

# INSPECTION REPORT

**ST ALBAN'S CATHOLIC NURSERY AND  
PRIMARY SCHOOL**

Warrington

LEA area: Warrington

Unique reference number: 111307

Headteacher: Miss E M Bailey

Reporting inspector: Mr Jean-Pierre Kirkland

4483

Dates of inspection: 13<sup>th</sup> – 14<sup>th</sup> January 2003

Inspection number: 247104

Short 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 controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Bewsey Road Warrington Cheshire
Postcode:	WA5 OJS
Telephone number:	(01925) 632128
Fax number:	(01925) 241269
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Anne Griffin
Date of previous inspection:	April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
4483	Jean-Pierre Kirkland	Registered inspector
9928	Alan Dobson	Lay inspector
30590	Peter Tuttle	Team inspector

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Alban's Catholic Primary School and Nursery has 214 pupils on roll, of whom 26 attend part-time in the Nursery. Numbers have risen by about 20 per cent since the previous inspection. Situated about a mile north-west of Warrington town centre, the school is in an area of older established industry, with very few houses adjacent to its site. Many pupils travel some distance as a result. Ten per cent of pupils are known to be eligible for free school meals. Generally, the school draws from a wide mixture of social areas and attainment on entry is generally below average. However, attainment on entry varies year on year and there is usually a wide spread of ability. Three pupils have English as an additional language, two of whom are at early stage of language development. The school has almost a third of its pupils identified with special educational needs, a figure considerably above the national average. Of those requiring specific support, the greatest proportion has moderate or complex learning difficulties, as well as some with speech or communication problems. Four pupils have statements of specific need. In 2002, the school was presented with a School Achievement Award.

### **HOW GOOD THE SCHOOL IS**

This is a very good school where pupils achieve very well. Standards vary year on year due to large variations in the numbers of pupils requiring specific help with their needs. Overall, inspectors found current standards in Year 6 to be above average, but noted the well above average performances in tests in some recent years. Teaching, learning and leadership are all very good. The general atmosphere for support and learning is very effective and the school provides very good value for money.

#### **What the school does well**

- Very good quality of teaching and learning leads to very good progress being made over time.
- Pupils enjoy their lessons and have very positive attitudes to learning.
- There is a warm, caring, Christian ethos in which pupils learn very effectively.
- Leadership is very effective in raising standards and improving the quality of educational provision.

#### **What could be improved**

- Directing specific support more effectively towards those pupils with the greatest need in order to raise standards.
- Linking the budget to priorities for development in order to measure more effectively the impact of spending on improvements.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

There has been a good rate of improvement since the previous inspection in 1997. Three of the four key issues identified then have been addressed in full. The fourth, improving the library provision, has been put on hold pending major building works due to start shortly, which include plans for this feature. In the interim, classroom book stocks have been enhanced. Standards have risen since the previous inspection from a broadly average position to above average overall. The rate of progress pupils make has also improved. Other features of the school reported on as very good have been sustained such as the quality of leadership, as well as the caring Christian ethos which supports learning very effectively. The school is in a good position to continue to improve.

## 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			
	all schools			similar schools
	2000	2001	2002	2002
English	C	A	B	A
mathematics	C	A	C	B
science	A	A	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards in the school vary from year to year as the numbers are relatively small in some groups and there is often a wide spread of ability. The school has managed to ensure, however, that whatever the ability range on entry, pupils make very good progress over time. Current standards are above average in English, mathematics and science in Year 6. This is an improvement in mathematics and science on the group of pupils who took the national tests last year. In Year 2, standards are broadly average in English and science and above average in mathematics. These are far better than the standards reached by the group of pupils who took the national tests last year, when there were an exceptionally large number of pupils with special educational needs, most of them literacy based. An analysis of pupils' work in English, mathematics and science in Years 2 and 6, as well as lesson observations in other classes shows that the pupils make very good progress overall given their starting points. Provision and progress in the Nursery and Reception classes are very good, providing children with a very good start to their learning. The targets set by the school last year were met in English but in mathematics, results fell short. The school is in a good position currently to meet its targets for this year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	<b>Very good.</b> Pupils like learning and concentrate very well on their tasks in classrooms.
Behaviour, in and out of classrooms	<b>Very good.</b> Pupils act in a responsible manner throughout the school. There have been no exclusions in the last ten years.
Personal development and relationships	<b>Very good.</b> Pupils get on very well with each other and staff. They show increasing maturity and work very effectively on their own in lessons.
Attendance	<b>Satisfactory.</b> It is broadly in line with the national average. Pupils arrive on time to school.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery & Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

