

INSPECTION REPORT

ST DOMINIC RC PRIMARY SCHOOL

Harpenden

LEA area: Hertfordshire

Unique reference number: 117478

Headteacher: Mr Andrew Rafferty

Reporting inspector: Mrs Joy Richardson
6676

Dates of inspection: 2 - 3 October 2000

Inspection number: 224767

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant and Junior |
| School category: | Voluntary aided |
| Age range of pupils: | 3 to 11 |
| Gender of pupils: | Mixed |
| School address: | Southdown Road Harpenden Hertfordshire |
| Postcode: | AL5 1PF |
| Telephone number: | 01582 760047 |
| Fax number: | 01582 760424 |
| Appropriate authority: | Governing body |
| Name of chair of governors: | Dr Peter Williams |
| Date of previous inspection: | 11 November 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

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|-------------------------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school currently has 189 pupils, in seven classes, from reception to Year 6. In addition, 28 children attend a nursery class in the mornings. Children enter the nursery in the term of their fourth birthday and transfer to reception in the term they become five. The school gives priority to pupils who have been baptised in the Roman Catholic church and who are living in the three local parishes. It is heavily oversubscribed. There are 34 pupils on the school's register of special educational needs, two of whom have a statement. The extent of special needs is below the national average. A small minority of pupils come from an ethnic minority background and four pupils speak English as an additional language. Pupils' attainment is well above the average for their age when they start in reception.

HOW GOOD THE SCHOOL IS

This is a very effective school. Pupils achieve excellent standards by the time they leave because of high quality teaching and very positive leadership. The school gives very good value for money.

What the school does well

- By eleven, pupils reach standards that are very high for their age.
- The school's leadership pursues excellence in learning and in community life.
- Much of the teaching is very good, notably in the older classes.
- Children make a very good start in the nursery.
- The school provides well for pupils with special educational needs.

What could be improved

- Younger pupils achieve less well for their age than older pupils.
- Independent thinking and enquiry should be more consistently encouraged.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in November 1996, the school has raised standards further and continued to develop its educational provision. The quality of teaching has improved. There is now little unsatisfactory teaching and significantly more very good teaching. The nursery has opened and this is giving pupils a very good start to their education. The school has developed effective procedures for assessing and monitoring pupils' progress throughout the school. It has become more effective in identifying and meeting pupils' special educational needs. The school is energetic in reviewing its performance and striving for the highest possible standards. It is building on its success and continuing to move forward.

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 |
| | 1997 | 1998 | 1999 | 1999 |
| English | A* | A* | A* | A* |
| mathematics | A* | A* | A* | A* |
| science | A* | A* | A* | A* |

| Key | |
|--------------------|----|
| top five per cent | A* |
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

In 1999, and in both the previous two years, the school's results in the national tests for eleven-year-olds were in the highest five per cent nationally. Results in English, mathematics and science were also in the highest five per cent in 1999 when compared with those in broadly similar schools. These results are exceptional.

The school's particular strength is the high proportion of pupils at the age of eleven who attain beyond the nationally expected level and reach Level 5, the standard expected of thirteen-year-olds. In 1999, more than three quarters reached this level in each subject. The proportion reaching Level 5 was a little lower in 2000, but still high. The school exceeded its targets for the percentage of pupils achieving at least Level 4 in 2000: 90 per cent did so in English, and 97 per cent in mathematics.

The results of tests for seven-year-olds in 1999 were well above the average for all schools and for similar schools in reading. In writing and mathematics, results were above the national average, but average in comparison with similar schools. Results in 2000 showed an improvement. However, fewer pupils at seven than at eleven reached a standard that was high for their age.

