

# INSPECTION REPORT

## **ST JOSEPH'S CATHOLIC PRIMARY SCHOOL**

Exmouth

LEA area: Devon

Unique reference number: 113431

Headteacher: Mr V K McCloskey

Reporting inspector: Mr C R Phillips  
15941

Dates of inspection: 16 – 17 June 2003

Inspection number: 247371

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 aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Regents Gate  
Long Causeway  
Exmouth

Postcode: Devon  
EX8 2JP

Telephone number: 01395 264875

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Appropriate authority: Governing body

Name of chair of governors: Mr A Whipps

Date of previous inspection: February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This is a voluntary-aided school of average size for boys and girls aged four to eleven. It draws pupils from a wide area, both rural and urban. The school has 213 pupils currently on roll. At the time of the inspection, there were five children under the age of five, all in the reception class. Almost all of the children in this class have received some pre-school education, most in the nursery attached to the school. Overall, levels of attainment on entry to the school are usually a little above average, although year groups vary. There is very little movement of pupils in and out of the school in the course of the school year. The proportion of pupils entitled to free school meals (6.1 per cent) is below the national average. The proportion of pupils currently identified as having special educational needs (8.5 per cent) is well below the national average, although five pupils have statements of special educational need. There is currently one pupil for whom English is an additional language.

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

This is a very good school. Standards of attainment by the time pupils leave the school are well above the levels expected in English, mathematics and science. The school is very well managed and all of the members of the teaching and support staff are fully committed to providing a wide range of educational opportunities for the pupils within the context of a caring and stimulating environment. Although partially selective because of the religious criteria for admissions, the school makes good provision to ensure that pupils of all backgrounds and abilities are included fully in all aspects of its life. Relationships throughout the school are very good, as is the pupils' personal development. The school provides very good value for money.

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

- Standards by the time pupils leave the school are well above average.
- The school has a strong and caring ethos, based on clear principles and beliefs.

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

- The school's policy and practice for assessment need further development.

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

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

When the school was inspected in February 1998, it received a positive report. The key issues for action identified then have been tackled very well. The school has continued to improve, and the results achieved by pupils in the national tests at the age of 11 have maintained an upward trend, to a point where they are now clearly above or well above the national average in the core subjects of English, mathematics and science. Concerns at the time of the previous inspection about standards in information and communication technology (ICT) have been addressed well, and standards are now at least in line with national expectations by the time pupils leave the school. The school reviews all aspects of its life regularly, and it has the systems and personnel to ensure that it should continue to improve. The very pleasant learning environment has been enhanced by the recent addition of two permanent classrooms and an ICT suite.

## 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	A	A	A	A
Mathematics	B	B	A*	A
Science	B	A	A*	A*

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

This is a very commendable set of results, with those for mathematics and science representing performance in 2002 that was in the highest five per cent nationally. Evidence from this inspection confirms that standards in Year 6 are well above the national average in English, mathematics and science. Standards in ICT have risen to the point where they are now at least in line with national expectations by the time pupils leave the school. Results in the national tests in 2002 for pupils at the age of seven were well above average in writing, above average in reading and broadly in line with the average in mathematics. The teachers' assessments in science showed standards that were high overall. However, standards at this age have varied considerably and have not reflected the overall upward trend evident for older pupils, indicating at least partly the difference between year groups. Pupils of this age currently are a little above national expectations overall in reading, writing, mathematics and science, but the school has already identified the need to improve the standards of the more able in mathematics and science. By the time children reach the end of their time in the reception class, they are usually at least in line with national expectations in their language and number skills and in their personal and social development. Pupils of all attainment levels make good progress overall through the school, and many are making very good progress. The school sets appropriate targets, and always achieves them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils are enthusiastic and show very good attitudes in all aspects of school life.
Behaviour, in and out of classrooms	Their behaviour is very good, and pupils of all ages relate very well to each other, both in lessons and around the school.
Personal development and relationships	The pupils' personal development and the quality of relationships throughout the school are very good.
Attendance	Attendance is satisfactory overall, but is affected by the taking of holidays in term time. Lessons start promptly and little time is wasted.

The personal development of the pupils, their attitudes to all areas of school life and the quality of relationships are strengths of the school.

