

INSPECTION REPORT

**ST CUTHBERT'S CATHOLIC VOLUNTARY AIDED
PRIMARY SCHOOL**

Walbottle Village, Newcastle upon Tyne

LEA area: Newcastle upon Tyne

Unique reference number: 108500

Headteacher: Mrs P Hall

Reporting inspector: Mrs C McBride
2810

Dates of inspection: 30th June – 1st July 2003

Inspection number: 246800

Short inspection carried out under section 10 of the School Inspections Act 1996

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:	The Green Walbottle Village Newcastle upon Tyne
Postcode:	NE15 8JL
Telephone number:	0191 267 5956
Fax number:	
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Peter Samways
Date of previous inspection:	January 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Walbottle on the western outskirts of Newcastle, and with 115 pupils on roll is smaller than most of this type. Pupils come from a wide geographical area and range of backgrounds; the vast majority are of white, British heritage. Fewer than average pupils (12 per cent) are eligible for free school meals, although census data shows that many families are not so economically advantaged. The school identifies broadly average numbers of pupils (19 per cent) as having special educational needs; these are mainly moderate learning difficulties. There is no nursery at the school, but most pupils arrive having attended playgroups or similar provision. On entry to the reception class, pupils show a wide range of attainment compared to what could be expected for their age. There are more boys on roll than girls, and in some classes there are very uneven numbers. Pupils are taught in mixed age classes, as there are small numbers in some year groups. The school's very good performance has been recognised by DfES achievement awards for the last three years.

HOW GOOD THE SCHOOL IS

This is a very effective school, which maintains very high standards and also enables pupils to achieve a great deal in their personal development. Good teaching and a broad, interesting curriculum ensure that pupils make good progress and enjoy coming to school. The headteacher provides very strong leadership; key staff and governors fulfil their roles well and the school gives good value for money.

What the school does well

- Standards are consistently well above average compared to all schools, and those with pupils from similar backgrounds;
- All pupils, including those with special educational needs, are enabled to enjoy success;
- Pupils' personal development is strongly promoted;
- The school's leadership and management successfully maintain an even balance between a caring ethos and high standards.

What could be improved

Through its own self-evaluation, the school has identified the following issue:

- Increase pupils' enjoyment and interest in mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since it was last inspected in 1998, the school has maintained a consistently very high level of performance. Major investment has improved provision in information and communication technology (ICT), and standards are better than they were. Teaching has improved and the minor weaknesses identified by the last inspection have been addressed. Subject leaders now make a more substantial contribution to monitoring teaching and learning. Overall, the school has achieved a good rate of improvement. Very good leadership and management by the headteacher with strong support from key staff means that it has an excellent capacity for future development.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	A	A	A	A	well above average A
mathematics	A	A	A	A	above average B
science	A	A	A	A	average C
					below average D
					well below average E

The school sets itself challenging targets year on year and it is successful in meeting them; it has maintained a continuous picture of very high achievement over the last 3 years. Test results are matched by inspection findings with most pupils reaching average or better standards by the time they leave.

At both key stages, pupils have above average speaking and listening skills; they are good at explaining things and confident to contribute in lessons. Reading and writing are also marked areas of achievement; pupils show a keen interest and enthusiasm for books; they have a good understanding of punctuation grammar and write well in other subjects. High standards are achieved in numeracy and pupils produce a good volume of work; their skills are not quite as strong in investigative and problem solving. Above average standards are also achieved in other in other subjects, such as science, where pupils' investigative skills are well developed.

Pupils with special educational needs achieve well; they gain confidence and make very good progress, particularly in developing their literacy skills. The school recognised, and has successfully addressed, the slightly weaker achievement of boys and they now do as well as the girls. Higher attainers and those who are especially able are challenged appropriately and reach high standards in their work. The very small number of pupils learning English as an additional language achieve as well as other pupils.

