

INSPECTION REPORT

**ST CUTHBERT AND THE FIRST MARTYRS
CATHOLIC PRIMARY SCHOOL**

Bradford

LEA area: Bradford

Unique reference number: 107335

Head teacher: Mrs Catherine Gorman

Reporting inspector: Rob Crompton
7230

Dates of inspection: 4th – 6th December 2000

Inspection number: 225391

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:	4 -11
Gender of pupils:	Mixed
School address:	Scotchman Road Heaton Bradford West Yorkshire
Postcode:	BD9 5AT
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Appropriate authority:	The governing body
Name of chair of governors:	Father John Elders
Date of previous inspection:	6 th May 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a Catholic school for boys and girls aged from four to eleven years old. It has 268 full-time pupils, most of whom live in the parishes of St Cuthbert and The First Martyrs. Most pupils are white with a UK heritage. Around ten per cent come from ethnic minority backgrounds. Although some of these pupils have English as an additional language, most are fluent English speakers. About one-fifth of all pupils have special educational needs, which is around the national average. Most have learning difficulties with a small number having social, emotional or behavioural problems. Fifteen pupils receive support from outside specialists, including three who have a statement of special educational need. The number of pupils known to be eligible for free school meals is about average.

HOW GOOD THE SCHOOL IS

This is a very good school with some excellent features. It is highly effective in enabling pupils to achieve high standards of academic and personal development. The head teacher provides excellent leadership and is strongly supported by the staff and governors. The quality of teaching is very good which means most pupils make very good progress through the school. There is a very strong sense of community where all are valued. The school works very closely with parents, who hold it in high regard. It achieves its aim to provide a high quality education within the ethos of the Catholic faith. The school gives very good value for money.

What the school does well

- Teaching is highly effective and leads to very good standards.
- The head teacher provides excellent leadership, and receives strong support from deputy and all other staff.
- Provision for personal development is very strong and contributes to pupils' excellent attitudes and their very good behaviour.
- The school provides excellent care for all pupils, ensuring that they feel valued and secure; personal development and academic progress are carefully monitored and recorded.
- The excellent partnership with parents enables close contact to be maintained and has a positive impact on pupils' personal development and academic progress.

What could be improved

- Following recent changes to the curriculum requirements at the Foundation Stage, an outdoor area is needed to promote children's physical development. The school is aware of this and is taking active steps to create more space for informal play and to acquire additional large apparatus.

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 1996, improvement has been very good. Standards have risen from above average to well above average. All the key issues and minor weaknesses previously identified have been fully addressed. The assessment system is now a strength. Staff are far more confident in information and communication technology (ICT) and computer resources are now very good. Planning in all subjects follows national guidelines and there is a much sharper focus on the development of pupils' problem-solving skills and the use of different sources of information, such as the Internet. Pupils are increasingly aware of the reasons behind the work they are set and are closely involved with teachers in deciding future targets. Subject leadership has been strengthened; co-ordinators monitor their subjects regularly and a new post has been created to organise provision for gifted and talented pupils.

STANDARDS

The table shows the standards achieved by eleven 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	A	A	A*	A	well above A average above B average C below average D well below E average
mathematics	A	A	A	A	
science	A	A	A	A	

These are impressive results. When pupils start school, they have broadly average social skills and their language and early mathematical understanding is typical of the age group. The standards achieved by eleven year olds indicate the very good progress made by the vast majority of pupils, particularly through Key Stage 2. Results in English in 2000 were better than those achieved by 95 per cent of schools nationally. Higher attaining pupils have done particularly well in recent years. Over half of all pupils achieved the higher levels in English and mathematics, again better than 95 per cent of other schools. One pupil achieved a very high score in mathematics in 2000, equivalent to the expected level at the end of Year 10.

During the Foundation Stage¹, children make very good progress and most reach the expected learning goals by the end of the reception year. Progress continues at a good rate, which means seven year olds do much better than average in National Curriculum tests. The 2000 results were unusual because writing scores were average rather than above average as they had been in previous years.

Across the school very good standards of work are evident in numeracy, literacy, science, ICT, art and design, and design and technology. Pupils develop good games skills and do particularly well in swimming.