## TEACHING AND LEARNING

Teaching of pupils in:	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.*

The quality of teaching in all subjects, including English and mathematics, is good overall, with nearly four out of five of the lessons observed judged to be good or very good. The skills of literacy and numeracy are taught well. Good provision is made in each of the classes for the needs of all pupils, including those with special educational needs and the higher attainers. The teachers' classroom management is usually very good, as is their subject knowledge, and they generally have high expectations for all pupils. They provide a very good range of interesting and often stimulating learning activities. All teachers know their pupils very well, and the pupils respond very well to the experiences offered. They become confident and independent in their learning. Pupils of all attainment levels are keen to do well, and are given much encouragement to do so.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant, and the school provides a wide range of opportunities to enrich the learning of all pupils through visits and other experiences. There is a satisfactory range of extra-curricular activities for older pupils.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good, their needs are identified and met, they are fully involved in the life of the school, and their rate of progress matches that of the other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for the pupils' personal development. They are encouraged to be responsible, and to care for and appreciate others.
How well the school cares for its pupils	The school cares well for its pupils. Arrangements for the identification and monitoring of the progress made by pupils need further development in some areas.

The school works hard to encourage parents to be involved in their children's education, and is generally successful in this. Parents agree that the school is doing a good job in encouraging their children to do well and to develop well, both personally and socially. Most feel they are well informed about the work their children are doing and about the progress they are making. All pupils have a broad range of learning experiences within and beyond the school. They are known and cared for well. They respond very well to being valued and to the way they are treated with respect throughout the school.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership, and the whole staff team makes an important contribution to the continuing development of the school and to its management.
How well the governors fulfil their responsibilities	The governors provide good support for the school. They have a good awareness of its needs, but further training is needed in some aspects of their role.
The school's evaluation of its performance	The headteacher, governors and staff review the school's performance continuously and always look for improvement.
The strategic use of resources	All resources are used efficiently for the benefit of the pupils in the school.

Under the leadership of the headteacher, the school has a clear educational direction and is very effective. The teachers are well supported by the classroom assistants and other helpers, and all adults working in the school make an important contribution to the quality of pupils' experience. The governors, headteacher and staff review all development priorities regularly, evaluating all spending decisions, and the school applies the principles of best value well.

## 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 school encourages parents to play an active part in its life, handles complaints well and is approachable.</li> <li>The school gives a clear understanding of what is taught and most feel they are well informed about their children's progress.</li> <li>Their children enjoy going to school and are able to achieve a good standard of work.</li> <li>The school encourages the children to get involved in more than just their daily lessons and almost all parents are satisfied with the homework given.</li> <li>The school's values and attitudes have a positive effect on their children and produce high standards of behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Many parents expressed concern about provision for extra-curricular activities.</li> <li>Some indicated concern about how closely the school works with parents.</li> </ul>

Parents have a high opinion of the school and the opportunities it provides for their children. The inspection team agrees with this positive view. It believes that the range of extra-curricular activities available for older pupils is satisfactory overall, but that, with the possible involvement of parents, these could be extended to include younger pupils as well as further activities. The school works hard to involve parents and has noted the concerns expressed about induction procedures for new children and the giving of adequate notice for parents' evenings.

## **PART B: COMMENTARY**

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

#### **Standards of attainment by the time pupils leave the school are well above the national average**

1. The school's results in the 2002 National Curriculum tests for 11-year-olds in English, mathematics and science speak for themselves. Compared with those in all schools nationally, the results were well above average in English, and even higher in mathematics and science. The proportion of pupils attaining the higher Level 5 presented a similarly impressive picture, as did all the results when compared with those in schools of broadly similar intake. The figures represent significant improvement for pupils of this age since the time of the last inspection, with particular recent improvement in mathematics. There is no significant difference between the performance of boys and girls. Inspection findings confirm that the present Year 6 pupils are maintaining standards that are well above average.
2. Overall results in the national tests for pupils who were seven in 2002 were well above the national average in writing, above average in reading and broadly in line with the average in mathematics. However, when compared with results in similar schools, although standards in writing were above average overall, those in reading and mathematics were below average. All pupils were judged to have achieved the national standard of Level 2 in science. The proportion attaining the higher Level 3 was well above average in writing, above average in reading, but below average in mathematics and science. When compared with the higher grades achieved in similar schools, writing was still well above average, reading was average, and mathematics and science were well below average. There has been considerable variation in the results achieved by pupils of this age since the last inspection, and, except in writing, results have not matched the overall improvement seen nationally. This can be attributed partly to variations in the nature of the different year groups, particularly since the numbers in each cohort are small. However, it also points to a need for more thorough assessment and tracking of the progress being made by individual pupils in order to identify and address areas of weakness and raise achievement, particularly at the beginning of both key stages. The school has already identified and is beginning to address the need to improve the performance of potentially higher-attaining younger pupils in mathematics and science. The indications are that current Year 2 pupils are attaining at levels that are a little above the national average in each of the subjects.
3. Children in the reception class make good progress, and are usually at least in line with national expectations in terms of the goals for early learning by the time they join Year 1. The ability profile of the present cohort was broadly in line with the national average when they entered the school, a little lower than the usual level, but they are currently at least in line with expectations in their language and number skills and their personal, social and emotional development. As they think about characters they have met in stories and nursery rhymes, for instance, they show developing confidence in their writing. They create simple sentences, and are beginning to use capital letters and full stops, with a more able child writing, *'I like Robin Hood because he wears green and he is brave and he is nice to the poor'*.
4. In their English work, all pupils are taught to look for the significance of the words and ideas they are encountering, so by the time they are in Year 6 they are able, for example, to explore the meaning of what they read and to examine text carefully, distinguishing between fact and opinion. They show a high level of skill as they discuss their findings