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

Teaching and learning are very good throughout the school. Teachers are very well prepared and work effectively in teams. They know and understand their subjects and their pupils very well and classroom management is of a high standard. All teachers have a very good grasp of how to teach the skills of literacy and numeracy effectively, and this is supported by good provision in information and communication technology. The very good teaching in the Nursery and Reception classes lays a secure foundation for further learning. This is built upon effectively over the years. Higher attaining pupils are given good challenges and appropriate work that fully stretches them. Marking, especially for older pupils, is very effective in helping pupils improve through useful comments and clear targets. Staff work hard to accommodate the large numbers of pupils with special educational needs and additional staff support them well overall. Progress is generally very good, as it is for the few pupils with English as an additional language. However, in those classes where the numbers of pupils with special educational needs are very high, there is insufficient support to enable all pupils to make the best possible progress, despite the hard work by staff.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	<b>Good.</b> The curriculum is suitably broad and balanced with a good focus on a wide range of subjects and learning. Statutory requirements are met in full. The curriculum is enhanced effectively by a good range of visits and extra-curricular activities.
Provision for pupils with special educational needs	<b>Satisfactory.</b> Provision is very good in most classes, and especially for pupils with statements of specific need. In classes where numbers of pupils with specific needs are high, support is sometimes insufficient to enable all to make the progress of which they are capable.
Provision for pupils with English as an additional language	<b>Very good.</b> The school caters for these pupils very well and enables them to make the same sort of progress as others in the class.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	<b>Very good and most effective.</b> The school provides a wonderful calm and supportive learning atmosphere where each pupil is valued greatly as an individual. Great care is taken to ensure that all pupils learn and mix well together. Procedures for countering bullying and racism are very effective.
How well the school cares for its pupils	<b>Very good.</b> There are very good procedures for dealing with health, safety and child protection. Pupils are very well supported in their personal development. Parents are kept fully informed of any problems that occur.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	<b>Very good overall.</b> Leadership is very good and is responsible for the raising of standards through clear vision and very good teamwork. The school is well managed and guided by a good quality development document. However, the lack of planned or projected expenditure in this document detracts from its quality as it is not always easy to ascertain what priorities have been arrived at, or how.
How well the governors fulfil their responsibilities	<b>Good.</b> Governors know their school very well. They are aware of how to try to obtain best value for money and do this through a good finance committee.
The school's evaluation of its performance	<b>Good overall.</b> The school has a realistic and honest view of its performance and contribution to children's education. Staff know where weaknesses exist and set about remedying them effectively.
The strategic use of resources	Generally this aspect is <b>good</b> , apart from the lack of support in some classes. All other resources are used effectively to enhance learning. Accommodation is satisfactory and the school has extensive plans to enhance the buildings.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The way the school has improved recently.</li> <li>• Standards and achievement.</li> <li>• The attitudes and learning environment.</li> <li>• The quality of teaching.</li> <li>• The leadership and management of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework, which tends to be inconsistently set.</li> <li>• A further parents' evening in the spring term.</li> </ul>

Inspectors agree fully with the positive views of parents. Homework was judged to be satisfactory by inspectors, but with some good quality work being set in Years 5 and 6. The school has already introduced another parents' consultation evening in the spring term, the first of which was held in 2002. Inspectors judged this to be a good initiative in providing better information for parents on pupils' progress.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Very good quality of teaching and learning lead to very good progress being made over time.**