¹ The Foundation Stage is from the child's third birthday to the end of the reception year.
St Cuthbert and the First Martyrs Catholic Primary School - 7

During recent years, the school has sustained very good standards. Results in English, mathematics and science have been consistently high over the last four years. Average points indicate that eleven year olds are more than two terms ahead of the expected level at this age. The school is aware of the need to set appropriately challenging targets and has consistently exceeded them. It has set ambitious targets for 2001, aiming to further increase the number of pupils reaching the expected levels in English and mathematics by around ten per cent. It is well placed to achieve this increase in performance.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils have extremely good attitudes to learning and are very keen to do well. They work hard and join in all activities with commitment and enthusiasm.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons. They are attentive, and co-operate without fuss when working in pairs and small groups. Playground behaviour is very good.
Personal development and relationships.	Excellent. Pupils are polite, mature and confident. They respond in an exemplary way to the trust the school places in them. Pupils have warm and mutually respectful relationships with the staff and contribute to the life of the school willingly and responsibly.
Attendance	Good. Attendance is above average and pupils arrive punctually.

Relationships throughout the school are excellent. The school is a harmonious community where the atmosphere is relaxed but purposeful. In lessons, the vast majority of pupils are attentive, eager, willing and co-operative. Behaviour in some lessons is excellent. These positive attitudes are a significant factor in the good progress pupils make through the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall 22	Very good	Good	Very good

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

In the Foundation Stage, teaching staff have created a very stimulating environment for young children. Relationships are excellent and staff know all the children well. Resources are of good quality and plentiful; they are clearly set out and accessible easily by both children and teachers. The spacious indoor area is used effectively to group children in various ways during the day.

Teaching in Years 1 and 2 successfully builds on the good start made in the reception class. Lessons are well planned. Teachers are very clear about what they want pupils to learn and often make this known at the beginning of a lesson. Planning takes into account the different levels of attainment in the class, so that all pupils can build on what they already know and confidently tackle more challenging work. Teachers use imaginative approaches.

Throughout Key Stage 2, the teaching is consistently very good and frequently excellent. A potent combination of teacher expertise, careful planning and highly skilled classroom techniques, together with pupils' positive attitudes and eagerness to learn, results in very good progress and well above average results. This was exemplified in most lessons observed. Teaching in Years 5 and 6 is of very high quality. Every lesson observed was very good or excellent, including lessons in literacy, numeracy, ICT and art.

Twenty-two lessons were observed. Over 90 per cent were good or better; 23 per cent were excellent, 32 per cent were very good, 36 per cent good and 9 per cent satisfactory. The teaching of English and mathematics is particularly effective. Excellent lessons were observed in these subjects and in science, ICT and art.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and enriching, which motivates pupils and has a positive impact on standards.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs are identified early and given very good support by class teachers and learning assistants. Provision for pupils with specific social and communication difficulties is particularly effective.
Provision for pupils with English as an additional language	Very good. The small number of pupils who recently entered the school speaking very little English are very well supported. Liaison between the families, school and specialist teacher is highly effective.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Excellent. The school's Catholic ethos is reflected in its daily life. Pupils have many opportunities for spiritual and moral development. There is a high level of commitment to personal and social development. An excellent policy on multicultural education is very successfully implemented.
How well the school cares for its pupils	Excellent. A caring atmosphere pervades the school. Staff know pupils very well and respond sensitively to their individual needs. There is very strong support for pupils' self-esteem. Assessment procedures are thorough and used to track the progress of individual pupils and year groups carefully.

There is an excellent partnership with parents. Newsletters are informative, reports are very detailed and there are ample opportunities for parents to consult teachers. The school responds immediately and positively to any enquiries made or concerns that parents might have.

Strengths of the curriculum include the development and practice of literacy, numeracy and ICT skills in other subjects, the range of visits and visitors, and the use of specialists to enhance the quality of learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Excellent. The head teacher, deputy and curriculum leaders work as a highly effective team.
How well the governors fulfil their responsibilities	Good. Governors have a clear understanding of priorities and plan developments well. Funding is carefully allocated to achieve value for money.
The school's evaluation of its performance	Excellent. The quality of teaching is rigorously monitored and pupils' attainment through the school is thoroughly analysed.
The strategic use of resources	Very good. Teachers are effectively deployed to make the most of individual expertise. Administrative staff and classroom assistants are used well.

