

INSPECTION REPORT

ST. GEORGE'S CATHOLIC PRIMARY SCHOOL

Worcester

LEA area: Worcestershire

Unique reference number: 116924

Headteacher: Mr Joseph Baker

Reporting inspector: Michael Best, Rgl
10413

Dates of inspection: 9th –10th October 2000

Inspection number: 225279

This inspection was carried out under section 10 of the Schools Inspection Act 1996. Religious Education and collective worship in this school are subject to a separate inspection under section 23 of the Act.

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Thorneloe Walk
Worcester

Postcode: WR1 3JX

Telephone number: 01905 25841

Fax number: 01905 27621

Appropriate authority: Governing body

Name of chair of governors: Father Robert Taylerson

Date of previous inspection: 3-6 March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. George's Catholic Primary School is situated in a quiet, well-established residential area in the north of the City of Worcester. The school serves a very wide area: over three-quarters of its pupils live more than a mile away from the school, across the city and in surrounding villages, in both private and rented accommodation. There are currently 213 pupils on roll, 109 girls and 104 boys, aged between four and 11 years of age, all of whom attend on a full-time basis. The school is heavily oversubscribed. Children join the reception class at the beginning of the autumn and spring terms. At the time of the inspection there were 15 children in this class. The school is similar in size to other primary schools. The school's own assessments show that there is a wide range of attainment on entry; in the main it is average to above. Less than two per cent of pupils have free school meals, which is well below the national average, but the school estimates that there are a number of parents who do not claim their entitlement. Five per cent of pupils come from minority ethnic backgrounds, mainly from a European heritage, and about three per cent speak English as an additional language. Thirty-three pupils (15 percent) are on the school's register of special educational need, which is below the national average. Less than one per cent of pupils on the register are on Stages 3 to 5 of the Code of Practice and no pupils have statements¹. This is well below the national average. The majority of pupils on the higher stages of the register have specific or severe learning difficulties.

HOW GOOD THE SCHOOL IS

This is a good school. It is a strong, caring Catholic community in which high standards and Christian values are actively promoted in all its work. By the age of 11 years the vast majority of pupils reach standards that are well above those found in all primary schools. The school is well led and managed by the governors, headteacher and staff. The quality of teaching is good. The school's capacity for further improvement is good. Taking all the available information into account, the school provides good value for money.

What the school does well

- The aims and values of the school are very well reflected in all its work.
- Pupils achieve well in literacy, numeracy and information and communications technology.
- Pupils' attitudes to work and their behaviour in and out of lessons are very good.
- Teaching is good and staff support pupils well.
- Pupils' creative work in and out of lessons is of a high standard.

What could be improved

- Standards in science could be higher.
- Opportunities for children in the reception class to use large equipment.
- The school's arrangements for finding out the effectiveness of the changes it makes.
- The amount of teaching time for pupils aged 5 to 11 years.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. At that time standards were judged unsatisfactory in science, design and technology, information technology and art at the end of Key Stage 2 (Year 6). Since that time the school has worked hard to successfully remedy these deficiencies. Good progress has been made: design and technology and art are now well established. Standards in information technology are rising rapidly now that a new computer suite has been completed. Issues in science at Key Stage 2 have been addressed. Subject co-ordinators have improved the quality of their work as a result of attending in-service training courses and the sharing of their new-found knowledge with their colleagues has helped to raise standards. Learning resources have been improved and are readily accessible to staff. Schemes of work have been drawn up and are kept

¹ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that 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.

Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.

under regular review. Assessment linked to the requirements of the National Curriculum is now firmly established and information is being more effectively used to inform teachers' planning. The school has looked at different ways of involving parents in the educational provision for pupils in the school. They are encouraged to help in whatever way they can. Since the last inspection the school has increased its support staff; many of these are parents of present or past pupils of the school. The health and safety issues raised in the last report have been successfully addressed.

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	C
Mathematics	B	B	A	B
Science	D	A	A	C

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

It shows that in 1999² compared with all schools the proportion of pupils reaching the standard expected at the age of 11 years was well above average in English, mathematics and science. Compared with similar schools, results were average in English and science, and above average in mathematics. Comparing the school's results for 2000 with those for 1999, similar proportions of pupils reached the standards expected in science and mathematics but a higher proportion reached the standard expected in English.

