

INSPECTION REPORT

ST JOHN FISHER RC PRIMARY SCHOOL

Widnes

LEA area: Halton

Unique reference number: 111392

Headteacher: Mr P G Fallon

Reporting inspector: Mr J White
17242

Dates of inspection: 6th – 7th May 2003

Inspection number: 247115

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
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Edward Street Widnes Cheshire
Postcode:	WA8 0BW
Telephone number:	0151 4247794
Fax number:	0151 4303781
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Fraser
Date of previous inspection:	13 th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school roll has fallen since the last inspection and is now 214 (92 girls, 122 boys), of whom 25 are in the reception year. There is considerable gender imbalance in the reception year and boys outnumber girls by four to one. Pupils are drawn from a wide area and from mixed socio-economic backgrounds. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average. There are no pupils from minority ethnic backgrounds. Thirty-two pupils are identified as having special educational needs and four have statements, figures below the national average. Although the pupil population is stable there are differences in year groups' attainment. However, generally, attainment on entry to the school is broadly average. The school has very recently received a School Achievement Award for its results in the national tests at age eleven.

HOW GOOD THE SCHOOL IS

St John Fisher RC Primary continues to be a very good school. Because of very effective leadership and management it is a very harmonious community in which pupils make good progress and reach good standards in their work. The quality of teaching and learning is very good. The promotion of pupils' personal development is highly successful; pupils show excellent attitudes and behaviour and have considerable enthusiasm for their school life and work. The school provides very good value for money.

What the school does well

- Leadership and management are very good and in some respects are outstanding
- Pupils' personal development is excellent and contributes very strongly to their learning
- Pupils reach good or better standards in their work because the teaching and learning are very effective overall
- The curriculum is very good and provision for special needs is especially effective

What could be improved

- There are no key issues for the school to address

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997 and was judged to be a very good school. It continues to be very effective and is outstanding in some aspects of its work. The last inspection's key issues with regard to the curriculum, assessment and recording have been addressed fully. The outdoor facilities for the youngest children's physical development have been improved significantly. Other improvements have been made to the accommodation and these have had a beneficial impact on pupils' academic and personal development. The teaching has developed well and is generally very effective. The quality of pupils' work continues to be good or better. Standards in the national tests, despite some fluctuations, have risen over time. Pupils' personal development was a strength of the school at the time of the last inspection and is now even better. The school's capacity for continued improvement is very good.

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	D	C	B	A
Mathematics	D	B	A*	A*
Science	D	C	A*	A*

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

The results show that standards in all three subjects have risen over time and in 2002 they were very high overall. The school's trend in performance over the five years since 1998 was above the national trend and its statutory targets for 2002 were exceeded. In 2002, pupils' overall performance placed the school in the highest five percent of all, and similar, primary schools. Year 6 pupils in 2002 had made very good progress from the age of seven. Girls have tended to do better than boys but the work seen during the inspection suggests boys are catching up. Pupils' performance in the tests in Year 2 exceeded the national average for their age group, when taking the three years 2000 to 2002 together. The school's standards in the Year 2 tests have risen since 1998. In the work seen during the inspection standards in all three key stages, including the Foundation Stage, were good overall and similar to, or better than, standards at the time of the last inspection. Pupils of all abilities are achieving well and, in general, make good progress over time. The school's recent drive to raise standards in writing is meeting with success.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are very responsive, very keen to learn and show considerable enthusiasm.
Behaviour, in and out of classrooms	Excellent in classrooms and around the school.
Personal development and relationships	Excellent. Pupils throughout the school develop their self-confidence extremely well, show care and concern for others and enjoy taking on responsibilities.
Attendance	Satisfactory and improving.

Pupils respond extremely well to the opportunity to express their views, for example, in the well-established School Council. Pupils' views have led to improvements being made in the school's outdoor facilities.