and begin to construct their own empathetic written work about evacuees, writing with impressive precision in their use of vocabulary. The quality of the writing that develops through the school is very good. Pupils in Year 5, for example, write their own thoughtful and imaginative elegies, with one pupil writing, *'His mug is not wanted now, throw away the china, sweep up the memories and pour away the sadness'*. This reflects the overall standards of literacy that are developed well across all curriculum areas throughout the school, as when pupils in Year 2 identified the key features of a biography they were studying while using the computers in the new ICT suite and after marvelling at the wonders of the new whiteboard.

5. The same sort of approach to mathematics, with pupils being encouraged at all points to explain what they are doing, means that their numeracy skills also develop very well as they progress through the school. They then become confident and proficient in all aspects of mathematics, and can also use and apply their skills in other areas of the curriculum, such as their science investigations. Year 6 pupils are able, for instance, to solve problems mentally using decimals, fractions and percentages with speed and ease, showing good knowledge of inverse operations. Most are able to check their results and draw conclusions. Again, the systematic development of their mathematical skills can be identified throughout the school, with, for example, pupils in Year 2 beginning to recognise patterns in number as they add and subtract 10 and recognise multiples of 5 when using a number square, with the more able seeing the links with work they have done previously on doubles.
6. In science, standards continue to be very high. Pupils are encouraged from an early age to observe the world around them carefully and to delight in discovery as they undertake a range of investigations. Criticism at the time of the last inspection that there were insufficient opportunities for open-ended practical and investigative tasks has been more than dealt with. Throughout the school, all work in science is now based on this approach to the subject, and there has been a remarkable improvement in the standards being achieved. Pupils of all ages are encouraged by their teachers to develop the questioning approach that is the basis of scientific investigation, exploring aspects of everyday life in a systematic way and recording their findings with great care. Pupils in Year 4, for example, had undertaken a survey of the mini-beasts to be found in the school's wild area, making a careful record and then using the information gained to prepare their own quite sophisticated key diagrams to help in the classification of the animals they are studying. By the end of their time in the school, pupils show very good knowledge of the various aspects of the subject and most are very capable young scientists.
7. At the time of the last inspection, standards in information and communication technology and in design and technology were below the level expected by the time pupils are 11. It is clear that standards in both of these subjects are now at least in line with that expectation. In ICT, they are well on the way to being above that level. Pupils in Year 6, for instance, show considerable facility in accessing a range of historical sources from the Internet as part of their work on Second World War evacuees. Having gathered the materials they require, they are then able to select and organise them into their own information sheets, showing considerable skills in language, research and ICT. The new ICT suite, completed just before the inspection, is already proving to be a valuable extra resource, and should ensure that standards will be even higher.
8. All of this is achieved in the context of a broad and relevant curriculum, which maintains a good balance across all subjects whilst giving appropriate priority to the development of the basic skills of literacy and numeracy. The pupils encounter a wide range of stimulating learning activities within and beyond the school, related well to their own

experience. Pupils of all attainment levels are enabled to achieve as they do because of the quality of the teaching in the school, which is good overall. During the inspection, all lessons observed were judged to be at least satisfactory, which is an improvement since the last inspection, and nearly four out of five were good or very good. The teachers have high expectations of the pupils in terms of their behaviour, their attitudes and the levels they can achieve, and all pupils clearly respond very well to these expectations. Most importantly, the teachers ensure that all pupils are acquiring the necessary strategies to become independent learners, which was noted in the last inspection as an area for development.