By the time they leave the reception class, most pupils are attaining what is expected for their age in all areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen learners who enjoy lessons, concentrate hard and work at a good rate.
Behaviour, in and out of classrooms	Very good. Pupils behave well at all times; older and younger children play well together.
Personal development and relationships	Very good. Pupils show really mature, sensible attitudes; relationships between pupils and adults are excellent.
Attendance	Excellent. The rate of attendance is in the highest 5 per cent of all schools; pupils are also punctual for school.

The school's strong emphasis on supporting pupils' personal development results in them achieving high standards. They show great care and consideration for each other and their surroundings.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

Teachers have excellent relationships with pupils and encourage them to try things out and give an opinion. As a result, pupils are confident and willing to contribute ideas. A strong promotion of new vocabulary also means that speaking and listening skills are promoted really well. Pupils' behaviour is well managed; teachers coax and encourage rather than confront; they provide good support for those who find concentration difficult. Throughout the school, lessons provide many opportunities for pupils to collaborate and work together. Lessons get off to a quick start with teachers zoning children in to the work ahead and prompting them with a good refresher of what they already know; very good use is made of exposition and demonstrations.

Pupils develop literacy skills at a good pace because reading and writing are taught thoroughly and systematically; teachers generate enthusiasm and keenness in pupils with very good use of resources and interesting activities. Teachers have successfully adapted teaching styles and resources to overcome barriers to learning, especially for boys. Pupils with special educational needs also benefit from teachers' enthusiasm and willingness in trying out new ideas to gain their interest. Numeracy is also taught well and pupils quickly gain proficiency in mental arithmetic and calculation; there is further scope for improving the teaching of problem solving and investigative work to increase pupils' interest and motivation in using their mathematical skills.

Higher attainers are given plenty of opportunities to extend their skills through harder work or through activities within the wider curriculum. Teachers use homework well to help pupils prepare for new learning or to reinforce knowledge.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school has managed to sustain a broad and interesting curriculum through helping pupils to link their learning in subject. Visits to other places, community events and visitors to the school add extra interest. There is also a good range of after school clubs and activities on offer.
Provision for pupils with special educational needs	Very good. The school identifies them early; it works with parents and carers to remove barriers to their learning; it keeps a close eye on them.
Provision for pupils with English as an additional language	Good. Pupils are supported well, both in their work and in their social development.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The school helps pupils to develop as sensible, mature individuals. It instils in them a good sense of how they can contribute to their school community and it sows strong seeds for their future citizenship. There is sound promotion of racial equality.
How well the school cares for its pupils	Good. The staff know pupils well and teach them how to stay safe. Pupils' progress and welfare is carefully monitored.

The school strikes a very good balance between maintaining high academic standards and providing a broad range of experiences, which offer pupils enjoyment. Although they are challenged to do their best, the school provides them with a caring, friendly learning environment. Parents hold the school in high regard and the school gives them many opportunities to play an active role in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership by the headteacher gives a firm steer to the work of the school. Key staff take on a heavy workload to ensure that the school successfully achieves its aims. There is a strong commitment to achieving high standards and maintaining them.
How well the governors fulfil their responsibilities	Good. Governors use their skills successfully to support the school. They take a keen and active interest in shaping its development; they know its strengths and areas for improvement well.
The school's evaluation of its performance	Very good. The school accurately identifies areas where it feels it can make things even better; it takes effective action to ensure that it is always moving ahead.
The strategic use of resources	Very good. The school makes the most of its accommodation and builds well on its staff's strengths and experience. The budget is managed carefully and efficiently.

Very productive relationships with other institutions are managed well to enhance learning opportunities for pupils. Best value principles are applied well: there is a good level of consultation with pupils and parents; the school compares itself to others and continually challenges itself to improve even further.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Teaching is good and helps children make good progress; Children love coming to school and thrive in its family atmosphere; Children develop sensible and mature attitudes; The range of work undertaken including learning a modern foreign language (Italian). 	<ul style="list-style-type: none"> A very small number of parents would like to see more homework and a greater range of after school clubs.

