

# INSPECTION REPORT

## **ST PATRICK'S CATHOLIC PRIMARY SCHOOL**

Redfield, Bristol

LEA area: Bristol

Unique reference number: 109250

Headteacher: John Kilcline

Reporting inspector: Harold Galley  
21313

Dates of inspection: November 6<sup>th</sup> – 7<sup>th</sup> 2000

Inspection number: 224621

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Blackswarth Road Redfield Bristol
Postcode:	BS5 8AS
Telephone number:	0117 9556119
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. Gregory Grant
Date of previous inspection:	June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school serves the parish of St.Patrick's Catholic Church near the centre of Bristol. There are 219 pupils on roll, with an even mix of boys and girls. Children start school in the September before their fifth birthday; the majority have had some form of pre-school experience. The average class size is 31. Assessments undertaken shortly after children join the school indicate that attainment on entry is broadly average; language skills are slightly below average, but skills in mathematics are above average. Thirty-seven pupils are on the school's special educational needs register, below average for a school of this size. No pupil has a statement of special educational needs. Just below 15 per cent of pupils are entitled to free school meals, which is slightly below the national average. Whilst four pupils speak English as an additional language, none have extra support as they are proficient in English.

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

St.Patrick's is an outstanding school with many strengths and no significant weaknesses. The quality of teaching and learning is very good, and pupils achieve very high standards. When compared with the average attainment on entry, this represents very good value added in terms of pupils' achievements. A notable feature of the school is the powerful team spirit that exists. All sections of the school community are totally committed to achieving the best for every child. Given the average unit cost per pupil, the school provides very good value for money.

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

- By the end of Key Stage 2<sup>1</sup>, standards are well above the national average in English, and very high in mathematics and science. Standards are well above national expectations in swimming and music.
- The quality of teaching and learning is very good across the school.
- The leadership of the headteacher is outstanding; he has created a tremendous team spirit.
- Links with parents are very good and make a positive contribution to the high standards achieved.

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

There are no key issues for the school to address and there are no significant weaknesses. However, inspectors agree with the school's own intentions in its development plan which demonstrate its wishes to build on recent improvements in writing at Key Stage 1; and to make maximum use of the new information and communication technology (ICT) suite to improve standards in ICT.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has effectively addressed all the key issues arising from the last inspection in June 1996. Subject leaders now have clear roles and effectively monitor the quality of teaching and learning. Teachers use assessment information well to decide what pupils should learn next. Attainment in design and technology has improved and is now in line with national expectations. The governing body has developed an effective long term vision for the school's needs. Pupils' skills of independent learning have improved and are now satisfactory. The school has made substantial improvements since the last inspection.

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<sup>1</sup> Key Stage 2 refers to pupils in Years 3 to 6 aged seven to eleven and Key Stage 1 to pupils in Years 1 and 2 aged five to seven.

## 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	A	A*
Mathematics	A*	A*	A*	A*
Science	A	A	A*	A*

**Key**

very high A\*

well above average A

above average B

average C

below average D

well below average E

The table illustrates the very good standards achieved in all three subjects consistently over the last three years. Results of the end of Key Stage 2 National Curriculum assessments in 2000, show standards to be well above average in English and very high in mathematics and science. Results in English, mathematics and science, when compared to other similar schools, are consistent with the highest five per cent nationally. At the end of Key Stage 1, standards achieved in the year 2000 tests and assessments show standards to be well above the national average in reading, writing, mathematics and science. The school sets challenging, yet realistic targets, for pupils to achieve very high standards in literacy and numeracy. Even with such high expectations, the school has surpassed its targets in each of the last three years.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn and they give of their best at all times. They are responsive and responsible and show very good attitudes in all they do.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils have a great respect for each other and for adults.
Personal development and relationships	Relationships are very good throughout the school. Opportunities for personal development are satisfactory.
Attendance	Attendance is average and pupils 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	Very good	Very good