1. Children enter the school with below average levels of attainment. The spread of ability is wide, but there are proportionately fewer pupils of higher ability than there are with learning difficulties. The school has significantly more pupils identified with special educational needs than the national average. These pupils generally make very good progress towards their individual targets. Most children benefit from the school's own Nursery provision, but there are some who join the school in the Reception class with limited pre-school experience. The provision in both these classes is very good and a very secure start is made as a basis for further learning. The very good teaching here is reflected by equally very good practice elsewhere in the school. This enables basic skills to be learnt effectively by the majority of pupils, whose overall achievements are very good, given their below average starting points. Results in teacher assessments and national tests in Year 2 and Year 6 broadly reflect the wide spread of ability the school has on admission. A few pupils transfer in or out at other than the normal times, but this has little impact on the results in tests or the progress made. The school accommodates the pupils who enter the school midway through their education very effectively.
2. The very good teaching and learning add up to very good achievement by pupils over time. The characteristics of the best lessons include:
  - Very good questioning in depth by staff which forces pupils to think and to explain their answers. This was especially effective in a Year 5 history lesson, where the teacher teased out the differences between primary and secondary sources of evidence as the class explored the dangers and difficulties of life at sea in Tudor times.
  - Very good classroom organisation and management strategies. Teachers are very well prepared and ensure no time is lost. All relevant resources are to hand. Groups know their individual tasks and settle down to work effectively and with a minimum of fuss. Such organisation and strategies were especially effective in a Year 6 science lesson on learning the dietary habits of the barn owl and in a Year 4 numeracy lesson on addition. All work was laid out in advance with clear instructions in both classes given to each group. No time was lost; pupils knew what they were learning and why; progress was rapid and skills were effectively consolidated.
  - Matching work very effectively to the needs of individual groups in the classroom. Teachers split the classes up into smaller groups in most lessons with different levels of work provided to cater effectively for the needs of all. In a Year 6 mathematics lesson, an important distinction was made between the pupils with specific needs and those of lower ability generally. This enabled both groups to work at levels suited to them, while the higher and middle attainers worked on more advanced materials and challenges. In other lessons, additional adults in the classroom are deployed very effectively to help individual groups of pupils, such as in numeracy and literacy lessons in Reception.
  - Showing pupils clearly how to improve. Teachers often question pupils effectively in such a manner as to draw out from them the techniques that might improve their work. This was particularly effective in Year 1 art and design where the teacher challenged pupils to think about how they might improve their collages through using better weaving techniques. This resulted in pupils using a wider range of techniques and producing better work. There is very good marking of work in books, particularly for pupils in Years 5 and 6. Teachers not only comment on quality, but point pupils in the direction of making improvements as well as setting specific targets for them when appropriate. In addition, again especially in Years 5 and

- 6, homework books show that teachers set work regularly which enhances what is done in classrooms, leading to better overall learning.
3. Half the teaching observed was very good or better. This is a significant improvement since the school was previously inspected. A further 44 per cent of teaching was judged to be good with six per cent satisfactory. There was no unsatisfactory teaching seen, a further improvement since the previous inspection. Learning in classrooms, therefore is very good. All of this effective learning leads to very good progress over time. Results in national tests have never fallen below the national average in recent years and, in comparison to similar schools, they are often above average. On other occasions, depending on the nature of the pupils that year, results have been well above average. Currently, inspectors found standards to be above average overall in Year 6, which shows very good achievement given the below average starting points of these pupils some seven years ago. This is a significant improvement since the previous inspection.