This pattern is reflected in the work seen on inspection. Children do well in the nursery. They make steady progress over the next few years. The standard of achievement, relative to the age of pupils, rises sharply in the older years.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Pupils enjoy school and have a strong sense of belonging. They take pride in their achievements and are keen to succeed. |
| Behaviour, in and out of classrooms | Pupils generally behave very well, concentrating and persevering in lessons. A small minority of younger pupils lack self-discipline in settling to work. |
| Personal development and relationships | Relationships are harmonious. Pupils co-operate well and care for each other. They enjoy taking responsibility and contributing to community life. |
| Attendance | The rate of attendance is above the national average and there is no unauthorised absence. |

TEACHING AND LEARNING

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

Teaching was at least satisfactory in 96 per cent of lessons seen. It was good or better in 70 per cent and very good, or occasionally excellent, in 46 per cent. There was some very good teaching in most classes and teaching was generally very good in the nursery and in Years 5 and 6.

Basic skills in literacy and numeracy are taught well throughout the school. Pupils with special educational needs receive additional teaching of good quality which helps them to keep up with the rest of the class.

Teaching is well planned and purposeful. Teachers have a good command of the subjects they teach. They have high expectations and insist on good standards, for example requiring pupils to present work well and to complete a good amount in the time available. The frequently very good teaching is characterised by a thorough and systematic approach which extends pupils' competence, engages their interest and raises their sights. Teachers work hard and expect pupils to do the same. Pupils learn well as a result, gaining satisfaction from the acquisition of knowledge and the mastery of skills.

Although teaching is efficient in telling pupils what they need to know, pupils are not encouraged enough to pose and to pursue questions and to work things out for themselves. Teaching was occasionally ineffective when the energies of younger pupils were not properly channelled into their learning.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The school provides a broad and balanced curriculum, giving appropriate attention to all subjects. Work in information and communication technology is developing well. The curriculum is enriched by a good range of visits and visitors to the school, and by special events and performances. |
| Provision for pupils with special educational needs | The school accepts and values all pupils, whatever their needs. It has very good procedures for identifying pupils' special educational needs, providing support and reviewing progress. |
| Provision for pupils with English as an additional language | The language skills of pupils who speak English as an additional language are carefully assessed, appropriate support is given and progress is monitored effectively. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school fosters pupils' personal development well. Its ethos centres on the sharing of Christian values, and the cultivation of pupils' spiritual and moral awareness. |
| How well the school cares for its pupils | The school cares well for its pupils, ensuring their health and safety and guiding their academic progress to good effect. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher provides dedicated and thoughtful leadership, focused on improvement. Subject co-ordinators contribute strongly to the development of the curriculum, as seen in effective implementation of the literacy and numeracy strategies. Priorities are clearly identified in the school development plan and staff training needs are carefully addressed. |
| How well the governors fulfil their responsibilities | The governing body fulfils its responsibilities well, providing strategic oversight of the school's development and good links with parents and the local community. |
| The school's evaluation of its performance | The school's leadership and management are purposeful and clear-sighted in identifying strengths, weaknesses and areas for action. This is shown, for example, in the school's pursuit of the highest possible standards in writing. Effective monitoring of planning, teaching and pupils' progress contributes to the achievement of high standards. |
| The strategic use of resources | The school makes very good use of its resources, including funds raised by parents, to achieve its educational aims. It applies the principles of best value effectively in making decisions about expenditure. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • The high standards of work and behaviour • The good teaching provided and the progress children make • The headteacher's leadership and his skill in dealing with problems • The accessibility of staff and their openness to parents • The way that the school helps children to become mature and responsible • Children's enjoyment of school | <ul style="list-style-type: none"> • The range of extra-curricular activities • Information about pupils' progress • The provision of homework |

Most parents are very satisfied with the school and the high quality of education provided. Inspectors consider their confidence to be well justified. The range of regular extra-curricular activities is not extensive, and restricted to older pupils. However, the curriculum is also enriched by educational visits, including residential visits, which add much to pupils' all-round development. Special projects such as the making of a video films by older pupils also enhance pupils' experience. A few parents had concerns about homework and information on children's progress, though most parents were well satisfied in these areas. Inspectors consider that the homework set is generally appropriate for the age of pupils, and well linked to work in school. However, procedures such as the use of the homework diary could be developed more consistently to give parents a fuller view of what, and how well, children are doing. Annual reports are clear and informative. Parents appreciate the full information given about the curriculum for each term and the ease of communication with teachers if there is cause for concern.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By eleven, pupils reach standards which are very high for their age.