TEACHING AND LEARNING

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

The overall quality of teaching is very good and in two-thirds of lessons was very good or better. No unsatisfactory teaching was observed. English and mathematics are taught thoroughly and good opportunities are provided for pupils to develop their literacy and numeracy skills in other subjects, for example, in science and ICT. Communication, language and literacy are taught very effectively in the reception class. Teachers develop pupils' speaking and listening skills very well. In much of the teaching expectations are high and consequently pupils of all abilities generally achieve well. In the sample of pupils' work, and in a very small number of lessons, there were occasions in science when more could have been expected of the most able pupils. The pace of pupils' learning is invariably good and pupils show considerable concentration and independence. Targets for pupils' learning in English and mathematics are helping them to become more aware of their own learning. Teachers value pupils' work highly and celebrate their achievements by displaying their work to good effect. There is room to improve the consistency of teachers' marking.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school has worked to ensure the curriculum is broad and it is planned and monitored very well.
Provision for pupils with special educational needs	Very good. Key strengths are the careful target setting and the thorough tracking of pupils' progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Spiritual and moral development permeates the life of the school. The development of pupils' self-esteem and their personal confidence is a significant strength.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are excellent.

Art and design contributes very well to pupils' cultural development; much of the work is of a high standard.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is an experienced and highly effective leader and is well supported by the senior management team. Leadership of pupils' personal development is outstanding.
How well the governors fulfil their responsibilities	Governors support the school well and are well involved in the strategic planning.
The school's evaluation of its performance	Very good. The school's work is evaluated thoroughly and has resulted in action being taken to improve standards, for example, in pupils' writing.
The strategic use of resources	The school is very efficient and resources have been targeted extremely well for the benefit of all pupils, for example, in the excellent use of the accommodation and in the developments in ICT.

The principles of best value are applied very well. A particular strength is the involvement of staff and pupils in decision making.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school and behaviour is good• Teaching is good, children are expected to work hard and are making good progress• The school is well led and managed• Children are being helped to become mature and responsible	<ul style="list-style-type: none">• There were no significant concerns

The inspection team thoroughly endorses parents' positive views. Some parents feel that the school could provide a more interesting range of extra-curricular activities. There is no requirement, in a short inspection, for the inspection team to evaluate the school's provision for extra-curricular activities. However, in discussion with pupils they indicated, without prompting, that they appreciated the range of activities offered including sport, music, residential experience away from school, and participation in dramatic productions.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Leadership and management are very good and in some respects are outstanding

- 1 The headteacher provides experienced and very effective leadership and is well supported by the senior management team (SMT). The vast majority of parents who expressed a view feel that the school is well led. The LEA reviews of the school praise the leadership. The headteacher's style of leadership is collegiate and ensures that staff are well involved in strategic planning, operate well as a team and provide effective teaching and learning. The staff are valued and they show a strong commitment to the school and to its continued development. Very good staff relationships were evident during the inspection. The headteacher delegates responsibilities carefully, draws on staff's strengths and ensures that the SMT reflects the school's priorities. For instance, the deputy headteacher has responsibility for special educational needs (SEN), information and communication technology (ICT) and the analysis of data on pupils' performance. Another good example is the inclusion of the Foundation Stage teacher (who is also the Key Stage 1 co-ordinator) in the SMT. The arrangement ensures that this important stage of children's education is afforded due status. The headteacher and governors have ensured that appropriate support is provided for the range of pupils' needs especially in literacy, numeracy and for those who have SEN. For instance, classroom assistants have been trained to help support the literacy and numeracy strategies. An especially effective initiative has been the deployment of a literacy consultant to teach classes throughout the school with a particular emphasis on developing pupils' writing. This is proving to be highly successful and standards are rising quickly.
- 2 An outstanding feature of the school's leadership is the promotion of pupils' personal development and the headteacher, staff and governors share this common purpose. As a consequence the school is highly successful in achieving its aim to value and respect each pupil as a unique individual. The strong development of pupils' self-esteem and confidence has a marked impact on their learning. Christian values underpin the school's work and pupils are very well cared for and respected. Their views are taken seriously and their efforts are valued. They are encouraged to help each other, to co-operate and to show initiative. A good example of the importance given to listening to the pupils' views is the chair of governors' attendance at the school council meetings. This is an excellent example of the governors' application of best value principles because action has been taken as a result of the pupils' opinions, for example, in developing the outdoor facilities. In discussion with inspectors pupils indicated they are happy at the school, they are treated well by their teachers and the headteacher is firm but fair. Parents' views are very supportive of the attitudes and values transmitted by the school.
- 3 The school is very efficiently managed and runs smoothly. The headteacher ensures there is clear direction for the school's development and is well supported by governors. The headteacher's reports to governors are very informative and there is regular liaison between the headteacher and chair of governors. Procedures for self-review are very clear and thorough and the school's performance is analysed well. The findings from monitoring and evaluation of the curriculum, the teaching and learning, and from pupils' performance influence the subsequent school development plan (SDP). Importantly, prior to any monitoring of teaching, a clear focus for the monitoring is agreed by the teacher and the monitor who then discuss the findings. A good example is the recent monitoring, by the literacy co-ordinator, of the plenary

