

INSPECTION REPORT

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

Thornaby

LEA area: Stockton-on-Tees

Unique reference number: 111695

Headteacher: Mrs Margaret Swinhoe

Reporting inspector: Mrs Barbara Parker
22261

Dates of inspection: 6th – 7th November 2000

Inspection number: 225146

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:	3 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Gary Wilson
Date of previous inspection:	17 th March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a large voluntary aided Roman Catholic primary school for boys and girls from three to 11 years old. It has 295 pupils on roll, including 48 children who attend the nursery part-time. Twenty-seven per cent of the pupils are known to be eligible for free school meals – seven per cent above the national average. The school serves an area suffering significant social deprivation and the socio-economic background of many of the pupils is below average. Attainment on entry to the nursery is below that found nationally. Many of the children have poor communication skills and under-developed social skills. There is an average percentage of pupils with special educational needs and a below average number with Statements of Special Educational Need. Although a very small percentage of the pupils come from ethnic minority backgrounds, all pupils come from English speaking families.

HOW GOOD THE SCHOOL IS

This is an excellent school, which achieves high standards in most of its work and does exceptionally well in the national tests for seven and 11 year olds in comparison with similar schools. Pupils are keen to learn, and enjoy coming to school. Their achievements are very good because much of the teaching is of high quality. There are excellent arrangements to support all pupils and care for them. The headteacher, senior managers and governors see what needs to be done and take the action to do it. The school's success is built on the headteacher's very strong desire for the children to do well, which all adults connected with the school share. The school provides excellent value for money.

What the school does well

- By the age of 11, standards are high in English, mathematics and science, and pupils achieve very well because of the very good teaching.
- The interesting and exciting range of activities that teachers provide means that pupils show high levels of enthusiasm, behave exceptionally well, and work extremely hard.
- The headteacher, senior managers and governing body show excellent leadership and management in all aspects of their work.
- Parents recognise the excellent support and care their children get and there is a strong partnership between them and the school.

What could be improved

- Teaching of children aged three to five in the Foundation Stage does not always take the chance to extend children's learning further or reinforce what they have already learnt.

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 made good improvement since its last inspection in March 1997. It has maintained high standards in English, mathematics and science and increased the number of pupils reaching the higher level. The high quality teaching seen during the last inspection has been maintained and there were no unsatisfactory lessons. The provision for information and communication technology is much better than it was, mainly because of the new computer suite, resulting in improved achievement. The library is much improved and used more effectively, particularly for home reading and study, and this reflects in the high standards in English at age 11. The school is well placed to continue to improve because the school's managers know what can be done to make teaching and learning even better.

STANDARDS

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

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

Year 6 pupils' test results in 2000 were well above average in English and science and above average in mathematics by the time the pupils left the school at the age of 11. These pupils did exceptionally well in comparison with other schools who had similar results at the end of Key Stage 1 in 1996. In 1999 and 2000, Year 6 pupils did extremely well in comparison with pupils from similar schools. These high standards have been maintained over time, with more pupils attaining the higher level in English and science year on year since 1998. Pupils achieve well by the age of seven and their work is above average. Test results of seven year olds were well above average in writing, above average in mathematics, and in line with other schools in reading. These pupils also did well compared with those from similar schools. At the end of the reception year, most five year olds achieve the learning goals for children of their age.

The school's targets are realistic and usually met or exceeded. This is because the school focuses on what pupils need to improve and challenges them to do well. Consequently, by age 11, children achieve very well in English, mathematics and science, especially given their low attainment on entry. They read with very good understanding. Their standards of handwriting, spelling and punctuation are high. They write good reports and stories and use words imaginatively to get the attention of the reader. They add, subtract, multiply, and divide accurately in mathematics and record and organise their work carefully in science. They devise their own experiments with a clear understanding of how they must be fair and have very good scientific knowledge, which they use effectively to predict what they think might happen.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are excellent. Pupils are keen and eager to learn and are interested in what they are doing.
Behaviour, in and out of classrooms	Pupils behave extremely well. They are courteous and kind to others.
Personal development and relationships	Pupils' relationships with adults and classmates are excellent.
Attendance	Satisfactory.