1. The school sets its sights high, believing that all pupils should reach at least the level expected for their age by the time they leave, unless they have specific learning difficulties, and that most are capable of achieving at a higher level. Since the time of the last inspection, the school has increasingly turned this conviction into practice. The extent of attainment at Level 5 has risen steadily. In the last two years, well over half the pupils have reached Level 5, the level expected of 13-year-olds, in national tests at the end of Key Stage 2, in English, mathematics and science. The work seen on inspection shows that standards are at least as high in the current Year 6.
2. Over the last four years, the margin between school and national performance has been particularly wide in mathematics, with many pupils achieving Level 5 and a few reaching Level 6. This reflects the knowledge, expertise and enthusiasm of the teacher in the oldest class who is also the mathematics co-ordinator. Standards in science have risen steeply since the last inspection. In the last two years, the proportion of pupils reaching Level 5 has been very high: nine out of ten in 1999 and three out of four in 2000. In English, standards have continued to rise, from a high base, in line with the national rate of improvement. The school is currently working to secure even higher standards in writing, for example by developing diagnostic marking to pinpoint what pupils must do to improve.
3. The school adds significant value to pupils' attainment in the older years. In 2000, pupils did better for their age in tests at the end of Key Stage 2 than they had done at the end of Key Stage 1 in 1996. The pace of teaching and learning accelerates as pupils progress through Key Stage 2 and work is increasingly pitched beyond the level of national expectation. For example, pupils in Year 6 manipulate numbers with ease in finding square and cube roots, and calculating to three decimal places.
4. The achievement of high standards is supported by teaching which is often very good, particularly in the older years, and by the school's careful monitoring and assessment of pupils' performance. Effective learning is promoted by a culture within the school which expects pupils to work hard and to achieve their best, and helps them to do so.

Much of the teaching is very good, notably in the older classes.

5. The teaching provided by the school has many strengths that contribute to the achievement of high standards. It is systematic, thorough and well-planned and, as pupils move through the school, increasingly ambitious in its expectations. Teachers work hard and they expect the same of pupils.
6. Basic skills are taught well so that they provide a strong foundation for subsequent learning. This is evident, for example, in numeracy sessions where pupils apply what they have learned with steadily increasing speed and confidence. In a Year 1 lesson, the practice of addition facts was extended from within ten to within twenty as pupils demonstrated their competence. Pupils in Year 2 counted rapidly up and down in twos, progressing to larger numbers and to minus numbers, realising, as one child said, 'You can go on forever!'. Teachers ensure that pupils become proficient in their knowledge of number facts and the use of place value in mental and written calculations. They teach pupils to look for patterns in solving problems, as when

pupils in Year 6 were helped to devise a formula for calculating the number of sticks needed to make a row of any number of triangles.