parts of literacy lessons. The SDP is a very useful tool for guiding the school's development. It is comprehensive, includes a clear evaluation of the outcomes of the previous plan and its objectives are suitably precise, for instance, in literacy, "to raise pupil performance by at least 5%". Finances have been managed efficiently against a background of falling rolls and the governors and headteacher are continually seeking ways of making savings, for example, in the maintenance of the school grounds. ICT is being very well used in the school's administration.

Pupils' personal development is excellent and contributes very strongly to their learning

- 4 Throughout the school, pupils develop personal confidence and self-esteem and this ensures that they participate fully in lessons and give of their best. These important qualities begin early in the reception class where children learn how to behave appropriately, co-operate with others and make choices for themselves. During the inspection children showed good independence as they got ready for the start of the school day, for example, as they managed their personal items. They settled very quickly and listened carefully to the adults. In their lesson in communication, language and literacy the children showed high levels of interest and concentration when they answered, with clarity and accuracy, the teachers' questions about a book they were all sharing. Pupils in Year 2 settled quickly to work in a mathematics lesson and showed keen interest and concentration in their work on angles, especially when they were using a floor robot. In Year 1 pupils co-operated well in a dance lesson.
- 5 These good qualities of pupils' personal development continue to improve, as pupils become older. In the lessons seen in the junior classes pupils' attitudes and behaviour were never less than very good and were often excellent. In Year 3, pupils showed considerable maturity in their work on Ancient Egypt. They all participated well in discussion and as a result of the teacher's calm and encouraging manner were not afraid to "have a go" as they suggested possible meanings of some historical terminology. In Year 5, pupils work in art and design captured their interest so much that they groaned when told they were near the end of the lesson. The same pupils spontaneously applauded the efforts of their classmates in an excellent literacy lesson. In all the lessons seen, whenever pupils were required to co-operate with each other they did so outstandingly well. In a Year 5 science lesson pupils worked in groups as they devised a test to find out what affects the speed of evaporation. They then very sensibly chose a spokesperson to report their ideas. In a mixed Year 5/Year 6 class several pupils did not hesitate to help each other as they prepared power point presentations. They also showed appreciation of others efforts and responded extremely well to the teacher's humour.
- 6 In all year groups pupils enjoy the regular opportunities to give their views and explain their ideas. For example, they invariably respond very well in the discussions at the start of lessons. Usually these sessions are conducted at a brisk pace and keep the pupils on their toes. For example, pupils in Year 4 responded eagerly to the chance to show their understanding of angles and worked highly diligently on the timed tasks. Representative groups of pupils from Year 2 and Year 6 spoke very maturely to inspectors and commented on how happy they were in the school. Year 2 pupils when talking about music, confidently burst into song. An excellent example of pupils' developing maturity, in sharing their opinions, was observed in Year 6. Pupils debated a motion to change the school's hours. They gave their views confidently and articulately. By the end of the debate several had changed their opinions after weighing up the views of others. The well-established school council demonstrates

the school's commitment to pupils' personal development and citizenship. Pupils from Years 2-6 are members of the council and meet each month. In a meeting with an inspector they spoke with great confidence about their role. They explained very clearly how they were elected, how they report back to their classmates and gave a range of examples of how their ideas had been implemented.

