas for further school development.

### **Consistency in the standard of handwriting through the school.**

39. The presentation of pupils' work is generally of a very good standard. Some inconsistency in the quality of handwriting, however, was observed in the sample of work inspected and during lessons. Letters were not always being correctly formed and frequently pupils were not using a cursive style of writing.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

40. The school should now:

- (1) Develop further the good work already started in challenging the higher attaining pupils by:
  - providing more opportunities for higher attaining pupils to raise their own questions, pursue their own lines of enquiry and engage with open-ended activities
- (2) Build upon the good work already being done by developing further its strategies for school self-evaluation by:
  - increasing the involvement of subject co-ordinators in the evaluation of the school's performance
  - ensuring that governors, co-ordinators, staff and parents can make a more effective contribution to identifying targets for the school development plan
- (3) Improve the consistency of handwriting through the school by:
  - ensuring that the handwriting policy is being applied by all teachers

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

17
----

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	41%	36%	23%	0%	0%	0%

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)	11	207
Number of full-time pupils eligible for free school meals	0	4

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	50

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	42

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	3.6
National comparative data	5.7

#### Unauthorised absence

	%
School data	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 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	13	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	18	20
	Girls	13	13	13
	Total	33	31	33
Percentage of pupils at NC level 2 or above	School	100 (93)	94 (93)	100 (93)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	19	18
	Girls	13	13	13
	Total	33	32	31
Percentage of pupils at NC level 2 or above	School	100 (93)	97 (97)	94 (97)
	National	83 (82)	88 (83)	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	17	13	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	16
	Girls	13	13	13
	Total	28	28	29
Percentage of pupils at NC level 4 or above	School	93 (94)	93 (81)	97 (94)
	National	75 (70)	71 (69)	84 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	16
	Girls	13	12	13
	Total	28	27	29
Percentage of pupils at NC level 4 or above	School	93 (94)	90 (84)	96 (97)
	National	71 (68)	71 (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	3
Black – African heritage	0
Black – other	3
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	4
White	179
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: YF – Y6**

Total number of qualified teachers (FTE)	9.0
Number of pupils per qualified teacher	26
Average class size	29.6

#### **Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	70

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21

Total number of education support staff	2
Total aggregate hours worked per week	45

Number of pupils per FTE adult	7
--------------------------------	---

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
----------------	-----------

	£
Total income	400439
Total expenditure	381197
Expenditure per pupil	1741
Balance brought forward from previous year	38414
Balance carried forward to next year	19242

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	227
Number of questionnaires returned	94

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68.0	29.0	3.0		
My child is making good progress in school.	58.0	39.0	2.0	1.0	
Behaviour in the school is good.	62.0	37.0		1.0	
My child gets the right amount of work to do at home.	48.0	43.0	7.0	1.0	1.0
The teaching is good.	70.0	29.0	1.0		
I am kept well informed about how my child is getting on.	40.0	49.0	9.0	2.0	
I would feel comfortable about approaching the school with questions or a problem.	80.0	18.0	2.0		
The school expects my child to work hard and achieve his or her best.	59.0	38.0	1.0		2.0
The school works closely with parents.	52.0	41.0	3.0		3.0
The school is well led and managed.	70.0	28.0		1.0	1.0
The school is helping my child become mature and responsible.	57.0	43.0			
The school provides an interesting range of activities outside lessons.	45.0	30.0	14.0	2.0	9.0