In the 1999 statutory tests and assessments for seven year olds, standards were above the national average in writing and mathematics and well above in reading. Compared with similar schools the results were well above average in reading, average in mathematics and below average in writing. Comparing the school's results for 2000 with those for 1999, similar proportions of pupils reached the standard expected in writing and a higher proportion reached the standard expected in reading and mathematics. The 2000 results show a higher proportion of pupils reaching the higher levels in writing than in the previous year and this is borne out by inspection evidence. In science, the proportion of pupils assessed by teachers in the school as reaching the expected standard for this age was below the national average and few pupils were assessed as reaching the higher levels. In 2000, the proportion of pupils reaching the standard expected was higher than in 1999 but no pupil was assessed as achieving the higher levels. The school recognises, and inspector's judgements confirm, that standards in science are not high enough. The rate of progress made by pupils in earlier years is not maintained.

The trend in school's results at the end of Key Stage 2 (Year 6) is broadly in line with the upward national trend. In conjunction with the local education authority, the school sets targets for Year 6 pupils to achieve in the National Curriculum tests in English and mathematics. These targets were well exceeded in 2000. The school recognises that the targets it originally set for the present Year 6 pupils in English and mathematics now need to be adjusted upwards. It has plans to review these shortly in conjunction with the local education authority.

Inspection evidence reflects the results achieved by pupils in the most recent National Curriculum tests and assessments. By the age of five years, the vast majority of children meet the standard expected of children at this age in their communication, language and literacy development, personal, social and emotional development, their mathematical, physical and creative development and their knowledge and understanding of the world.

² 1999 is the last year for which figures were available at the time of the inspection to make comparisons with other schools nationally and other similar schools.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very enthusiastic and enjoy school. They are very attentive and keen to succeed.
Behaviour, in and out of classrooms	Pupils are very polite, helpful and trustworthy. Behaviour in classes and in the playground is of a very high standard.
Personal development and relationships	There is high degree of mutual respect between all members of the school community. Pupils are very willing to undertake tasks and duties in classes and around the school. They show good initiative in their learning and take the responsibility for finding things out well.
Attendance	Attendance for last school year was well above the national average for all primary schools.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Good	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.

Taking all the available evidence into account, the overall quality of teaching in the school is good. In two-thirds of lessons seen teaching was good or better. This is similar to that reported at the time of the last inspection and is well above the national average reported by Her Majesty's Chief Inspector of Schools in his latest annual report. Teaching is very good in 14 per cent of lessons. Only in one lesson was teaching unsatisfactory due the lack of challenge for the pupils. The thoroughness with which teachers prepare and deliver their lessons is noticeable throughout the school and this, coupled with the very good attitudes and behaviour of the pupils, makes a significant contribution to the quality of pupils' learning. Good use is made of assessment information to inform the next steps in learning. Support staff are well involved in lessons and make an important contribution to pupils' progress. In the best lessons pupils' thinking and skills of deduction are stretched in all directions. The skills of literacy and numeracy are systematically taught. The quality of teaching in both English and mathematics is good. Teachers plan carefully to meet the needs of all pupils. Pupils with special educational needs are well catered for and are supported well in lessons. The school also recognises that more able pupils may need support in their learning. Regular provision is made in older classes to extend those who learn at faster rates.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad, balanced and relevant curriculum for all its pupils. The curriculum is particularly enriched by work in art, music and design and technology. The provision for physical development for children under five does not include experience of activities with large equipment. The amount of teaching time for pupils aged 5 to 7 and for those aged 7 to 11 years is slightly below recommendations.
Provision for pupils with special educational needs	Pupils are well supported and teachers plan well to meet pupils' needs. The school recognises that more able pupils may also need support.
Provision for pupils with English as an additional language	Teachers are well aware of pupils' needs and make effective provision for them.
Provision for pupils'	This continues to be strong. The provision for pupils' spiritual, moral

personal, including spiritual, moral, social and cultural development	and social development is very effective. The school promotes pupils' appreciation and understanding of Western European cultures very well; its provision for developing pupils' understanding of the ethnic and cultural diversity of British society is satisfactory.
How well the school cares for its pupils	The school makes every possible effort to ensure pupils' safety and welfare.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is highly committed to the school. He sets, and expects, high standards. The headteacher is ably supported by his deputy and other members of the teaching and non-teaching staff. A strength of the school is the way in which staff work well together.
How well the governors fulfil their responsibilities	Governors take a keen and active interest in all the work of the school and fulfil their responsibilities well. All statutory requirements are met.
The school's evaluation of its performance	The school successfully finds out how well its pupils are doing, reflects on ways in which the quality of education can be improved and plans to take appropriate action. However, it does not always clearly identify the effectiveness of these actions or take further measures if needed.
The strategic use of resources	Priorities identified in the school's development plan are not explicitly linked to its budget and no criteria are set for judging the effectiveness of spending decisions. When purchasing services and equipment the school makes every effort to get the best value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Seventy-one questionnaires out of 170 sent out to parents were returned. Sixteen parents attended a meeting with the lead inspector and other parents spoke to inspectors during the inspection.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school's high expectations of pupils. • The progress made by pupils. • The standards of behaviour. • That their children like coming to school. 	<ul style="list-style-type: none"> • A small minority of parents would like to see either more or less homework set. • The extent of extra-curricular activities.