Pupils' excellent attitudes and extremely good behaviour have a significant impact on the way pupils learn and the opportunities for teachers to teach. Pupils enjoy coming to school. They present their work neatly and with pride. They are respectful of, and kind to, others. Their participation in the school council meetings helps them to consider how to make life in school better and gives them the opportunity to take the initiative and show responsibility.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	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 and learning were satisfactory or better in all of the 17 lessons seen. They were good or better in 76 per cent and excellent in 29 per cent. Teaching is extremely effective because teachers have very good and sometimes excellent subject knowledge and understanding, which they impart to the pupils. Because of this, pupils use the correct terminology in subjects such as English, information and communication technology, and science. The teaching of basic skills is excellent, particularly in literacy, numeracy, science, and information and communication technology. Teachers use what they know about the children exceptionally well to plan work that is interesting and relevant to the pupils' abilities. High expectations show in the way teachers vary things in what they say, for example, "All of you will do this, some will do this, and a few will do this". Teachers give pupils confidence and the skills to complete their tasks. Because of teachers' high demands, pupils work hard, complete a lot of work, and make rapid progress. Much of the teaching is inspirational and snappy and so pupils are interested and sustain excellent concentration and this reflects in the high standard of their work. Pupils with special educational needs do very well in both the infants and juniors.

The teaching of personal, social and emotional development is very good in the nursery and reception classes, and gives the children a good start. It is built on exceptionally well throughout the school. Teaching in the classes for three to five year olds is mainly satisfactory in the other areas of learning because teachers do not always take the chance to extend children's learning further or reinforce what was learnt before, and this prevents children from learning at a much faster rate. Planning in the nursery is not precise enough to show what individual children and groups will learn from all of the activities because assessments are not used effectively enough to guide teaching or children's learning. In the reception class, children's learning is not always extended because sometimes questions are too structured and require simple one-word answers and tasks are too directed to give children opportunity to learn through exploration and observation.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	An excellent range of activities for pupils aged six to 11, covering all subjects and relevant to pupils' ages and interests. Satisfactory for children aged four and five.
Provision for pupils with special educational needs	This is very good. Learning targets for individual pupils are clear, realistic and attainable.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Outstanding provision, embedded and reinforced in all that the school does.
How well the school cares for its pupils	Excellent. Staff care about pupils and almost all of them know what to do in ways of changing the curriculum and providing support for different pupils, leading to quality learning and high standards.

Curriculum planning and assessment are excellent in the infant and junior classes because they focus on raising standards by enabling pupils to work at their own rate and giving them a breadth of interesting experiences. Literacy and numeracy are promoted very well through other subjects. Information and communication technology is used as an effective tool to extend learning in a range of subjects such as literacy, art, science, and mathematics. There is a rich array of after-school activities, many of which involve parents and children working together. There are numerous visits to places of educational interest in this country and abroad, enriching the experiences of the pupils further.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The senior managers have a very clear sense of direction and understanding about how to succeed. Staff, governors and parents work together to provide the very best for the pupils.
How well the governors fulfil their responsibilities	Governors fulfil their duties fully. They analyse the pupils' test results and have excellent knowledge and understanding of the school's achievements and of what needs doing next.
The school's evaluation of its performance	Excellent. The head, staff and governors know what is going on, see what needs to be done next, and do it.
The strategic use of resources	Resources are used very well. Funding and grants are used effectively to raise standards further.

The headteacher is an excellent leader. She urges and inspires teachers and pupils to do well. She and the senior managers make sure everyone does their job effectively and efficiently. Training has a high focus and because of this, teachers feel well prepared to teach and have the confidence to lead their subjects. This is all based on effective monitoring and evaluation of what works well and what needs improving in teaching, which impacts upon how well the pupils learn and the standards that they achieve. This in turn ensures that resources are used well and that money is spent wisely on educational priorities to raise standards further. Built into this, is a system that ensures that the school gets the best value for money. Governors ask questions to check how well the school is doing and provide excellent support by visiting and talking with staff, valuing their efforts and recognising their successes.

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 quality teaching. • The progress their children make and the information they receive about how their children are doing. • Children's behaviour and the way teaching encourages and expects the best from them academically and personally. • The way the school works with parents and the positive response staff make to their comments. • The way the school is led and managed. 	<p>A very small minority:</p> <ul style="list-style-type: none"> • feel that their children do not get the right amount of homework; • are uncomfortable approaching the school staff with concerns or questions; • think that the school does not provide an interesting range of activities outside lessons.

The inspectors agree with all of the parents' positive comments. The level of homework is right for the age of the pupils, the school openly receives parental concerns, and it provides a very good range of extra-curricular activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the age of 11, standards are high in English, mathematics and science, and pupils achieve very well because of the very good teaching.