The head teacher, strongly supported by the deputy and key staff, provides excellent leadership. Everyone's contribution is valued. Because of this, staff willingly take on management roles and share a commitment to maintaining high standards.

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 quality of teaching and the progress children make • Pupils' behaviour and their responsible attitudes • The school management and the positive partnership with parents • The information provided about children's progress • Children enjoy coming to school and work hard. 	<ul style="list-style-type: none"> • A few parents thought the school did not provide an interesting range of activities outside lessons. • A very small number of parents raised other individual concerns.

The inspection strongly endorsed parents' positive views. The concern about activities outside lessons is not well founded. The curriculum is enriched by educational trips and residential visits. Visitors to the school provide an added dimension and there are good opportunities for children who wish to develop their artistic, musical and sporting talents. This is evident in the school's success in local athletic competitions, tournaments and swimming galas.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching is highly effective and leads to very good standards.

1 The attainment of seven year olds and eleven year olds over the past four years has been well above average in English, mathematics and science. The school has consistently enabled each year group of pupils to move from a broadly average base to achieving standards much better than those found nationally and those with similar characteristics. This very good progress is the result of excellent leadership, careful planning and, especially, the high quality of the day-to-day teaching.

2 Children thrive in the early years' classes. Teaching staff have created a very stimulating environment for young children. Relationships are excellent and staff know all the children well. Resources are of good quality and plentiful; they are clearly set out and easily accessible by both children and teachers. The spacious indoor area is used effectively to group children in various ways during the day. For example, a successful lesson centred on a party. The teacher and the nursery nurse, working in a very effective partnership, organised a good variety of activities. All the children were eager to learn and sustained their concentration because the work was so appealing. Some children had made a very good start in reading and writing skills and were confident enough to try them out without being prompted by an adult. Careful questioning ensured that children were suitably challenged. Some had already made a good start in learning letter sounds; for example, they identified the initial sounds of animals' names beginning with *h*, *d* and *p*.

3 Teaching in Years 1 and 2 successfully builds on the good start made in the reception class. Lessons are well planned. Teachers are very clear about what they want pupils to learn and often make this known at the beginning of a lesson. Planning takes into account the different levels of attainment in the class, so that all pupils can build on what they already know and confidently tackle more challenging work. Teachers use imaginative approaches. During a very good literacy lesson in Year 1 focusing on vowels and rhyming words, the teacher used finger puppets when telling a story. She skilfully extended pupils speaking and listening skills; they were very keen to use the puppets themselves, gaining in confidence as they told the story in their own words. This extremely effective teaching illustrates the very good understanding that teachers have of how pupils of this age learn and how most staff enliven lessons by interpreting the National Literacy Strategy in creative ways. In an effective numeracy lesson in Year 2, pupils were enthusiastic when playing 'doubling bingo' and very attentive when they later explored rules for sorting shapes using various criteria. 'Brain teaser' cards provided a good level of challenge for the higher attainers and less confident pupils were well supported by the classroom assistant. Very occasionally, although lessons are sound, the pace is a little slow which hinders progress. In one physical education lesson, although pupils enjoyed the activities, the gymnastic elements were given insufficient emphasis.

4 Throughout Key Stage 2, the teaching is consistently very good and frequently excellent. A potent combination of teacher expertise, careful planning and highly skilled classroom techniques, together with pupils' positive attitudes and eagerness to learn, results in very good progress and well above average results. This was exemplified in most lessons observed. In a highly effective numeracy lesson in Year 3, the teacher's lively approach meant pupils were interested and involved. There was an excellent dialogue with pupils: 'Don't worry if you get things wrong at first, it means I can teach you new things'. Expectations were high. Pupils progressed from simple tallying to making frequency tables. They worked very well in groups, appointing a scribe and deciding on their own survey headings.

5 In a briskly paced science lesson in Year 4, the teacher's dynamic style inspired a very enthusiastic response. Pupils were bursting to answer questions; they had lots of ideas and had clearly acquired some scientific principals, such as fair testing. Once the activity had been

explained (a snail race to investigate predators and prey!), pupils rose to the high expectations, carrying out their tasks very well and behaving in an exemplary fashion. In another Year 4 lesson, taken by the art co-ordinator, expectations were very high. The teacher shared her thoughts about pupils' work in a supportive and knowledgeable manner. She became a 'learner' with them so pupils developed confidence in their own abilities and opinions – an example of how staff teach to their strengths and get the most out of pupils.