### **The school has a strong and caring ethos, based on clear principles and beliefs**

9. The ethos of trust and mutual respect that is such a strong feature of the school creates an atmosphere in which all pupils can grow, and their personal development as they move through the school is very good. They are encouraged to develop a reflective approach to learning and life, which is evident when they show a delight in learning in many lessons and when pupils of all ages sing their meaningful response in assemblies. They also acquire a clear sense of right and wrong, and are aware of the effects of their actions, with the result that they develop a strong sense of responsibility. This is evident in the workings of the 'Buddies' system, which provides valued support for pupils in the playground. It is also seen in the workings of the school council, which provides an admirable opportunity for representative pupils to be involved in discussion and decision-making about their school and its priorities, under the very effective chairmanship of a Year 6 pupil.
10. Since the pupils know they are valued, they respond in an increasingly mature fashion to all the opportunities presented to them, with pupils of all ages and abilities showing very good attitudes to their work and to all they do around the school. They are enthusiastic in lessons, take pride in their work, and are happy to work either individually or in groups. Even young pupils demonstrate that they can listen quietly and work well together, as was seen during a literacy lesson when pupils recalled their visit to a local beach. They talked enthusiastically about what they had done on that day, and would later use the information to write a postcard to their parents. Older pupils are keen to work, either unaided or when supported by the teacher or learning support assistant. In many lessons, pupils were observed concentrating hard when tackling work they found challenging. Pupils were keen to show visitors work they had completed, and to discuss in a very mature way their future plans and aspirations. There is a palpable sense of pride in the school, and a shared commitment to maintaining and improving it further. Parents and the school believe that, because the children feel secure, they are able to tackle new learning experiences with confidence and so reach their full potential.
11. The quality of relationships between staff and pupils, and between the pupils themselves, continues to be very good. This underpins everything else, and is a key factor in the development of pupils who are confident learners and have a strong sense of self-esteem. Both in lessons and around the school their behaviour is very good. They listen well in lessons and are very keen to answer questions, to share their work and to take part in any way required of them. Because pupils behave responsibly, teachers are able to concentrate on their teaching, and pupils to give their full attention to learning.
12. The tone for this is set by the headteacher, who provides firm but understanding leadership and helps to ensure the ethos of care that is based on the beliefs and principles that are at the heart of the school. He has a clear vision for the school, yet a style of management that encourages all members of the school community to know that they have an important contribution to make in the direction it takes. The school is,

therefore, very well managed and has a clear educational direction. All resources are used efficiently for the benefit of the pupils, and the quality of the environment that is provided by the very attractive buildings and grounds makes a significant contribution to the pupils' learning and their personal and social development.

## **WHAT COULD BE IMPROVED**

### **The school's policy and practice for assessment need further development**

13. When results by the age of 11 are so good, it might seem inappropriate to point to a significant area for development. Nevertheless, the school has already identified the need to develop further its policy and practice in the identification, recording and tracking of the progress pupils make. The inspection confirms that this is an appropriate priority and might well be one way of helping to tackle the variations currently seen in the progress being made by some younger pupils, as well as ensuring, for instance, that all pupils are challenged to achieve their best in all subjects. In reading, for example, although standards are eventually high, the progress made by pupils is uneven, and reading records do not provide an on-going picture of how well they are doing, which means that it is less easy to identify if the progress of individuals or groups is slipping.
14. The teachers know the pupils very well, and the school has many procedures for the recording of the assessments made of pupils' progress. However, many of these are only completed formally at the end of the year and do not track pupils' progress in a consistent way through the school. Some good examples were seen of useful assessment in areas such as English and mathematics or in particular classes, but assessment procedures are not always used consistently to plan the next steps in learning. The new assessment framework developed for science should provide a good basis for identifying pupils' progress, but is used at present mainly to provide an end-of-year summary of the standards reached by each pupil. The arrangements for assessment in ICT are beginning to provide a valuable on-going record of what has been accomplished in each unit of work. There are no formal procedures in place for the other foundation subjects, although informal assessment of pupils' work takes place. This limits the information available with which to identify progress.
15. There are sound procedures for assessing pupils' attainment on entry to the school, and careful attention is paid to identifying and recording the progress children make in all aspects of their development during their time in the reception class. The school has developed its own method of collating this information, in readiness for the introduction of the National Foundation Stage Profile. Procedures are also used effectively to identify early potential difficulties in terms of pupils' special educational needs and to provide specific support. There are very good systems and procedures throughout the school to ensure that the progress these pupils make towards the specific and measurable targets identified in their individual education plans is monitored regularly.
16. The results of national and non-statutory tests are analysed carefully to identify areas of weakness in English, mathematics and science. In response to this, several initiatives have been introduced, such as the focus on the improvement of writing in Years 1 and 2. However, the use of assessment information to guide the teachers' planning through the identification of individual strengths and weaknesses is insufficiently developed at present. The teachers' planning does not always make clear provision for regular assessment opportunities.
17. Arrangements for assessment in the different subjects vary considerably. In many subjects, they do not provide an adequate record of the progress pupils make in the