1. Teaching is very good in the infant and juniors and because of this, pupils learn very well and achieve high standards by the time they leave the school at age 11. Their handwriting is of high quality; they spell accurately and use punctuation correctly. Words are chosen for their effect on the reader, and pupils understand the need to change the style of their writing when compiling, for example, newspaper reports as opposed to creative stories. They use their knowledge of addition, subtraction, multiplication, and division confidently and accurately to solve problems in mathematics and they record and organise their work carefully. Their scientific knowledge is very good, which they use to devise their own experiments, predict what might happen, and draw sensible conclusions.
2. Teachers have a very good understanding of National Curriculum subject requirements and their excellent knowledge of basic literacy and numeracy skills means that pupils are taught these extremely well. For example, in a Year 3 literacy lesson, when pupils confused 'syllables' for 'synonyms', the teacher expertly explained the difference, showing an excellent understanding of how to use this to her advantage and avoiding misconceptions developing.
3. Teachers have a very good idea of what pupils already know because they ask open-ended questions to probe their knowledge and understanding. They then use the information gained to ask different things of different pupils, in order to challenge them. In a Year 6 science lesson, for example, pupils were asked to explore ways of making Christmas tree lights stay on when one bulb burns out. Although all pupils explored the same scientific idea, the teacher made it clear to them at the start of the lesson that he expected different things from different pupils. For example, the more able were told that they should be able to design, make, and record their work "in a scientific way" in the time given, whilst the least able were asked to create the circuit and "draw it". This reassured pupils of the teacher's expectations and gave them the confidence that they were not expected to work beyond their ability. However, as the teacher moved around the class, he encouraged some pupils to go further once he was sure that they were secure in what they were doing. This resulted in many pupils extending their learning well within a secure atmosphere. Similarly, in a Year 3 literacy lesson, although all of the pupils were completing the same task, the teacher said, "All of you will use subheadings, some will use one verb and develop the report, and others will dip into the list of words". This allows pupils to work at their own rate and level, with the confidence that they will be able to do the work.
4. Much of the teaching is inspirational and challenges pupils to want to do better. Discussions are lively and questions are punchy and direct, such as "What would you do if you met the lion?" in a Year 2 literacy lesson and "Have you used alliteration there?" in a Year 4/5 computer/literacy lesson. In a Year 1 literacy lesson, pupils searched the story that they were reading with the teacher for rhyming words and different spelling patterns, and identified important points and events. The teacher held their interest by creating suspense in her story reading. Consequently, pupils were totally absorbed in their work and were so keen that they did not want the lesson to end. They were interested in what they were doing and sustained concentration, and this reflected in the high standard of their work.

The interesting and exciting range of activities that teachers provide means that pupils show high levels of enthusiasm, behave exceptionally well, and work extremely hard.

5. The range of learning experiences and opportunities for pupils of all abilities is extensive and because of this, pupils' enthusiasm for school is great. Pupils enjoy coming to St Patrick's and can often be found up to an hour after the end of lessons, still working in the computer suite or classrooms, eager to continue their studies.
6. There is an ethos of hard work, which is maintained because of the pupils' eagerness to learn and to please their teachers. This is due to the excellent relationships between pupils and staff and the mutual trust and respect that exist between them. In a Year 5 information and communication technology lesson, for example, pupils and adults worked together to create a snail pattern on the computer in the style of the artist Matisse. The eagerness of both pupils and adults to achieve, and the constant reminders of time and clear explanation of the task by the teacher, meant that no time was wasted and the joint task was accomplished to the great satisfaction of all!
7. Pupils present their work beautifully and take tremendous pride in everything that they do. They set their work out carefully so that it is easily read and understood, prompted by constant reminders from their teachers. For example, one of the intentions of a Year 4/5 computer lesson was for pupils "to be proud of their work". Teachers lead by example, displaying pupils' work to great effect, showing that they value what pupils do and celebrating their achievements.
8. The provision for pupils' spiritual, moral, social and cultural development is outstanding. Pupils are encouraged to become, for example, "scientists, writers and mathematicians", with the emphasis placed, not just on acquiring facts, but on learning how to learn. Pupils play a part in deciding on school routines and procedures through the school council and open discussion with their teachers. Teachers encourage pupils of all ages to talk about their feelings and to express their thoughts openly, when talking about stories they have read, for example.
9. The development of children's personal and social skills in the nursery and reception classes is very good. It underpins the atmosphere and reflects in the warm and friendly manner of adults and children and the way children sustain concentration for up to 20 minutes at activities that they find particularly worthwhile and challenging. Teachers value children's efforts and their praise is well directed and concentrates on rewarding children for effort and success. Children know the routines well. Almost all know what to do when they finish an activity and in most instances (in reception in particular) move on sensibly to the next. Teaching in both classes creates a settled atmosphere of calm and care, with everyone happy and busy. Adults are kind and sensitive and this plays a large part in settling children, for example, allaying nursery children's fears of the recent flooding in the area by talking calmly and reassuringly to them. Consequently, children are happy and confident.
10. There is an extensive range of after-school clubs, many involving parents and their children working together, such as the art and design club and the computer clubs. This makes learning accessible to all; it heightens the parents' understanding of what goes on in school and helps them to help their children. Pupils of all ages visit places of educational interest and the older pupils make trips to London, France, and Holland.
11. The school considers its place in the community carefully and with pride, and establishes good relationships with neighbours, for example, by consulting with them about the new school gates before they made a final decision on their style and design. Visitors are welcome in school, and many of the local parishioners attend the Mass. The "family room" in which they can relax and chat afterwards helps to create a warm welcome.