Pupils reach good or better standards in their work because the teaching and learning are very good overall

- 7 There are significant strengths in much of the teaching which ensure that not only do pupils of all abilities achieve well but also they reach standards that are better than expected for their age groups. Teachers expect pupils to do well and usually aim highly. They also have considerable subject knowledge. An excellent example was seen in a mathematics lesson in a mixed Year 5/Year 6 class when pupils were expected to place the likelihood of an event on a probability scale of 0-1. The teacher made very effective use of ICT as he asked pupils challenging questions. Pupils applied their ICT skills very confidently, explained their thinking clearly and improved their mathematical understanding. In an outstanding art and design lesson in Year 5 the teacher's very high expectations and subject expertise ensured that pupils' observational drawings, influenced by the work of Matisse, were generally of very good quality. Throughout the school pupils demonstrate at least good speaking and listening skills. The importance of listening carefully and opportunities to develop oral skills are established very well in the reception class and serve pupils well as they progress through the school. Teachers make very productive use of questioning and discussion not only to ascertain what pupils can recall from previous lessons but also to extend their knowledge and understanding. At the start of the history lesson in Year 3 the teacher asked careful questions to help pupils talk about their earlier work and following discussion on the importance of the river Nile introduced new vocabulary to heighten pupils' understanding, such as, "fertile" and "overflowed". In the subsequent work one pupil wrote "*the river Nile burst its banks and fed Egypt*". In the science lesson in Year 5 the teacher carefully asked a range of questions to ensure pupils of all abilities were challenged appropriately. This enabled all pupils to suggest their own ideas for fair testing and to predict possible outcomes.
- 8 The quality of the teaching and the excellent relationships with pupils result in generally very effective learning. In all the lessons seen, pupils were absorbed in their work, sustained their concentration and tried hard. They are acquiring key skills, knowledge and understanding well. In two lessons and in some of the samples of pupils' work there was room for the learning of the most able pupils to be more challenging in science. An especially good feature of the work in English and mathematics is the use of targets for individual pupils. In discussion with inspectors pupils indicated that they were aware of their targets and consequently they are developing good knowledge of their own learning. There are inconsistencies in teachers' marking but some examples of effective marking not only praised pupils' efforts but also suggested how they could improve their performance. The school is usefully considering ways of linking marking with pupils' targets.
- 9 Following an analysis of results in national tests, and of pupils' work, the school has sought to raise standards in writing and this is proving to be very successful, especially in narrative writing. During the inspection, samples of work from Years 2, 3 and 6 were scrutinised. In Year 2, pupils undertake a good range of writing including their own versions of familiar stories, such as, "Goldilocks and the Three Bears". All pupils are making good progress in sentence construction, and the use of capital letters and full stops. The high attaining pupils use a wider range of punctuation

including speech marks and question marks, and also organise their writing in paragraphs. In a good literacy lesson Year 2 pupils improved their understanding of how to write riddles because the teacher's explanations of their structure was suitably clear. The range of writing in Year 3 is very good and includes diaries, interviews, instructions, poetry, legends and myths. Many of the pupils have made very good progress over time. Pupils in Year 6 write for a broad range of purposes and in different styles. Rapid progress over time is evident in pupils' use and understanding of grammar and punctuation and in writing in different forms. Pupils make good use of ICT to display their writing in a range of formats. Overall, pupils are achieving good or better standards, for example, in poetry and in their own versions of famous drama. In an excellent literacy lesson Year 6 pupils developed their use of persuasive writing as they wrote creative versions of a familiar story. Very good use of discussion was made prior to the writing.

The curriculum is very good and provision for special needs is especially effective

- 10 The curriculum is reviewed regularly and is planned very effectively. Since the last inspection schemes of work for all subjects have been implemented. The syllabus for the early years was overhauled following the introduction of the Foundation Stage and the enlarged area for children in the reception class has enabled a wider range of activities to be provided. The design of the very good outdoor facilities for these young children was undertaken after a series of visits, by the Foundation Stage teacher, to a Centre of Excellence and nursery settings. Developments in the curriculum in the infant and junior years have ensured that it has remained broad and interesting and during the inspection the teaching in the non-core subjects captured pupils' interest particularly well, for example, in history and geography. Resources were used well. High priority is given to teaching skills in literacy and numeracy and good links are made between subjects. Annual audits of the curriculum ensure that it is kept up-to-date and subject action plans have very clear objectives and expected outcomes. Although only a small amount of teaching and learning in ICT was observed during the inspection it is very clear that the subject has been developed particularly well since the last inspection. Pupils have access not only to a well-resourced computer suite but also to a series of mini suites throughout the school. These arrangements ensure that pupils have the opportunity to apply skills across the curriculum. The school has its own website and pupils are well used to using the Internet for research. In discussion with an inspector pupils in Years 5 and 6 talked knowledgeably about the range of search engines they use. All pupils have full access to the curriculum and their moral and spiritual development permeates the life of the school. The development of personal, social and health education (PSHE) is a significant feature of the curriculum and has a strong influence on pupils' personal development. The PSHE programme draws together several strands of pupils' personal development including sex and relationship education, drug misuse and healthy eating as identified in the healthy Schools Standard. It is taught as a regular part of the curriculum and its principles are in many respects integral to the work of the school. An example of the school's approach to health education is the daily distribution of free fruit in the infant classes. The school also has designated "healthy days" in which a variety of activities to promote health are undertaken. The excellent debate observed in Year 6 was part of the school's PSHE initiative and contributed very well to pupils' development of citizenship.
- 11 The school's policy for SEN is very clear and meets the requirements of the national Code of Practice. Provision for SEN is enshrined in the school's inclusion policy and is overseen by a governor's committee. The experienced deputy headteacher manages the provision very well and ensures that pupils' needs are identified