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

Teaching is very good throughout the school. During the inspection, 28 per cent of lessons were judged to be excellent and a further 39 per cent were very good; none was unsatisfactory. Teaching in literacy and numeracy is especially effective, with more than half

the lessons observed in these subjects being judged as excellent. Teaching was judged to be very good or excellent in music and swimming. Teachers very successfully meet the needs of pupils of differing ability. The quality of learning is very good and in all classes pupils show a determination to do their best throughout all lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, with very good features. All subjects of the National Curriculum are covered thoroughly. The curriculum is well supported by a wide range of good quality after school activities.
Provision for pupils with special educational needs	Very good provision is very well managed by the special needs co-ordinator. The extra support given to pupils either in class, or when withdrawn, enables them to make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good role models provided by the staff, together with a clearly understood code of behaviour, ensure all pupils develop a good understanding of their moral and social responsibilities. The provision for pupils' spiritual development is very good and for cultural development is good.
How well the school cares for its pupils	Parental confidence in the high quality of care is wholly justified.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides outstanding leadership. He has high expectations with regard to all aspects of the school's work. The very good support he receives from staff and governors results in the school having a very positive atmosphere that supports and promotes pupils' learning.
How well the governors fulfil their responsibilities	Governors give superb support to the school. They are closely involved in financial matters and bring a range of expertise to their work. The governors ensure that the principles of best value are applied to all decision making.
The school's evaluation of its performance	The school has very good procedures for monitoring its own performance. Data is analysed regularly to identify what needs to be done next.
The strategic use of resources	Very good. The school has successfully focused on making best use of its staff, resources and accommodation to provide a stimulating learning environment.

## 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 standards achieved by the end of</li> </ul>	Parents raised very few concerns, either in



<p>Key Stage 2.</p> <ul style="list-style-type: none"> <li>• The Christian ethos of the school.</li> <li>• The commitment, dedication and skill of the teachers.</li> <li>• The calm and purposeful atmosphere in the school.</li> <li>• The leadership of the headteacher, who is seen to be at the centre of all the school's good work.</li> </ul>	<p>the questionnaires or in the meeting with the registered inspector.</p>
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The inspection team fully endorses the extremely positive views that parents have of the school. It is not surprising that parents expressed very few concerns about the quality of education.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**‘By the end of Key Stage 2, standards are well above the national average in English and very high in mathematics and science. Standards are well above national expectations in swimming and music.’**

1. Assessments of children shortly after they join the school show that attainment on entry to the school is broadly average, although there has been a recent trend of slightly below average scores in literacy and slightly above average results in mathematics. Children make very good progress in the Foundation Stage<sup>2</sup> and in Key Stage 1. The tests and assessments taken in May 2000, show that, at the end of Key Stage 1, standards are well above the national average in reading, writing, mathematics and science. The results in writing show a marked improvement on the previous year, and reflect the effort of the school to improve this aspect of provision in Key Stage 1.

2. Very good progress is sustained throughout Key Stage 2 so that, by the time pupils leave the school, standards are well above the national average in English and very high in mathematics and science. The scores in mathematics and science place the school in the top five per cent nationally. When compared to schools with a similar intake, results in all three subjects are consistent with the top five per cent nationally.

3. As soon as they start school, pupils develop a love of books and quickly learn to read. By the age of seven they know how to tackle unfamiliar words and enjoy reading different forms of writing such as stories and poems. In Key Stage 2, pupils read for pleasure and to gather information to extend their own interests.

4. As they approach the end of Key Stage 2, pupils read with increasing confidence, often bringing the text alive through good expression and thoughtful intonation. In a Year 5 lesson on the poems of Kit Wright, pupils read to the class with great skill and confidence and, in Year 6, pupils showed they could easily identify the key features, themes and characters from a story they had read.

5. The school has recently placed considerable emphasis on improving standards of writing, especially in Key Stage 1. This has paid off, with standards in the tests and assessments in May 2000 showing a marked improvement on previous years. Standards observed in the present Year 2 indicate that these improvements are being at least maintained. Pupils' writing is well organised and often imaginative, as illustrated by stories written on the theme of ‘Mrs Jolly, the school caretaker’. By Year 6, pupils write lively and

<sup>2</sup> From September 2000, the term Foundation Stage refers to children's education from the age of three until the end of the reception year.

sensitive stories in a range of styles, with some superb poems that use similes and alliteration to improve the finished product.

6. In mathematics, pupils make a very good start in the Foundation Stage and, by the end of Key Stage 1, almost all pupils reached the expected level (Level 2). By the end of Year 2, pupils have established a good understanding of hundreds, tens and units and work with numbers up to 100 with considerable confidence. This very good start is built upon effectively as pupils move through Key Stage 2. By Year 4, pupils are able to demonstrate how to multiply and divide fractions with mixed numbers and by Year 5 many pupils are already at the standard expected nationally for pupils at the end of the key stage. In order to extend pupils in Year 6, the school uses text books normally suitable for pupils in Years 7 and 8. A feature of work throughout Key Stage 2 is the remarkable mental skills that pupils bring to their work.