The inspection team agrees with what pleases parents most about the school. The team agrees with the majority of parents who feel that the amount of homework set is about right. The staff run extra-curricular sports, music and creative activities although resources do not run to the inclusion of the youngest pupils in this programme. The school's partnership with parents is a strength.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The aims and values of the school are very well reflected in its work

1. The school's mission statement is securely underpinned by a strong, caring Catholic philosophy. The school has successfully developed a partnership with its parents in order to promote the spiritual and educational development of the children. It provides a good quality curriculum, which promotes the development of lively, enquiring minds. Pupils are successfully developing a respect for religious and moral values and an appreciation of human achievement and aspirations. They are well prepared for the next stage of their education and for their life in the community.
2. The school is well led. The headteacher is highly committed to the school. He sets, and expects, high standards. He is ably supported by his deputy and other members of the teaching and non-teaching staff. They discuss how well pupils are doing at length and reflect carefully on ways in which the quality of education can be improved. The governing body takes a keen and active interest in all the work of the school. Not only does it fulfil its responsibilities well but individual governors visit the school on a regular basis. A significant contribution to the school's success is how well staff work together as a team and with parents, to provide a loving, caring environment in which children can grow and develop.

Pupils achieve well in literacy, numeracy and information and communication technology

3. Children entering the school demonstrate a wide range of previously acquired knowledge, skills and experiences. These are successfully built upon in the reception class. There is a strong emphasis on fostering children's communication, language and literacy development and their personal, social and emotional development, together with their mathematical, physical and creative development, and their knowledge and understanding of the world. This provides a secure foundation for pupils' later work in National Curriculum subjects.
4. The rigorous implementation of the national strategies for literacy and numeracy is making a significant contribution to the progress that pupils are making in English and mathematics throughout the school. Standards at the end of Key Stage 2 (Year 6) exceed those expected for pupils at this age. Teachers are beginning to adjust the organisation and management of their work in these areas. For example, more opportunities have been identified for pupils to write at length, so that identified shortfalls in attainment in writing can be addressed. In the most recent National Curriculum tests at the age of seven, the proportion of pupils exceeding the level expected of pupils at this age in writing was double that of the previous year.
5. Although the school's computer suite has only recently been completed, pupils are making good progress in the acquisition of information and communications technology skills. These are starting to be successfully applied in many of the other subjects of the curriculum, for example, in the use of word processing in presenting research information in Year 5 and in data handling to demonstrate temperature changes in Year 6. Appropriate computer programs are being used to support pupils' learning in mathematics in Year 2.
6. Several factors contribute to pupils' good achievement. Lessons are well planned; there are strong links between previous and current work. The purpose of each

lesson is made clear to pupils at the beginning and, at the close of the lesson, opportunities are given to review work completed. Questions are well used to help pupils relate their new learning to what they already know and they are encouraged to draw on their experiences outside school. Pupils' progress is well supported by teachers' continuous assessment of their achievements. Teachers modify their approach, based on these assessments, so that the lessons are relevant and focussed throughout for pupils who learn at different rates. Support staff are well briefed as to what they do in each lesson and they make an important contribution to the quality of pupils' learning.

7. Pupils organise themselves well. They keep the relevant books and materials to hand and understand the importance of focussing on their work in order to ensure that they make the best use of the time available.

Pupils' attitudes to work and their behaviour in and out of lessons are very good

8. From the youngest to the oldest, pupils have positive attitudes to learning and behave very well. They like coming to school and many parents comment that their children long to return when they are at home through illness. In and out of lessons behaviour is very good. Pupils are courteous and polite to each other and to adults. They show a high level of respect for the views and feelings of others even when they may disagree with what they hear. In assemblies, children listen attentively to readings, join in with songs and show a good appreciation of the efforts of others.
9. The school provides a highly structured and disciplined environment where there are very high expectations of children's behaviour and approach to their work. These expectations are very well met. The vast majority of parents are very happy with the standards achieved.