6 Teaching in Years 5 and 6 is of very high quality. Every lesson observed was very good or excellent, including lessons in literacy, numeracy, ICT and art. In a Year 5 literacy lesson of outstanding quality, the co-ordinator drew on pupils' responses to extend their vocabulary and their use of grammar. Pupils studied an excerpt from 'The Wreck of the Zanzibar' in great detail. Prompted by the teacher's adept questioning and her explanations of the 'tricks of the trade', pupils learned much about the craft of writing. The summary at the end of the lesson was particularly effective with an excellent emphasis on pupils' capacity to evaluate and clear pointers to how they could improve. This characterises much of the teaching in the older classes.

7 Pupils in Year 6 also benefit from teaching of high quality. The class teacher, who is also the mathematics and ICT co-ordinator, sets very high standards and constantly challenges pupils in both subjects. In an excellent numeracy lesson, the initial oral session was thoroughly enjoyed by pupils. They took pride in answering demanding questions on multiplication tables and negative numbers. Expertly led by the teacher, they moved on to identifying the co-ordinates of points in the four quadrants, using expressions containing negative numbers – a clear link with the earlier part of the lesson. Following another lesson, where pupils were finding the optimum shape to produce the maximum area with a given perimeter, they moved to the ICT suite and used a spreadsheet to investigate with different perimeters. Tackling problems in this way is an exemplary use of ICT and pupils have clearly made excellent progress since the school acquired the computer suite. Both in this lesson and another in Year 5, pupils demonstrated above average ICT skills; they use a graphics program to generate classroom plans, copy formulae using the 'filldown' facility and produce continuous variable graphs to illustrate correlations. Pupils have a very good understanding of the computer system. Older pupils search the Internet with ease and move confidently from one application to another, for example, copying spreadsheet tables into a word-processing program.

The head teacher provides excellent leadership, and receives strong support from deputy and all other staff.

8 The head teacher has a clear vision for the future development and plays a pivotal role in moving the school forward and in sustaining high standards. She is ably supported by the deputy head. All staff take on additional responsibilities and do so willingly and effectively. All involved in the school feel valued. There is a common sense of purpose, which contributes to the positive atmosphere that permeates the school.

9 Successful strategies have been introduced to monitor teaching. The head teacher and subject co-ordinators observe colleagues teaching and provide constructive feedback. Observations often have a specific focus, such as evaluating the teaching of numeracy across the school. The head teacher and deputy support staff in their professional development through regular discussions to review progress and agree future targets. Teachers have benefited from this appraisal process and it is having a positive effect on standards.

10 In order to ensure consistency within and across year groups, the work of three pupils from each year is closely monitored to track progress and attainment. The results of National Curriculum tests and other assessments are carefully analysed to enable the school to identify whole-school and individual targets. Pupils' progress is tracked from the time they start school so that teachers know what progress should be expected of individual pupils. This often

results in extra support for those pupils who appear to fall behind and contributes to their overall success at the end of the key stage.

11 Without exception, staff with major curriculum management responsibilities provide excellent role models for colleagues. Their exemplary teaching not only benefits pupils but also provides a rich source of expertise for other teachers.

Provision for personal development is very strong and contributes to pupils' excellent attitudes and their very good behaviour.

12 From the time they start school, children are encouraged to be positive about school life. In the early years, the caring and supportive atmosphere contributes greatly to the children's feeling of security. In line with the school's mission statement, adults treat children with respect and provide good role models for social interaction. Work habits are established early; children are given clear guidance on behaviour and staff create increasing opportunities for pupils to take responsibilities as they move through the school. For example, older pupils were consulted when the school was exploring ways to improve attainment in writing. They were asked what they did and did not find helpful in the teaching methods and resources, and their views helped the school to modify its approach. Pupils were also consulted on uniform. There are plans to enable pupils to become more formally involved in decision making through the creation of a school council.

13 Lessons are made very interesting, which means that pupils become absorbed in their work. Co-operative work in pairs and small groups helps them to develop supportive relationships and teachers consistently promote tolerance and respect for others. Pupils' self-esteem is enhanced through the many opportunities for them to shine in small ways – perhaps being praised in class for a good answer, or being rewarded with a sticker for helping someone in the playground. This was evident during a 'merit assembly', when pupils proudly received certificates after completing their 'star chart'.