### **Pupils enjoy their lessons and have very positive attitudes to learning.**

4. Classrooms are a hive of purposeful activity. Pupils settle down very well, including those in the Nursery and Reception classes. All pupils, including those with special educational needs and English as an additional language are keen and eager to learn. In a Reception literacy lesson, pupils were very keen to take part once the teacher had explained the tasks clearly, enabling the children to understand the focus of their work. Teachers provide many interesting and stimulating activities for pupils of all ages, which capture their imagination and encourage them to learn effectively. For example, in a science investigation in Year 6, pupils were fascinated by the high challenge of discovering the dietary habits of the barn owl by dissecting pellets. There were cries of amazement when they found skulls and various other bones in the waste. They co-operated with one another very well so that, while one pupil used the tweezers to extract bones, the other removed the fur and placed them on teacher-prepared diagrams. They learnt to classify different types of bones and link them to various parts of animals, correctly identifying such things as mammals.
5. Pupils like difficult challenges. In mathematics in Years 2 and 5, for example, the use of practical activities, such as sorting and classifying shapes led to great interest and enthusiasm. By the end of the lessons, pupils were able to sort, classify and name a wide range of shapes and explain why they differed and what made them similar. Learning the properties of shapes in this way through experimenting and discovery was rapid and effective. Behaviour is very good in lessons. This helps the learning process effectively as no time is wasted. Pupils show a determination to succeed. They like to solve problems and work things out for themselves. This is encouraged from a very early age in Reception, when, for example, children learn to solve simple mathematical problems on the computer. By Year 6, in science and mathematics, many pupils are investigating and solving problems at levels above those expected for their age. In other lessons, pupils are keen and eager to take part. They enjoy singing in Reception and Year 1. Older pupils are very keen to write about the Tudors or discover the unique features of Shakespeare. Throughout the school, pupils enjoy solving problems and creating objects such as the wide range and high quality designs on show in the hall and corridors. Equally impressive are the very good artwork in the style of Cezanne in Year 1 and the portraits of famous personalities in the junior corridors.

### **There is a warm, caring, Christian ethos in which pupils learn very effectively.**

6. The learning environment created by the school is one of its unique and most effective features. The school makes very good provision for pupils' spiritual development. Through sessions in personal and social development and assemblies, staff plan carefully to create an atmosphere of reflective calm. This enables pupils to think about issues related to their academic or personal lives, set against a strong Christian ethos. All contributions from pupils are valued. Often, calm and peaceful music is played, accompanied by candlelight. Pupils sit in a circle and speak with depth of thought and due reverence. They join in prayers or corporate hymn singing. They are keen to make contributions and use the time purposefully to explore their feelings. In other sessions, pupils develop their moral skills very effectively through debate and discussion. Provision for this

and social development is very good. Pupils learn to respect each other's point of view as well as to listen respectfully when others are sharing their ideas. They learn the value of friendship and how to empathise when friends have lost a relative or are disturbed by events taking place in their lives. These opportunities encourage pupils to overcome potential barriers to their learning so that, when in academic lessons, they work more freely and assuredly, learning better and improving their progress.

7. Teachers place great emphasis on good behaviour, which is achieved throughout the school. Pupils line up calmly and sensibly in the playground prior to entering the school and sit quietly during registration, reading silently or improving their spellings. This calm start to the day sets a positive tone for learning. Movement in and around the school is also calm and sensible, despite the many obstacles and cramped areas in some corridors and cloakrooms. Behaviour is very good considering the indoor physical constraints. The school has advanced plans to enhance this aspect of its provision. In all lessons observed, staff and other adults talk to pupils in a calm manner and organise their classes to cause minimum fuss and disruption. Movement in rooms and co-operation between pupils is very good and enhances learning very effectively. Whether engaged in making things collaboratively, joining in singing or working in pairs on investigations, there is a sense of determination and purpose to all activities. Through its very good health, safety, child protection and monitoring procedures, the school ensures pupils learn to become confident and mature in a safe, caring and secure environment.

### **Leadership is very effective in raising standards and improving the quality of educational provision.**

8. The school is very well led with vision and with a high emphasis on sharing and teamwork. The headteacher, ably supported by a deputy and other staff with management roles, has clear aims for the work of the school. The shared vision is apparent in all aspects of the school with good support from the governors. They know the school very well and recognise its strengths and areas for improvement. Many support in and out of the classroom and are eager to see the education of the children improve. The headteacher has a high profile and knows the names of all the pupils. She is held in high regard by parents, as is the quality of teaching in the school. Issues from the previous inspection have been addressed in full, apart from library provision, for which temporary arrangements have been made pending future building.
9. The staff have a comprehensive plan to guide the work of the school and co-ordinators are now beginning to develop their roles effectively with a view to raising standards. Many are new and have not yet had time to be as effective as others. In English, mathematics and science, the subject leaders observe their colleagues teaching regularly and provide them with guidance, support and help when needed. Results in national tests are always at least average and reflect to some extent the hard work accomplished by subject leaders. Staff are very aware of the significant numbers of pupils with special educational needs in each class and provision for those with statements or more complex learning problems is very good. Individual education plans are of good quality and enable staff to plan effectively for pupils to move towards reaching their targets. The support assistants play a vital role in this work and support specific pupils very well.