Parents hold overwhelmingly positive views about the school and are very pleased with what it offers their children; this picture is reinforced by inspection findings, with regard to the concerns expressed by a very small number. Inspection findings show that there is an appropriate amount of homework given to pupils, which supports their learning well. The school offers pupils a good range of opportunities to extend their learning outside lessons through clubs and activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are higher than in schools with pupils from similar backgrounds

1. The school is committed to making learning interesting, and to maintaining a broad, practical curriculum. This increases pupils' motivation and enjoyment and promotes high standards of work. Teachers find inventive ways to link pupils' learning in different subjects through projects, which spark their imagination. A Year 4 class, for example, studying World War 2, visited the museum to look at Anderson shelters. The teacher skilfully linked this with their learning about electricity in science and led to pupils designing and making an Anderson shelter fitted with a light switch or buzzer.
2. High standards in speaking and listening are promoted because pupils are expected to explain ideas at length and teachers are good at drawing them into discussions. Parents comment that they are impressed by their children's use of correct vocabulary, for example, in science.
3. The teaching of literacy is vigorous and lively. Younger pupils are given a solid grounding in reading skills through learning letter sounds and blends; once this is established, the school does a great deal to encourage them to read independently and with enthusiasm. Teachers are mindful to enhance pupils' experiences, rightly believing that this acts as a stimulus to creative writing. Visits to the theatre are organised, and pupils work with drama production companies, which fires their enthusiasm. In lessons, teachers make good connections between reading and writing. They draw from a wide source of materials such as books and journals to focus on special characters, plots and themes. Pupils are guided in selecting ideas and in picking out interesting words and phrases; they then use these in their own stories. They are taught how to organise their ideas and get them down on paper. Teachers show them how to use writing frameworks from a very young age. Boys in particular have benefited from this support and produce stories and poems of a high standard.
4. A good example of the sharp writing skills and impact of words was seen in work of Year 6 pupils, which was published in a children's literary magazine. One boy's work exemplifies the standards achieved and how well they have learned to use writing to create a chilling, suspense filled atmosphere.
5. 'The phone rang. He picked up the receiver, but the plug was disconnected. 'Hello?' said Josh. 'I know who you are. I am in your house. This is the beginning of something interesting.' Terror seized Josh like the talons of a hawk, deep and sharp. Where could he be? In the bedroom? Attic, thought Josh.'
6. Pupils are very confident and have very secure skills in number work because the school has placed a strong emphasis on assessing their progress well and moving them on at a quick pace. Teachers have high expectations of what they will achieve, and give them plenty of practice in mental calculation and in finding different ways to find answers.

All pupils, including those with special needs, are enabled to enjoy success

7. Teachers know pupils and their circumstances well; they are good at spotting disinterest or any slackening off in the pace of their learning. It was recognised for instance, that boys were not showing the same enthusiasm for reading and writing as girls. Staff successfully addressed this issue. Aside from supplying a more 'boy friendly' range of book resources to engage their interest, they also incorporated other innovative ideas to boost reading skills. A computer programme aimed at accelerating learning in reading is popular and boys are now keen to access quizzes on the computer related to books they have read. A publication with non-fiction articles on sport and nature is eagerly awaited by the boys each month and has further boosted their interest in reading.
8. 'Catch up' programmes are used to good effect to help those who find learning difficult or who need further repetition. The school uses these creatively; if teachers find that groups or individuals are falling behind or need extra help they use elements of the schemes to support them. If pupils are absent for lengthy periods, they are given a special boost and helped to regain ground on their return.
9. Pupils with special needs not only gain confidence in their work, but also in their social skills. Much good progress is achieved, as a result of the school's strong partnership with parents. For example, parents of pupils with physical disabilities are invited to come on school trips, so that no pupil is ever debarred or disadvantaged; all have the same access to opportunities as everyone else. Parents value this highly and make appoint of saying that every child is made to feel equal; and also that they are compared to themselves and not to one another.
10. Pupils from ethnic minority backgrounds are very well integrated and confident. The school promotes the value of each individual well. Teachers are excellent role models and pupils are taught to appreciate and understand the differences between themselves and others. Pupils with special talents have the chance to extend their skills, for example, in music and sport. Other pupils, who will spontaneously congratulate them without adult prompting, meet their successes with genuine pleasure.