14 Relationships throughout the school are excellent. The school is a harmonious community where the atmosphere is relaxed but purposeful. In lessons, the vast majority of pupils are attentive, eager, willing and co-operative. Behaviour in some lessons is excellent. These positive attitudes are a significant factor in the good progress pupils make through the school. Classrooms have a purposeful atmosphere and teachers are able to concentrate on the learning objectives without dwelling on behaviour.

15 Pupils take responsibility willingly and treat resources with care. The good condition of classroom materials, computers and musical instruments, which are readily accessible, is an indication that pupils handle them carefully and have a respect for school property.

16 Movement around the school is well ordered and behaviour in lessons and break times is very good. The way that visitors are welcomed provides further evidence of pupils' positive attitudes. They are open, friendly, polite and courteous – a credit to the school and to their families.

The school provides excellent care for all pupils, ensuring that they feel valued and secure; personal development and academic progress are carefully monitored and recorded.

17 A caring atmosphere pervades the school. All staff know pupils well. They are not over protective but quietly and unobtrusively look out for individual pupils. They note any changes in children affecting their well-being and learning, for example, in attendance, hygiene or attitude,

and ensure that the head teacher is made aware of their concerns. The head teacher meets groups of children or individuals regularly to discuss problems.

18 Staff are approachable, friendly and professional in their support of parents. Parents are frequently reminded that the school is willing to discuss any concerns, no matter how trivial they may seem. The Parent Governor is in close contact with parents and is in school on a regular basis. She encourages parents to discuss concerns with the head teacher. The school's willingness to listen to and support individual parents was commended at the parents' meeting. Pupils' safety is given high priority. The building is secure and pupils are well supervised in and around the school. Appropriate child protection procedures are in place.

19 The school closely monitors pupils' personal development and academic progress. Personal record sheets are maintained for all pupils. One section is completed at the end of each academic year, when pupils' behaviour, attendance, health, attitude to learning, attitude to staff and peers and achievement are assessed. The second part is on-going and records any personal information about a child, such as a change in home circumstances or a family bereavement.

20 Assessment of pupils' academic progress is thorough. Pupils are increasingly involved in reviewing their own work against specific targets and in deciding new goals with the teacher. In addition to deciding on individual needs, assessment data is used to track the progress of each year group and to set whole school targets, particularly for seven and eleven year olds. Detailed baseline assessments as children start school are used to indicate likely future attainment. Teachers note this information but set themselves more ambitious targets. This concern to ensure all pupils make the best possible progress is an important factor in the school's success.

21 Pupils with special educational needs are identified early and given very good support. Class teachers regularly refer to their individual education plans and tailor work to pupils' needs. Classroom assistants play an important part in this provision, enabling all pupils to have equal access to the broad range of curriculum activities. This is clearly exemplified in the excellent support given to pupils with specific social and behavioural difficulties. In addition to the one-to-one help they receive, teachers do everything they can to include them in the life of the school and, to their credit, pupils contribute much to this successful integration.

The excellent partnership with parents enables close contact to be maintained and has a positive impact on pupils' personal development and academic progress

22 Parents are very positive about the school. At the parents' meeting before the inspection, some parents described the school as exceptional and there was strong support for the partnership that the school has developed with parents over a number of years. The questionnaire returns also reflected this view.

23 The school begins to develop a partnership with parents before their children start school. Parents of new children in reception receive a warm welcome. The whole school is open during an induction evening. Reception teachers, nursery nurse and support staff, together with the head teacher, parent governor, school nurse, cook and chair of the friends' association are all on hand to provide information. Curriculum evenings are arranged to explain the school's approach to subjects such as literacy and numeracy. This year, separate evenings are arranged for each year group and will focus on ICT. Parents have very good opportunities to discuss their children's work, and annual written reports clearly indicate how they are progressing. Another very successful line of communication is the half-termly Parents' Forum held by the head teacher.