precisely and that their progress is monitored thoroughly. Targets for pupils with SEN are sufficiently precise and achievable. Inspectors' scrutiny of pupils' work, including a sample of statemented pupils' work, indicates that pupils with SEN are making at least good progress over time and in lessons. In their lesson plans, teachers refer to pupils with SEN and provide work of suitable challenge. A very good example was seen in the Year 5 science lesson when, in the main part of the lesson, the teacher worked with a group of pupils with SEN and made sure that they fully understood how to devise a scientific experiment. As a result they gained in confidence and succeeded very well. The school has funded training for an assistant to support pupils. Parents commented prior to the inspection that they felt that pupils who needed help were very well catered for. The school has helped to train a group of parents so that they can help children with their reading.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	10	5	2	0	0	0
Percentage	15	50	25	10	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

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	214
Number of full-time pupils known to be eligible for free school meals	27

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	32

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.5

Unauthorised absence

	%
School data	0.7

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	12	13	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	13	13	13
	Total	23	23	23
Percentage of pupils at NC level 2 or above	School	92 (96)	92 (93)	92 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	13	13	13
	Total	23	23	23
Percentage of pupils at NC level 2 or above	School	92 (96)	92 (100)	92 (96)
	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	13	19	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	13
	Girls	18	19	19
	Total	30	32	32
Percentage of pupils at NC level 4 or above	School	94 (88)	100 (81)	100 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	13
	Girls	17	19	19
	Total	28	32	32
Percentage of pupils at NC level 4 or above	School	88 (81)	100 (79)	100 (81)
	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	214	-	-
White – Irish	-	-	-
White – any other White background	-	-	-
Mixed – White and Black Caribbean	-	-	-
Mixed – White and Black African	-	-	-
Mixed – White and Asian	-	-	-
Mixed – any other mixed background	-	-	-
Asian or Asian British - Indian	-	-	-
Asian or Asian British - Pakistani	-	-	-
Asian or Asian British – Bangladeshi	-	-	-
Asian or Asian British – any other Asian background	-	-	-
Black or Black British – Caribbean	-	-	-
Black or Black British – African	-	-	-
Black or Black British – any other Black background	-	-	-
Chinese	-	-	-
Any other ethnic group	-	-	-
No ethnic group recorded	-	-	-

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)	9.5
Number of pupils per qualified teacher	22.5
Average class size	26.8

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	81

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.2
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	514,471
Total expenditure	506,178
Expenditure per pupil	2,230
Balance brought forward from previous year	2,040
Balance carried forward to next year	10,333

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	214
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	34	1	1	0
My child is making good progress in school.	56	41	2	1	0
Behaviour in the school is good.	49	51	0	0	0
My child gets the right amount of work to do at home.	44	42	13	1	0
The teaching is good.	52	46	2	0	0
I am kept well informed about how my child is getting on.	40	51	8	0	1
I would feel comfortable about approaching the school with questions or a problem.	66	27	7	0	0
The school expects my child to work hard and achieve his or her best.	54	45	0	0	1
The school works closely with parents.	31	59	9	0	1
The school is well led and managed.	47	45	6	0	2
The school is helping my child become mature and responsible.	48	48	1	0	1
The school provides an interesting range of activities outside lessons.	29	42	14	2	13