Teaching is good and staff support pupils' learning well

10. A notable feature of teaching is the thoroughness with which teachers prepare and deliver their lessons. Teachers ensure that pupils' learning builds upon earlier work and that pupils appreciate how the work of each lesson links together. This ensures that pupils' knowledge and understanding is progressively developed and is built on sure foundations. Teachers pay good attention to consolidating pupils' learning through questioning, discussion, written exercises and the provision of practical activities. For example, during the inspection Year 4 pupils held a Roman day during which they examined aspects of Roman life, including a lunch-time feast.
11. Teachers intervene in pupils' learning at appropriate moments and help them to move on in their thinking. This was evident, for example, in science lessons in Year 5, in mathematics in Year 1 and in literacy in Year 6 where pupils were comparing the opening of a novel with the filmed version of the tale. Teachers also use these opportunities to assess how well pupils are achieving and to support them in their learning. The good use of support staff to provide help and guidance for pupils who learn at different rates makes an important contribution to the progress made by all.
12. Teachers mark pupils' work systematically and make helpful comments that highlight how pupils can further improve. Teachers set appropriate homework, which helps pupils to further develop and consolidate their understanding.
13. Teachers organise lessons well and manage pupils effectively. One of the features of the best teaching seen in the school is the way in which pupils are encouraged to work with each other and their teacher in a lively and interactive style without any

compromise to the orderly and scholarly atmosphere in the class. This was evident in a mathematics lesson in Year 1 and in lessons in Year 5.

Pupils' creative work in and out of lessons is of a high standard

14. The school's extensive portfolios indicate that pupils undertake a wide range of work in art and design. Teachers develop pupils' practical skills systematically using a variety of different media. They work in two- and three-dimensions both inside and outside the building. They develop a good appreciation of the work of other artists, both living and dead.
15. In design and technology lessons pupils have opportunities to design and make a range of items. These activities successfully develop pupils' understanding of good design, for example, in the work on chairs in Year 3. The craft club for Year 4 pupils provides further opportunities for pupils to extend the range of materials they work with and to develop their aesthetic appreciation.
16. Music is central to the work of the school and makes a valuable contribution to pupils' spiritual and cultural development. The music co-ordinator offers very good leadership and expertise in this area. The voluntary choirs lead the singing in acts of worship and in the school's concerts. The quality of the singing heard during the inspection was very high. Pupils are very confident in using their voices and they have a well-developed sense of performance. A particular strength is the clear diction and pupils' attention to detail as observed in the rehearsals for the forthcoming production of 'Joseph and his Technicolour Dreamcoat'. Recorder groups are well established and perform a range of challenging pieces well.

WHAT COULD BE IMPROVED

Standards in science

17. Standards in science could be higher. Pupils make a good start to the National Curriculum studies in science in Year 1 where they build effectively on their work in the reception class. They further develop their skills of observation and questioning and begin to record their work in pictures and tables. They undertake long-term studies, for example, observing and recording seed germination. However, the good progress they make in Year 1 is not sustained through Year 2. The pace of working is slower and pupils do not make progress in developing their observation and questioning skills. Their understanding of the role of testing to find out new information is underdeveloped. Sometimes they repeat work already done in Year 1. At the end of Year 2 assessments carried out by the school in the last two years indicate that standards are below the national average. This is confirmed by the inspection evidence.
18. From Year 3 onwards pupils make faster progress and by the time they are in Year 6 they have an above average understanding of how scientists work. They keep careful records and understand the importance of making sure that the results of the investigations are reliable. They have a thorough and well-grounded knowledge of the science curriculum relating to life process and living things, materials and their properties and physical processes.
19. Overall standards in science at the end of Year 6 exceed those expected for pupils of this age. However, one aspect of their investigative work is underdeveloped. Pupils infrequently record the thinking underpinning their investigations, including their

predictions and hypotheses. They rarely attempt to interpret their findings and explain why things are as they are.

Opportunities for children in the reception class to use large equipment

20. Specific provision for children's physical development is made through use of the hall for physical education and dance lessons, and as part of activities within the reception classroom. However, children do not have regular, supervised access to, and planned use of, large equipment. Bicycles and other wheeled vehicles and climbing equipment appropriate for their age designed to promote aspects of their physical and social development are not available.