acquisition of subject-specific skills and are not used consistently to raise pupils' levels of attainment. This is reflected, too, in the quality of marking, which varies between classes. Although usually positive, it is rarely linked to specific criteria that would inform pupils about how they are getting on and only occasionally points to ways in which they might improve their work.

18. Recent developments in setting individual targets in literacy and numeracy indicate the beginnings of good practice, but the targets tend to be set for too long a period. A few examples were seen of pupils being involved in the assessment and evaluation of their own standards and achievement, but they have too few opportunities at present to be involved in setting meaningful targets for improving their own standards and in identifying ways in which they can accomplish this. There are some examples of annotated work in English, which should help to ensure that the assessment of pupils' work is both accurate and consistent, but this is at an early stage of development.

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

19. In order for the school to improve further, the headteacher, staff and governors should:
  - (1) develop a more cohesive approach to the assessment, recording and tracking of pupils' progress by
    - a. establishing a common approach throughout the school to the recording of the progress pupils make in reading;
    - b. developing and implementing appropriate ways of assessing and recording the progress being made by pupils in those subjects that do not yet have these in place;
    - c. using the information gained from assessment more consistently to inform the planning of future work;
    - d. helping pupils to have a better understanding of how they are learning by involving them in the identification of short-term targets for improvement;
    - e. ensuring a common approach to the marking of work that enables it to provide more useful feedback for pupils about the progress they are making and how they might improve.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	8	3	0	0	0
Percentage	0	21	57	21	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 seven 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)	0	213
Number of full-time pupils known to be eligible for free school meals	0	13

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	18

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	5.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	0
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	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	14	15
	Girls	14	14	14
	Total	25	28	29
Percentage of pupils at NC level 2 or above	School	83 (87)	93 (100)	97 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	15	15	15
	Total	30	29	30
Percentage of pupils at NC level 2 or above	School	100 (100)	97 (100)	100 (100)
	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	14	16	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	14
	Girls	16	15	16
	Total	28	29	30
Percentage of pupils at NC level 4 or above	School	93 (88)	97 (76)	100 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	10	12	16
	Total	22	25	30
Percentage of pupils at NC level 4 or above	School	73 (88)	83 (76)	100 (96)
	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	201	0	0
White – Irish	4	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	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	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	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	0	0	0
No ethnic group recorded	3	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)	8.1
Number of pupils per qualified teacher	26.3
Average class size	30.4

#### **Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	137

### **Financial information**

Financial year	2002/03
	£
Total income	525129
Total expenditure	510306
Expenditure per pupil	2395
Balance brought forward from previous year	12351
Balance carried forward to next year	14823

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
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.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	213
Number of questionnaires returned	82

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	35	1	0	0
My child is making good progress in school.	62	31	6	0	1
Behaviour in the school is good.	69	30	0	0	1
My child gets the right amount of work to do at home.	41	49	10	0	0
The teaching is good.	64	35	1	0	0
I am kept well informed about how my child is getting on.	44	46	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	61	32	7	0	0
The school expects my child to work hard and achieve his or her best.	70	29	1	0	0
The school works closely with parents.	45	37	10	4	4
The school is well led and managed.	62	33	0	4	1
The school is helping my child become mature and responsible.	64	32	0	1	3
The school provides an interesting range of activities outside lessons.	23	27	35	9	6

### **Other issues raised by parents**

Most matters related to the headings above, but concern was expressed by some parents about arrangements for the induction of children new to the school, and others about short notice for parents' meetings.