7. In literacy, the use of phonics is taught well, as seen when children in reception were encouraged to find parts of rhyming words and to use these in a song. Teachers develop pupils' reading comprehension well, for example asking pupils in Year 2 how a story demonstrated 'friendship', 'trust' and 'fairness'. They help pupils to appreciate the impact of words in their writing, as in a Year 3 lesson where pupils considered alternative words for 'shouted' or 'whispered', making effective use of a thesaurus. In Year 5, pupils were skilfully taught to strengthen the impact of their writing, for example in attempting to re-write the story of Humpty Dumpty's fall for greater effect. Teachers pursue high standards of presentation and pupils in Key Stage 2 develop a fluent, joined handwriting style.
8. Teachers insist on pupils working at a good pace, often setting time limits as they take pupils through work a step at a time. Lessons are carefully constructed so that pupils gain skills and then apply them to achieve an end product. For example, in physical education in Year 4, pupils practised balancing on 'three small parts' and extended this into a sequence of three different balances. In information and communication technology in Year 5, the teacher effectively ensured that pupils had the necessary skills and understanding to succeed before they began working with spreadsheets to create bar charts and graphs. Pupils are prepared well for practical work, as when Year 3 pupils were set the task of designing a package to hold a glue stick. The teacher insisted on accurate measurement and careful thought and, though some fell behind, pupils found satisfaction in rising to the challenge, commenting 'It's great fun doing this'.
9. Teachers are knowledgeable about the subjects they teach, drawing on wide background knowledge to enliven pupils' learning and to set it in context. This was seen when the teacher in Year 6 listed words of French, Italian, Greek and Indian origin to be used in pupils' writing, and digressed to explain how the word 'posh' came into use. In a Year 5 history lesson, the teacher provided detailed information and evoked a sense of atmosphere in preparing pupils to write a newspaper report on the marriage of Henry VII to Elizabeth of York. Teachers share their own interests and enthusiasm with pupils. In the older years in particular, pupils respond with enjoyment and seriousness in acquiring knowledge and mastering skills. This is evident in the concentration and application shown, for example, in numeracy sessions in Year 6.
10. Homework is often used well to extend or to prepare for work in school, as when pupils in Year 4 quickly recounted a special event in writing, having previously thought through key questions about 'who', 'where' and 'when' for homework.

The school's leadership pursues excellence in learning and in community life.

11. The headteacher sets the school's ethos, combining the pursuit of high attainment with the fostering of pupils' all-round development and concern for pupils' individual needs. He supports teachers well, leading by professional example and monitoring the quality of teaching effectively. He reviews teachers' weekly planning very well and responds constructively to issues and concerns noted in their evaluations, keeping a finger on the pulse of teaching and learning.
12. The deputy headteacher, who is also the science co-ordinator, and the subject co-ordinators in English and mathematics, are active in developing the curriculum and striving to achieve the highest possible standards. Pupils' progress is closely

monitored, particularly in Key Stage 2, through the use of information from standardised tests which feeds into the setting of targets for each year.

13. Community values are clearly articulated and the partnership with parents is carefully nurtured so that home and school work together effectively for the benefit of pupils. The school's pursuit of excellence extends to the provision of wide cultural opportunities for pupils. Residential visits, such as recently completed by pupils in Year 5, enrich pupils' learning and enhance their social development. Links with distinguished authors have stimulated pupils' writing and led to video and drama productions of a high standard. The school places a high value on literary and artistic endeavour and provides pupils with many chances for success.

Children make a very good start in the nursery.

14. The nursery opened in 1997 and provides a year of part-time education, each morning, for children from the term of their fourth birthday. It provides pupils with a very good start to their school career.
15. The teacher encourages children to explore as far as they are capable of doing. For example, one child counted accurately to 25 in helping the teacher to record how many were present. Children quickly learn letter sounds and enjoy activities such as identifying, from a dustbin full of objects, which begin with the letter 'd'. They recall the sound and shape of letters learned previously and remark with interest on the sounds in their names.
16. The teaching is brisk, cheerful and suitably demanding. It encourages children to think, as when they managed to estimate accurately the number of lengths to be programmed into a 'roamer turtle' to make it cross the carpet.
17. Routines are well established, as seen when children settled quickly on the carpet with a book at the start of the morning. Children are taught how to behave in a group, putting their hand up to speak and learning to listen and to wait for their turn. They are encouraged to be independent and to make choices, for example selecting an activity and putting their name beside it on a planning board. Children help each other and share equipment well. They compete amicably, for example to see who can spin a hoop the longest. They learn to express their feelings and to understand those of others, as shown in drawings of faces which showed emotions such as anger.
18. By the time they start in reception, most children have achieved many of the early learning goals expected of the Foundation Stage which spans the nursery and reception. They have good attitudes to learning and enjoy being challenged.