The school's arrangements for finding out the effectiveness of the changes it makes

21. The school development plan is a comprehensive document that sets out clearly what has been achieved and what needs to be done for the school to improve. The school successfully finds out how well its pupils are doing. Staff reflect carefully on what needs to be done and identify appropriate action in the school development plan. A strength is that all staff contribute to this. They are well informed about the direction in which the school is moving.
22. The governing body has a good understanding of where the school is going and thinks ahead well. The shortcoming in the present development planning document is that it does not identify the resources needed, the financial implications, or a timescale. It does not specify success criteria or who will check the progress and judge the final outcomes. In the present plan, no definitive links are made between the school's priorities for development and its budget. In consequence it is difficult to assess the effectiveness of action already taken or to identify what further action that might need to be taken.

The amount of teaching time for pupils aged 5 to 11 years

23. The time available for teaching during the school day is slightly below that recommended for pupils aged 5 to 7 and those aged 7 to 11. In common with other Catholic schools, the amount of teaching time devoted to religious education is higher than that in other primary schools. The school has not adjusted its timings in order to take this into consideration.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. The governing body, headteacher and staff should now:

- * raise standards in science by:
 - (i) ensuring that the rate of progress in learning is maintained as pupils move through the school;
 - (ii) developing pupils' investigative skills to the full;
(paragraphs 17-19)

- * provide regular opportunities for children in the reception class to have supervised access to, and planned use of, a range of appropriate large equipment;
(paragraph 20)

- * improve the school's arrangements for finding out the effectiveness of changes it makes by identifying:
 - (i) the resources needed, the financial implications, timescales and success criteria in the school development plan;
 - (ii) who will check the progress made and judge the impact of the action taken;
 - (iii) further measures that may need to be taken in the future;

and ensure that clear links are made in the school development plan between the priorities for development and the school budget.

(paragraphs 21-22)

In addition, the governing body should consider adjusting the amount of teaching time available in both key stages in order to:

- (i) accommodate the additional time spent on religious education; and
- (ii) ensure that all other subjects have their full complement of teaching time.
(paragraph 21)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	14	53	28	5	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)	N/a	213
Number of full-time pupils eligible for free school meals	N/a	3

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	Nil
Number of pupils on the school's special educational needs register	N/a	33

English as an additional language

	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.4
National comparative data (1998/9)	5.4

Unauthorised absence

	%
School data	0
National comparative data (1998/9)	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	17	15	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	16	15	16
	Girls	15	15	15
	Total	31	30	31
Percentage of pupils at NC Level 2 or above	School	97 (94)	94 (86)	97 (86)
	National	N/a (82)	N/a (83)	N/a (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	16	17	17
	Girls	15	13	12
	Total	31	30	29
Percentage of pupils at NC Level 2 or above	School	97 (89)	94 (83)	91 (86)
	National	N/a (82)	N/a (86)	N/a (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	11	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	15	15	16
	Girls	11	10	10
	Total	26	25	26
Percentage of pupils at NC Level 4 or above	School	93 (82)	89 (85)	96 (97)
	National	N/a (70)	N/a (69)	N/a (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	13	13	14
	Girls	11	10	9
	Total	24	23	23
Percentage of pupils at NC Level 4 or above	School	86 (85)	82 (82)	82 (82)
	National	N/a (68)	N/a (69)	N/a (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	2
Chinese	0
White	196
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	26
Average class size	33

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	100

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	348,517
Total expenditure	345,561
Expenditure per pupil	1,600
Balance brought forward from previous year	43,667
Balance carried forward to next year	46,623*

* The conversion and equipping of the school's computer room took place during 1999/2000 but was not paid for until the present financial year. The governing body predicts that the balance to be carried forward at the end of the current financial year will be under five per cent of the total budget.

Results of the survey of parents and carers

Questionnaire return rate 41.7%

Number of questionnaires sent out	170
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	3	1	0
My child is making good progress in school.	54	44	1	1	0
Behaviour in the school is good.	66	31	1	0	2
My child gets the right amount of work to do at home.	35	51	13	1	0
The teaching is good.	63	34	0	1	2
I am kept well informed about how my child is getting on.	41	46	6	6	1
I would feel comfortable about approaching the school with questions or a problem.	72	21	4	3	0
The school expects my child to work hard and achieve his or her best.	75	21	3	0	1
The school works closely with parents.	45	46	4	3	2
The school is well led and managed.	75	23	1	0	1
The school is helping my child become mature and responsible.	63	31	1	1	4
The school provides an interesting range of activities outside lessons.	35	38	16	1	10

Other issues raised by parents

No additional issues were raised by parents.