### **WHAT COULD BE IMPROVED**

#### **Directing specific support more effectively towards those pupils with the greatest need in order to raise standards.**

10. The quality of the support that the school currently provides to help pupils with special educational needs is very good. Additional staff are very well prepared and briefed and extremely attentive to the needs of specific pupils in all classes. However, some classes have a disproportionate number of pupils with more complex learning needs. There is currently insufficient time allocated to these groups in order to help them in the best possible way. The additional support for these pupils, therefore, has limited impact due to the scarce resource being spread across a large number of needy pupils. Individual education plans and teachers' planning are of a good quality and recognise

the various needs within the groups. Teachers work very hard to keep pace with all the problems that arise in lessons. However, in Year 3, for example, where over half the class has been identified as having special needs, the support time allocated is very similar to another class where only half as many pupils are in need of such support. The result of this is that some pupils, although making satisfactory progress towards their targets, do not make the better progress of which they are potentially capable.

### **Linking the budget to priorities for development in order to measure more effectively the impact of spending on improvements.**

11. The school improvement plan is a comprehensive document and identifies priorities effectively on a long-term rolling programme. It does not, however, include projected costings. These are arrived at through extensive budget discussions between the finance committee of the governing body and senior management. The lack of financial information, whether projected or 'guesstimated' provides the school with insufficient detail to enable to prioritise and subsequently measure, the impact of its spending on improvements in provision or standards.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to improve both standards and educational provision, the school should now:

- (i) Review the way in which support staffing is deployed in order to take into account the differing degrees of need between various classes

*(paragraph 10).*

- (ii) Ensure that the school development plan contains sufficient financial details in order to give a clearer indication of spending and improvement

*(paragraph 11).*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	18
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	1	8	8	1	0	0	0
Percentage	6	44	44	6	0	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 five 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)	13	201
Number of full-time pupils known to be eligible for free school meals	N/A	21

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	1	62

#### 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	10
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	5.1

#### Unauthorised absence

	%
School data	0.3

National comparative data	5.4
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National comparative data	0.5
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*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	16	10	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	20	23	24
Percentage of pupils at NC level 2 or above	School	77 (90)	88 (84)	92 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	22	25	23
Percentage of pupils at NC level 2 or above	School	85 (90)	96 (94)	88 (94)
	National	85 (85)	89 (89)	89 (89)

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

### 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	8	24	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	24	25	31
Percentage of pupils at NC level 4 or above	School	75 (85)	78 (81)	97 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	28	27	28
Percentage of pupils at NC level 4 or above	School	88 (85)	84 (88)	88 (100)
	National	73 (72)	74 (74)	82 (82)

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



**\* Numbers below 10 and too low to be recorded.**

**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	193	0	0
White – Irish	0	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	2	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	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	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)	8.6
Number of pupils per qualified teacher	23.4
Average class size	28.7

### Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	91.5

### Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	13
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	6.5

*FTE means full-time equivalent.*

## Recruitment of teachers

Number of teachers who left the school during the last two years	3.0
Number of teachers appointed to the school during the last two years	3.6

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.*

## Financial information

Financial year	2001-2002
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	£
Total income	468,516
Total expenditure	479,777
Expenditure per pupil	2,181
Balance brought forward from previous year	35,805
Balance carried forward to next year	24,541

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	227
Number of questionnaires returned	49

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	31	10	0	0
My child is making good progress in school.	51	45	2	2	0
Behaviour in the school is good.	51	43	4	0	2
My child gets the right amount of work to do at home.	35	45	10	8	2
The teaching is good.	49	47	2	0	2
I am kept well informed about how my child is getting on.	49	39	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	24	2	0	0
The school expects my child to work hard and achieve his or her best.	65	31	0	0	4
The school works closely with parents.	57	33	6	0	4
The school is well led and managed.	61	33	0	0	6
The school is helping my child become mature and responsible.	61	35	2	0	2
The school provides an interesting range of activities outside lessons.	49	31	8	2	10