The school provides well for pupils with special educational needs.

19. The school accepts, welcomes and works with pupils whatever their individual needs. Pupils' progress is monitored closely from an early age and their needs are carefully assessed. Where appropriate, individual education plans are drawn up with specific targets and these are regularly reviewed. There is close and effective liaison between the headteacher, special educational needs co-ordinator, class teacher, learning support assistants and parents. Great care is taken in matching support to the needs of pupils with statements.
20. The special educational needs co-ordinator provides well-targeted support, working regularly in each class and with individuals where this is needed. Her teaching in literacy reinforces the use of phonic strategies, building pupils' confidence and helping them to catch up. For example, a group of lower-attaining pupils in Year 2 played a game which involved blending the initial consonants in order to read words such as 'dress', 'branch' and 'spill'. They discussed their approach with the teacher and worked with enjoyment and a sense of triumph when they were successful. Pupils frequently move down or off the special needs register because of the quality of support provided.
21. The school identifies gifted and talented pupils and is alert to their particular abilities and needs.

WHAT COULD BE IMPROVED

Younger pupils achieve less well for their age than older pupils.

22. Pupils achieve beyond the level expected nationally by the age of seven, and pupils currently in Year 2 are achieving well in literacy and numeracy. However, the pace of progress over the four years from nursery to the end of Key Stage 1 does not match that of the four years of Key Stage 2. In particular, more pupils are capable of reaching Level 3 by the age of seven than have done so in recent years.
23. In the recent past a period of staff change disrupted continuity in Key Stage 1. A stable team has now been established and the work of pupils currently in Year 2 shows that good standards are being achieved. However, leadership of the Foundation Stage and Key Stage 1 is not well defined. Pupils' progress is constrained by the lack of a collective overview of what should be achieved each year, for example in the development of independent writing. Information from assessment is not yet being used to full effect across these years to guide teaching and to set targets for individuals and groups.
24. Children make progress in reception. Basic skills are reinforced, as seen for example in the finding of different ways to make up the number six. However, the tasks set do not always build sufficiently on what children can already do. Year 1 children with summer birthdays remain in reception for the first term of the year. They are just beginning to write a sentence independently and are keen to show what they can do, but letter formation and the spelling of simple words are not well established.

25. Challenging expectations of work and behaviour are not spelled out sufficiently in the reception and Year 1 classes. A small minority of pupils lack self-discipline and behave inappropriately at times; this detracts from their learning.

Independent thinking and enquiry should be more consistently encouraged.

26. Teachers impart information clearly. In some lessons, however, teachers talk for too long without engaging pupils actively in learning. In response, pupils wait to be told what to do rather than thinking for themselves. Teachers ask questions to check what pupils know, sometimes adapting the level of questioning well for different pupils. Questions are used more rarely to spark curiosity or to leave pupils with something to wonder about.
27. Thorough and systematic teaching is a strength of the school. However, teaching sometimes proceeds step by step without encouraging pupils sufficiently to pose their own questions, to enquire in depth and to take responsibility for organising and evaluating their own work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. In order to raise standards yet further, the school should:
- (1) Pursue higher levels of achievement across the Foundation Stage and Key Stage 1 by:
- making fuller use of information from assessment to guide teaching and to set targets;
 - developing leadership across these years;
 - fostering pupils' self-discipline through high expectations of work and behaviour. (Paragraphs 3, 22-25)
- (2) Encourage independent thinking and enquiry in all classes by:
- using questions to explore pupils' understanding, stimulate their curiosity and extend their thinking ;
 - encouraging pupils to pose their own questions and to pursue an enquiry in depth;
 - expecting more of pupils in planning and organising their own work and evaluating what they have learned. (Paragraphs 26, 27)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 28 |
| Number of discussions with staff, governors, other adults and pupils | 10 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 4 | 42 | 21 | 29 | 4 | 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) | 14 | 189 |
| Number of full-time pupils eligible for free school meals | - | 4 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 1 | 1 |
| Number of pupils on the school's special educational needs register | 5 | 33 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 4 |

| 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 | 4.5 |
| 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