Pupils' personal development is strongly promoted

11. The school values team work highly and all adults working in the school give a clear lead in this respect. Their example is passed on to pupils who get on really well together. From the reception class onwards, pupils are taught to share and co-operate during practical lessons and activities. Teachers place as much importance on the development of these skills as on any other learning skill. In lessons, they are always alert to opportunities to ensure that each child plays a full and active part. Good attention is paid, for example, to social groupings; stronger personalities who might otherwise dominate the group are paired with others who will stand their ground. At other times, their natural leadership skills are harnessed in helping other pupils who are slower to catch on to their work.
12. Teachers successfully promote responsibility in pupils for their own learning, often in simple, but very effective ways. The impact of bad attendance and punctuality for instance is pointed out by a display that reminds pupils thus: 'Ten minutes late for class each day is equal to missing 6 full days a year!'

13. Each pupil has individual targets that are written with class teachers. One teacher makes sure that the pupil's attention is constantly drawn to their target by illustrating it with a character from their favourite book. A code for learning and class rules are negotiated between the teacher and pupils in each class.
14. 'Worker of the day' and 'Worker of the week' are identified and rewarded at assembly time, as is the 'Class of the week' in the dining room. This encourages team working and pupils are determined to stay out of the 'sad face' list; they show a unanimous team spirit and try hard not to let themselves or their class down. Parents comment that they like the way that the school makes rewards and recognition open to all children whatever their ability, and that the school helps children to develop as well rounded individuals.
15. Members of the school council are excellent ambassadors for the school and talk proudly of their role and the way in which they are able to voice the opinion of other pupils. They are democratically elected by each class and take their responsibilities seriously.
16. The school does not allow its size or location to lead to insularity and it has many valuable links with other schools and organisations. These not only enrich the curriculum, but also enhance the opportunities that pupils have to meet a greater range of other children and people from the local community. Sports coaches, theatre groups and speakers all add to the pupils' experience of life in the wider world. The strong links that have been forged with the secondary school benefit pupils' social development; visits are made to the secondary school and teachers from there are involved in projects with them. This good level of liaison leads parents to comment that older children, who have transferred to Year 7, have settled really well.

Leadership and management successfully maintain a balance between a caring ethos and high standards

17. The headteacher's unswerving attention to maintaining high standards sets the tone for staff and pupils. She leads the staff well in adopting an attitude, which is sensitive to pupils' personal circumstances and needs, but does not shrink from challenging them to achieve well and make the most of their time at school.
18. The school's performance is closely checked by a careful analysis of test data to identify weaknesses in groups or faltering in the progress of individuals. Trends in performance are noted and when necessary, action is taken to secure improvement. This scrupulous tracking of pupils' progress alerted the headteacher and staff to the consequences of having a marked imbalance of boys and girls on roll, and the effect that this had on boys' learning. The greater numbers of boys in some year groups has led the staff to adopt different teaching styles, which tap into pupils' interests and learning needs. As a result of this, boys and girls achieve equally well and at no time is the atmosphere of learning in classes affected by the gender differential.
19. The quality of the school's provision is effectively monitored and the headteacher, key staff and governors have a very clear view of its strengths and where improvements are needed. This regular and accurate self-evaluation has identified issues prior to inspection, which are validated by inspection findings. The staff are always looking for ways to improve and strong leadership is ensuring that complacency never creeps in. Even with a firm base of consistently high test results, the staff are looking at ways to help pupils achieve even more, for example, in mathematics.