7. Although no science lessons were observed in Year 6, a scrutiny of pupils' work confirms that standards are very high when compared with the national average. Pupils show a wide range of knowledge and understanding in the different aspects of the subject. In the one lesson observed, in Year 3, pupils showed a clear awareness of correct scientific procedures and displayed a good grasp of safety measures when working with simple electrical circuits. By the time they leave the school, pupils record their findings with clarity and confidence.

8. An unusual feature of attainment in English, mathematics and science is the exceptional performance of boys. Nationally, the performance of boys and girls at the age of eleven is similar in mathematics and science, although girls easily outscore boys in English. At St. Patrick's, boys outperform girls by a considerable margin in all three subjects, even though girls are above average in all three subjects. This phenomenon has already attracted the attention of academics studying the relative performance of boys and girls in primary schools. Although there is no easy explanation of this difference at the school, staff and governors suggest two factors: one is the presence of two formidable male role models (the headteacher and a Key Stage 2 class teacher), and the other is the excellent discipline in all classes, which is judged to make a particular impact on the motivation and determination of boys to achieve the highest standards.

9. Standards in music are well above those normally seen in both key stages. At the pre-inspection meeting with the registered inspector, parents were keen to extol the virtues of all aspects of musical education at the school, and their tremendous confidence is fully justified. Interviews with staff indicate that the school has had a tradition for high standards in music stretching back 25 years. When children join the school in the reception class, they take part in regular assemblies where they hear singing that is simply inspirational in terms of its quality and the commitment of the pupils. They soon realise that they must aspire to these standards and quickly become part of the expectation that singing must be of the highest possible standard. For any visitor, observing the singing from the whole school is a moving and spiritual experience. In Year 3, all pupils have the chance to learn the recorder and those that make good progress with this instrument have the opportunity to learn a traditional instrument of the orchestra. Pupils in Years 4 to 6 learn the violin, flute, trumpet, guitar and clarinet and play regularly to a high standard in school assemblies as well as on many occasions in the local community.

10. The school gives great emphasis to swimming and all pupils, from reception upwards have regular swimming lessons at a local pool. These well organised sessions ensure that even four year olds develop confidence in the water and, by the end of Key Stage 1, most pupils can swim confidently and many have already reached the standards expected nationally of eleven year olds. Throughout Key Stage 2, pupils learn to swim much longer distances and take part successfully in a nationally approved awards scheme for higher levels of skill in the water. By the end of Key Stage 2, standards are well above those normally seen nationally.

**‘The quality of teaching and learning is very good across the school.’**

11. Overall, the quality of teaching is very good. During the inspection, two-thirds of the lessons observed were judged to be very good or excellent. A notable feature of teaching is its consistency throughout the school. This reflects the excellent team spirit amongst staff and the quality of the monitoring by the headteacher and senior staff. This ensures that the qualities of the best teaching are shared between staff.

12. Children in the Foundation Stage, Year R, are provided with a good range of relevant and interesting activities that focus well on the Early Learning Goals<sup>3</sup>. Speaking and listening skills are especially well developed through well led whole class sessions. The teacher's calm and relaxed approach has enabled children to settle quickly to the demands of school life.

13. Throughout the school, teachers make very effective use of the National Literacy and Numeracy Strategies. The teaching in English and mathematics is outstanding, with more than half the lessons observed in these subjects being judged as excellent. These lessons are characterised by very thorough subject knowledge alongside extremely high expectations of all pupils. An example of the thorough subject knowledge is the precise and accurate use of vocabulary in mathematics lessons. For example, in a Year 5 lesson pupils' knowledge and understanding of angles and shapes was enhanced by the focused and precise use of correct vocabulary. The high expectations have led to many pupils covering work that is normally regarded as suitable for pupils a year older. In Year 5, for example, many pupils are already covering work in English and mathematics that would normally be observed in Year 6 classes. At the start of their final year at the school, many pupils have already covered all work required to reach the expected end of key stage level (Level 4). The success of this strategy is reflected in the very high percentages of pupils reaching Level 5 in the year 2000 Key Stage 2 tests; 56 per cent in English, 66 per cent in mathematics and 69 per cent in science, all more than twice the national average.

14. Day-to-day planning is extremely thorough and teachers make good use of ongoing assessments to help plan what pupils learn next. Marking is consistently good throughout the school and gives pupils a clear picture of their own strengths and weaknesses as well as what they need to do to improve further.