The headteacher, senior managers and governing body show excellent leadership and management in all aspects of their work.

12. The work done by headteacher, senior managers, and governing body is outstanding and is one of the main reasons for the school's success in achieving high standards. They see what needs to be done and, more importantly, take the action to do it. They share a common purpose to achieve excellence and because of this, find ways to make learning better and enable pupils to achieve more. They have high expectations and this motivates staff and pupils to work hard, do their best and, more importantly, want to do better.
13. The highly effective and rigorous monitoring and evaluation of teaching and pupils' work account for the very effective learning in lessons and over time. The school's drive for excellence means that teachers want to know what works and what needs improving in their teaching and they welcome comments from the headteacher and senior managers about how they can improve. The needs of the children are paramount to them and because of this, they constantly seek ways to become better teachers.
14. The headteacher delegates well, drawing on her knowledge of what individual members of staff are good at. Subject co-ordinators lead their subjects well. They are proud of the school's achievements and their colleagues' commitment and work. They set high standards and are constantly assessing results and aiming to improve. They are reflective and talk openly about where and how they feel further improvement can be made, such as in teaching and learning in reading comprehension, scientific investigation work, and mental mathematics.
15. The headteacher, deputy head, and senior teacher make up a very strong team and play a key part in promoting and achieving high standards. Governors have an excellent knowledge and understanding of the work of the school and are fully involved in decision making. They have an effective committee structure and their expertise is wide and varied, so that responsibilities can be shared amongst them. Because of this, different aspects of the school's work are explored in depth, such as the identification of test results trends and reasons for them. This in turn means that the governing body contributes substantially to the effectiveness of the school by using their resources wisely to raise standards further.

Parents recognise the excellent support and care their children get and there is a strong partnership between them and the school.

16. Teachers know the pupils very well and respond to their needs in a very positive and supportive way. There is accurate and effective diagnosis of what pupils do well and need to improve, because the assessment procedures are excellent and lead to quality learning and high standards in almost all classes. Teachers keep precise information about what pupils know and can do, and most use it to set challenging work. They care about the pupils' personal development and promote independence well by giving pupils special responsibilities, for example, during Mass. They invite them to comment on the school routines and to influence changes in them through involvement with the school council and in class discussions.
17. Pupils with special educational needs are well cared for and their work challenges them because teachers have good regard to their individual learning targets in lessons. These targets are well focused and mean that pupils' knowledge and understanding is built on in small steps and pupils gain confidence in their ability to do their work. Pupils with special educational needs are supported well in lessons. For example, in Year 2 when selecting and filling in shapes with different colours on the computer screen, these pupils achieve as well as the other pupils in the class because the teacher keeps a watchful eye on them and ensures that they succeed. In a literacy lesson in Year 2, the teacher uses other adults well so that she can concentrate on the lower attaining pupils and those with special educational needs, helping them to search for information in the text together whilst making sure that they each write their own answers.