20. Pupils thrive in the school's closely-knit community. Parents are particularly pleased with the school's family atmosphere and many cite this as their reason for choosing the school. Led by the headteacher's own strong commitment, a high level of care for pupils is provided in many practical ways. Water coolers are sited in each classroom so that pupils have constant access to fresh water. Responding to concerns about the quality of lunchtime meals, the school has refitted its kitchen and now provides a high quality service and very appetising food for pupils.
21. Resources available to the school are used to very good effect. This includes the opportunities that present themselves for challenging and enriching pupils' learning through use of external expertise, and which often result in high standards being achieved. A science project undertaken in conjunction with the secondary school is a good example. Pupils in Years 5 and 6 were engaged in a long-term project, which linked their learning in science and design and technology. They had made model boats and had incorporated electronics in them; this required them to use both their technology skills to design and construct the boats, and their scientific knowledge to add the electronic circuits. The groups' preparation for final presentation of their work revealed how much the project had extended their learning. Most pupils were working at levels above average for their age, and some demonstrated well above average knowledge and understanding.

WHAT COULD BE IMPROVED

Pupils' enjoyment and interest in mathematics

22. This is an area of the school's work where teachers feel that there is scope for even further improvement. Some teachers have noted that pupils, although very competent and confident with number work, do not always show great enthusiasm for work in mathematics. Some inroads into improving this situation have already been made. As the school's ICT provision has increased, for example, teachers are able to enliven lessons with the use of new computer technology, including the use of large electronic whiteboards. Pupils are responding well to this and are showing a greater enthusiasm when the board is used during lessons.
23. Discussions with pupils during the inspection revealed that they were not as enthusiastic about mathematics lessons as they were about other subjects. Whilst some of the activities undertaken, for example, in science fired their interest, work in mathematics was seen as more dull. Although standards are high, in this respect, the school has correctly identified that it could do even more.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. **Raise pupils' enjoyment and interest in mathematics by:**
 - a. placing more emphasis on problem solving and mathematical investigations to challenge pupils' thinking and application of their very secure number skills;
 - b. promoting more overtly strategies for problem solving, for example, through displays;
 - c. providing children with more opportunities for independent and inventive recording of their work to show the strategies that they use to work out answers;

- d. focusing marking of work more on the process, rather than the answer; providing more reinforcement for this aspect of pupils' work to acknowledge that even though the answer may not be right, the process is sound.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	9
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	4	2	1	0	0
Percentage	0	22	44	22	11	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 10 percentage points.

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	115
Number of full-time pupils known to be eligible for free school meals	N/A	15

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	21

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence	%
School data	2.5
National comparative data	5.4

Unauthorised absence	%
School data	0.1
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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	9	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	94 (94)	94 (94)	94 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	94 (94)	94 (100)	94 (89)
	National	85 (85)	89 (89)	89 (89)

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

Results are published only when there are more than 10 pupils who took the National Curriculum tests. In the 2001/2002 Year 2 group there were fewer than 10 boys or girls but more than 10 pupils in total

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	12	10	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	10	10	10
	Total	22	22	22
Percentage of pupils at NC level 4 or above	School	100 (95)	100 (100)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	12
	Girls	7	9	10
	Total	16	17	22
Percentage of pupils at NC level 4 or above	School	73 (95)	77 (89)	100 (100)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	105	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	6.2
Number of pupils per qualified teacher	19
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	110

FTE means full-time equivalent.

Financial information

Financial year	2002/03
	£
Total income	259300
	252832
	2237
Balance brought forward from previous year	42657

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	111
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	37	0	0	0
My child is making good progress in school.	74	24	2	0	0
Behaviour in the school is good.	74	26	0	0	0
My child gets the right amount of work to do at home.	37	54	9	0	0
The teaching is good.	74	26	0	0	0
I am kept well informed about how my child is getting on.	41	54	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	24	0	0	0
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	43	54	2	0	0
The school is well led and managed.	72	26	0	0	2
The school is helping my child become mature and responsible.	70	30	0	0	0
The school provides an interesting range of activities outside lessons.	37	46	15	0	2

Percentages are rounded to the nearest integer and may not total 100.