15. Superb subject knowledge underpins the excellent teaching in both music and swimming. Much of the teaching of singing and musical instruments is undertaken by an excellent part-time teacher, ably supported by outstanding class teaching and visiting teachers from the local education authority. The tremendous commitment of these teachers and their obvious enjoyment is infectious and leads to all pupils being determined to improve their skills.

16. Another consistent feature of teaching is the excellent discipline in each class. The atmosphere in the school is set in the reception class, where the teacher manages children in a calm and purposeful manner that leads to a very constructive working environment. In all classes, teachers manage pupils extremely well and have created a very industrious, positive atmosphere that leads to a high quality of learning throughout the school. Pupils are highly motivated and determined to succeed in everything they do.

**‘The leadership of the headteacher is outstanding; he has created a tremendous team spirit.’**

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<sup>3</sup> QCA (Qualifications and Curriculum Authority) has produced a set of ‘Early Learning Goals’, comprised of skills, knowledge and understanding that children might be expected to achieve by the end of the reception year. There are six areas of learning: personal, social and emotional development; communication, language and literature; mathematical development; knowledge and understanding of the world; creative development; and physical development.

17. The headteacher sets a clear educational direction for the school, based on his vision for the school's continued development and his good understanding of the needs of its pupils. He receives excellent support from the teaching and non teaching staff, the governing body and parents.

18. A significant feature of the school's work is the very good team spirit, and this owes much to the trust that the headteacher has in his colleagues. They repay this trust with outstanding commitment and dedication, and there is a real sense of everyone working for the benefit of all pupils.

19. Management of the curriculum is effectively delegated to teaching staff, who take on the responsibility for leading a number of subjects or aspects of school life. The headteacher, in consultation with teaching staff, monitors standards of attainment and progress, and sets challenging targets for pupils in English, mathematics and science. The school looks critically at its own performance and works hard to improve areas that are relatively weak: for example recent scores in the Key Stage 1 writing tests were below average in terms of the proportion of pupils reaching the higher levels between 1996 and 1999. The school responded to this by providing specific training and setting challenging targets for improvement. As a consequence, standards have risen, with the school achieving its best ever results in the Key Stage 1 writing tests in year 2000, and inspection evidence confirms that this trend is continuing in the present Year 2 class.

20. The governing body contributes significantly to the effective management of the school. There is regular and productive communication between the headteacher and the chair of the governing body (the parish priest) and committees covering a range of management areas meet regularly. Members of the governing body bring a range of professional skills to their work: for example one member is a local architect who oversees building works at the school and ensures that the school gets best value in this area. The school complies fully with the requirements relating to the DfEE Code of Practice<sup>4</sup> for the identification of pupils with special educational needs and ensures equal opportunities for pupils' access to the curriculum. In keeping with the school's very good application of the principles of 'best value', all spending decisions are evaluated for cost effectiveness in terms of their impact on the quality of education and provision.

**'Links with parents are very good and make a positive contribution to the high standards achieved.'**

21. An unusual feature of the school is the almost total unanimity of parents' views about the school. The overwhelming majority of parents who returned the questionnaire and all parents who attended the pre-inspection meeting with the registered inspector expressed their satisfaction with the school. They appreciate the excellent rapport that has been built up over many years between the headteacher, staff and parents. There is a strong community feel about the school centred on the parish church of St. Patrick's. The school has been very successful in making all parents feel welcome, including those who are not members of the Catholic Church. The headteacher and staff have a personal interest in every pupil from the moment she or he starts school and they communicate well with families throughout their time at the school.

22. The community involvement in the school is celebrated by a wide range of displays in the school corridors recording events that have taken place over many years. Parents feel welcome in the school and many support pupils' learning by helping in classrooms. Parental support is essential to the school's success in swimming, as many parents volunteer each week to supervise on the coach journey and in helping younger pupils get changed quickly so that the maximum time is spent in the pool.

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<sup>4</sup> The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

23. Parents' enthusiastic support for the school's homework policy effectively supports pupils' learning, especially as pupils approach the end of Key Stage 2. Parental involvement in the school extends to encouraging pupils to always do their best and the very good quality of learning owes much to the support that parents give to their own children in meeting the high expectations of the school.