18. Parents are extremely happy with this school and what it offers to, and does for, their children. They are pleased that their children want to learn, and that they talk about the work they are doing in school and want to find things out at home. Many of them attend after-school clubs with their children, help in school, and take an interest in their children's education. They are very happy with the family atmosphere that the school creates, and feel valued. They are kept aware of what their children do well and what they can do to improve, and appreciate this immensely.

WHAT COULD BE IMPROVED

Teaching of children aged three to five does not always take the chance to extend children's learning further or reinforce what they have already learnt.

19. Although some of the teaching in nursery and reception is good and sometimes very good in the development of children's personal and social skills, the teaching of children aged three to five in other areas is mainly satisfactory. This is because opportunities are sometimes missed in the other areas to extend children's learning further. This has been brought about partly because, as part of the school's carefully devised development programme, the nursery and reception teachers swapped classes this year and both lack experience of teaching their new year group. The senior managers are supporting both in their work very effectively.
20. Teaching in the nursery does not take sufficient account of what is known about children's previous learning to plan precisely and specifically what individual or groups of children will learn. Therefore, individual children are not directed towards particular activities in order to speed up their learning. Children too often engage in "free play" in activities such as sand, water and modelling dough. These activities sometimes lack purpose and because of this, any teaching intervention that does take place, although it may be effective in the main, lacks direction because the adults are unsure about what individual children are supposed to be learning. Consequently, although children usually acquire a particular skill or learn something new during these times, their learning is too incidental. For example, during one observation, although some children played in the modelling dough, they did not stay long because the activity lacked purpose and challenge and, although they developed some skills, such as hand-eye co-ordination and finger manipulation, their learning lacked focus.
21. In contrast, in the reception class, what children are to be taught and should learn is identified clearly in the lesson plans. However, these plans sometimes restrict teaching and learning because they are stuck to too rigorously. Activities are not always extended beyond the plan and because of this, children's experiences are narrowed. This happened, for example, when a group of children were reading a book together with the teacher before writing their own stories. Opportunities were missed to capitalise on the basic skills teaching that could have taken place, such as reinforcing the title of the book being read and identifying initial letter sounds. The emphasis did not extend to promoting the link between text and illustration as well as it could and how the children, when they came to write, could use some of the words from the text in their writing. Children could have made more gains in their learning, but because the tasks were narrow and teaching failed to extend children's thinking beyond that which was planned, their learning was not as rapid as it could have been.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. The school should improve the teaching and learning of children aged three to five:

- in the nursery, by ensuring that the adults are clear about what children are to learn from all of the activities set out, and that they use the information that they have about children's previous learning to direct different children to different activities and intervene more effectively in their learning;
- in reception, by ensuring that children's learning is extended further by taking care that the lesson plans are not too structured and adhered to so rigorously that they restrict children's learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

17

Number of discussions with staff, governors, other adults and pupils

12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
29	6	41	24	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)	24	271
Number of full-time pupils eligible for free school meals	0	73

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	63

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	6.2
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	15	19	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	18	18	19
	Total	31	32	33
Percentage of pupils at NC level 2 or above	School	91 (91)	95 (98)	98 (98)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	18	17	18
	Total	31	31	32
Percentage of pupils at NC level 2 or above	School	91 (91)	91 (98)	95 (98)
	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	17	32	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	17
	Girls	29	25	29
	Total	42	41	46
Percentage of pupils at NC level 4 or above	School	86 (74)	84 (89)	94 (92)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	15
	Girls	26	25	26
	Total	38	40	41
Percentage of pupils at NC level 4 or above	School	81 (77)	80 (87)	84 (93)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	246
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	26
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	170

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24

Total number of education support staff	3
Total aggregate hours worked per week	45

Number of pupils per FTE adult	6
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	562157
Total expenditure	521549
Expenditure per pupil	1473
Balance brought forward from previous year	25259
Balance carried forward to next year	65867

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	319
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	19	0	0	0
My child is making good progress in school.	82	18	0	0	0
Behaviour in the school is good.	80	20	0	0	0
My child gets the right amount of work to do at home.	68	29	3	0	0
The teaching is good.	90	10	0	0	0
I am kept well informed about how my child is getting on.	76	24	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	88	11	0	1	0
The school expects my child to work hard and achieve his or her best.	88	12	0	0	0
The school works closely with parents.	81	19	0	0	0
The school is well led and managed.	86	14	0	0	0
The school is helping my child become mature and responsible.	81	19	0	0	0
The school provides an interesting range of activities outside lessons.	60	38	1	0	1