24 The friends' association contributes much to the school community. In addition to raising substantial funds, it organises a uniform service which parents appreciate. Parents were consulted on the Home-School Agreement through a questionnaire and all parents, the head teacher and pupils signed the final document. Home-School diaries in Year 5 and Year 6,

and reading record books for younger pupils, provide good links between home and school. Parents were involved in evaluating material before a new reading scheme was chosen. Volunteers assist in many ways. They help with changing in the swimming pool, run the paired reading scheme and manage the book club. Parents regularly help in classrooms, assisting with reading and practical activities; they are well briefed and provide valuable support for teachers and pupils.

25 In summary, the school's commitment to working in equal partnership with parents is evident in its day-to-day life. Pupils benefit from this in numerous ways; any anxiety about starting school is much reduced, support at home and in lessons helps academic progress, involvement in out-of-school activities enhances pupils' social development and the funds raised add to the quality of education. The school fulfils its aim expressed in its mission statement - *to build caring and supportive partnerships between home, school, parish and the wider community.*

WHAT COULD BE IMPROVED

Following recent changes to the curriculum requirements at the Foundation Stage, an outdoor area is needed to promote children's physical development. The school is aware of this and is taking active steps to create more space for informal play and to acquire additional large apparatus.

26 The reception classroom is spacious and enables children to enjoy a wide range of activities, including opportunities to develop speaking, listening and social skills through role-play. There are ample resources for gluing, cutting and sticking to support the development of manipulative skills. Regular lessons in the hall include balancing and climbing activities using small apparatus. However, children lack the time to explore, experiment and refine movements and actions unhurriedly, such as when riding wheeled toys which require bursts of fast pedalling, or pushing toys and changing their direction to avoid obstacles. There is no climbing frame for children to see things from different perspectives or to feel sensations such as hanging upside down or turning over a bar.

27 The school has set aside funds for modifying the area outside the reception class to provide these opportunities. Negotiations are taking place with the appropriate authorities for the design and construction of an outside learning area. When completed, the reception area will have all the facilities necessary to cover every aspect of the Foundation Stage curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28 In order to further improve standards at the Foundation Stage, the school should continue with its plans to provide an outdoor learning area (paragraph 26).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

22

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

14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
23	32	36	9	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)		268
Number of full-time pupils eligible for free school meals		29

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		55

English as an additional language

	No of pupils
Number of pupils with English as an additional language	32

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	24	16	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	17	22
	Girls	14	14	46
	Total	35	31	38
Percentage of pupils at NC level 2 or above	School	82 (87)	78 (94)	95 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	24
	Girls	14	14	16
	Total	30	30	40
Percentage of pupils at NC level 2 or above	School	75(86)	75 (98)	100 (98)
	National	84 (82)	75 (98)	100 (98)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	22	22	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	21
	Girls	22	17	22
	Total	40	34	43
Percentage of pupils at NC level 4 or above	School	91 (85)	80 (85)	98 (94)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	21
	Girls	19	18	22
	Total	36	36	43
Percentage of pupils at NC level 4 or above	School	82 (87)	82 (89)	98 (44)
	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	10
Black – African heritage	4
Black – other	
Indian	7
Pakistani	7
Bangladeshi	
Chinese	1
White	217
Any other minority ethnic group	3

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)	11
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Financial information

Financial year	1999-2000
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Number of pupils per qualified teacher	24.4
Average class size	26.8

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	193

FTE means full-time equivalent.

	£
Total income	493830
Total expenditure	514304
Expenditure per pupil	1780
Balance brought forward from previous year	70356
Balance carried forward to next year	49882

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	268
Number of questionnaires returned	136

Percentage of responses in each category

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

My child gets the right amount of work to do at home.

The teaching is good.

I am kept well informed about how my child is getting on.

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	3	1	0
My child is making good progress in school.	61	36	3	0	0
Behaviour in the school is good.	61	37	2	0	0
My child gets the right amount of work to do at home.	41	53	5	1	0
The teaching is good.	70	28	1	0	1
I am kept well informed about how my child is getting on.	56	40	4	1	0
I would feel comfortable about approaching the school with questions or a problem.	79	18	3	0	0
The school expects my child to work hard and achieve his or her best.	77	21	2	0	0
The school works closely with parents.	46	49	3	2	0
The school is well led and managed.	77	21	2	0	0
The school is helping my child become mature and responsible.	66	32	2	0	0
The school provides an interesting range of activities outside lessons.	34	42	16	2	7