## **WHAT COULD BE IMPROVED**

**'There are no key issues for the school to address and there are no significant weaknesses. However, inspectors agree with the school's own intentions in its development plan which demonstrate its wishes to build on recent improvements in writing at Key Stage 1; and to make maximum use of the new information and communication technology (ICT) suite to improve standards in ICT.'**

24. The school recognises that, at the end of Key Stage 1, standards in writing, although above the national average, have not kept pace with standards in other areas of the curriculum. The school noted that between 1996 and 1999, standards of seven year olds in writing did not improve, although nationally standards were improving. In particular, few pupils were reaching the higher level at the end of Key Stage 1 (Level 3) and, in the 1999 tests, no pupil achieved the higher level. The school responded positively to this situation and put in place a number of strategies in order to address this weakness. This included staff training which developed a clearer awareness amongst teachers of the standard of writing required to reach Level 3. This has led to some rapid and clear improvements in standards of writing in Key Stage 1. In the year 2000 tests, nine per cent of pupils reached Level 3, exactly in line with the national average. Standards of written work observed during the inspection indicate that such improvements are being at least maintained, with more than ten per cent of pupils in the present Year 2 class being on course to reach Level 3 at the end of the key stage. The school is carefully monitoring the progress of pupils' writing as they move through Key Stage 2 and is confident that the recent improvements at Key Stage 1 will eventually result in even higher standards at the end of Key Stage 2.

25. The school development plan has recently focused on raising standards in ICT. The school has recognised that, although standards in ICT are broadly in line with national expectations at the end of Key Stage 2, there is nevertheless scope for improvements in this subject. To this end, the governing body approved the necessary expenditure to install a new and impressive ICT suite on the first floor, earlier this year. To make maximum use of this facility, teachers are undertaking extra in-service training to improve their own subject expertise. The school has plans to introduce the benefits of the Internet to pupils in the near future and is confident that, with regular use of the ICT suite and its bank of up-to-date computers, pupils' levels of attainment will rise.

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

The school has no significant weaknesses and no key issues to address.

## **PART C: SCHOOL DATA AND INDICATORS**

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

Number of lessons observed

18

**Summary of teaching observed during the inspection**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
28	39	22	11	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**

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	219
Number of full-time pupils eligible for free school meals	30
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	37
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	4
<b>Pupil mobility in the last school year</b>	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	15

**Attendance****Authorised absence**

	%
School data	5.3
National comparative data	5.4

**Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

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

### ***Attainment at the end of Key Stage 1***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	16	17	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	15
	Girls	17	17	17
	Total	33	33	32
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	97 (100)
	National	84 (82)	85 (83)	88 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	14	15
	Girls	16	16	17
	Total	32	30	32
Percentage of pupils at NC level 2 or above	School	97 (100)	91 (100)	97 (100)
	National	84 (82)	89 (86)	88 (87)

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

### ***Attainment at the end of Key Stage 2***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	19	13	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	19
	Girls	12	13	13
	Total	29	32	32
Percentage of pupils at NC level 4 or above	School	91 (94)	100 (97)	100 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	19
	Girls	12	13	13
	Total	29	32	32
Percentage of pupils at NC level 4 or above	School	91 (94)	100 (97)	100 (97)
	National	75 (68)	71 (69)	84 (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	4
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	215
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	2	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)	9.2
Number of pupils per qualified teacher	24
Average class size	31

**Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	62.25

*FTE means full-time equivalent.*

**Financial information**

Financial year	1999-2000
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	£
Total income	467,186
Total expenditure	406,783
Expenditure per pupil	1716
Balance brought forward from previous year	116,837
Balance carried forward to next year	136,015

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	219
Number of questionnaires returned	60

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	18	0	0	0
My child is making good progress in school.	77	22	0	0	2
Behaviour in the school is good.	80	18	0	0	2
My child gets the right amount of work to do at home.	64	34	0	0	2
The teaching is good.	78	20	0	0	2
I am kept well informed about how my child is getting on.	63	30	0	2	5
I would feel comfortable about approaching the school with questions or a problem.	77	18	2	2	2
The school expects my child to work hard and achieve his or her best.	83	15	0	0	2
The school works closely with parents.	62	32	2	0	5
The school is well led and managed.	82	17	0	0	2
The school is helping my child become mature and responsible.	75	22	0	0	3
The school provides an interesting range of activities outside lessons.	67	32	0	0	2

*Percentages above are rounded and do not always equal 100.*

### Summary of parents' and carers' responses

As the above summary shows, parents are almost unanimous in their praise for all the school does. They have great respect for the headteacher and all the staff, who are seen as dedicated, committed and skilful. Parents like the Christian ethos of the school as well as the calm and purposeful atmosphere. Most of all, parents feel the school has achieved very high standards over a long period and deserves its great reputation in the local community.