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 2000 | 18 | 11 | 29 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 16 (19) | 16 (19) | 18 (17) |
| | Girls | 11 (16) | 11 (16) | 11 (16) |
| | Total | 27 (35) | 27 (35) | 29 (33) |
| Percentage of pupils at NC level 2 or above | School | 93 (97) | 94 (97) | 100 (92) |
| | National | 84 (82) | 85 (83) | 89 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|-----------|
| Numbers of pupils at NC level 2 and above | Boys | 16 (19) | 15 (18) | 18 (19) |
| | Girls | 11 (16) | 11 (16) | 11 (17) |
| | Total | 27 (35) | 26 (34) | 29 (36) |
| Percentage of pupils at NC level 2 or above | School | 93 (97) | 90 (94) | 100 (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 | 14 | 17 | 31 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 11 (11) | 13 (11) | 13 (11) |
| | Girls | 17 (19) | 17 (21) | 17 (22) |
| | Total | 28 (30) | 31 (32) | 31 (33) |
| Percentage of pupils at NC level 4 or above | School | 90 (88) | 97 (94) | 97 (97) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 11 (11) | 12 (11) | 13 (11) |
| | Girls | 17 (20) | 17 (21) | 17 (21) |
| | Total | 28 (31) | 29 (32) | 30 (32) |
| Percentage of pupils at NC level 4 or above | School | 91 (91) | 94 (94) | 97 (94) |
| | 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 | 2 |
| Black – African heritage | 1 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 171 |
| Any other minority ethnic group | 8 |

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) | 9 |
| Number of pupils per qualified teacher | 22.5 : 1 |
| Average class size | 27.0 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 1.4 |
| Total aggregate hours worked per week | 57 |

Qualified teachers and support staff: nursery

| | |
|--|--------|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 28 : 1 |

| | |
|---|-------|
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | 21.25 |

| | |
|--------------------------------|---------|
| Number of pupils per FTE adult | 11.7 :1 |
|--------------------------------|---------|

FTE means full-time equivalent.

Financial information

| | |
|----------------|------|
| Financial year | 1999 |
|----------------|------|

| | £ |
|--|--------|
| Total income | 414585 |
| Total expenditure | 424290 |
| Expenditure per pupil | 1798 |
| Balance brought forward from previous year | 23700 |
| Balance carried forward to next year | 13995 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 189 |
| Number of questionnaires returned | 67 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 74 | 25 | 0 | 0 | 1 |
| My child is making good progress in school. | 63 | 31 | 3 | 0 | 3 |
| Behaviour in the school is good. | 66 | 30 | 1 | 0 | 3 |
| My child gets the right amount of work to do at home. | 46 | 42 | 7 | 1 | 4 |
| The teaching is good. | 71 | 23 | 0 | 0 | 6 |
| I am kept well informed about how my child is getting on. | 38 | 45 | 10 | 1 | 6 |
| I would feel comfortable about approaching the school with questions or a problem. | 74 | 24 | 1 | 0 | 1 |
| The school expects my child to work hard and achieve his or her best. | 70 | 29 | 0 | 0 | 1 |
| The school works closely with parents. | 48 | 43 | 5 | 0 | 4 |
| The school is well led and managed. | 81 | 15 | 1 | 0 | 3 |
| The school is helping my child become mature and responsible. | 67 | 28 | 1 | 0 | 4 |
| The school provides an interesting range of activities outside lessons. | 20 | 34 | 18 | 4 | 24 |