

INSPECTION REPORT

**ST BERNADETTE'S CATHOLIC PRIMARY
SCHOOL**

Brighton

LEA area: Brighton and Hove

Unique reference number: 114546

Headteacher: Mrs B Connor

Reporting inspector: Rosalind Johns
22745

Dates of inspection: 27th – 28th January 2003

Inspection number: 247474

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Preston Road Brighton East Sussex
Postcode:	BN1 6UT
Telephone number:	01273 553813
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Appropriate authority:	The governing body, St Bernadette's Catholic Primary School
Name of chair of governors:	Mrs M Smart
Date of previous inspection:	12 th January 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Bernadette's Catholic Primary School educates boys and girls between four and 11 years. It is about the same size as other schools of its type as there are 224 pupils in eight classes. There are 96 boys and 108 girls on roll who attend full time. Eight of these are children in the Reception class. In addition, nine boys and 11 girls attend part time in the Reception class. There are 26 pupils on the school's register of special educational needs which is below average. Pupils with dyslexia are the largest group. Three pupils have statements of special educational need which is broadly average. Thirty- nine pupils come from minority ethnic backgrounds, five of whom speak English as an additional language although none is at an early stage. Around one per cent of pupils are eligible for free school meals which is well below average. During the last school year, three pupils entered the school other than at the usual time of first admission and none left. This is a very low rate of mobility. The attainment of pupils on entry to the school is variable but it is generally average.

HOW GOOD THE SCHOOL IS

This is a very good school. The very good leadership and management of the headteacher and key staff and the good partnership with the governors provide very strong drive and direction for moving the school forward. In Year 6, pupils attain well above average standards in English, mathematics and science. By the time they leave the school, pupils achieve very well overall because they profit from the good quality of teaching and learning in Years R to 2 and the very good quality in Years 3 to 6. The school's very good provision for spiritual, moral, social and cultural development reflects its clear, confident Catholic ethos and its full commitment to inclusion. These qualities, combined with the very good systems to monitor its performance, mean that the school gives very good value for money.

What the school does well

- In Year 6, pupils attain well above average standards in English, mathematics and science because the school encourages them to have high expectations of their own performance.
- The very good leadership and management of the headteacher and key staff and the good partnership with governors ensure that there is a clear vision, high aspirations for the school and a constant focus on every aspect of pupils' achievement.
- The good quality of teaching and learning in Years R to 2 and its very good quality in the rest of the school mean that pupils are keen to try out new experiences and enjoy the challenges offered to them.
- Pupils' attitudes, behaviour, personal development and relationships are all very good and are firmly embedded in the high quality of the school's provision for their spiritual, moral and social development.
- The school has very good procedures for ensuring pupils' academic and personal welfare which create a happy and stable environment where learning can flourish.
- The very strong bonds of trust and support between the school, parents, parish and community result in a true partnership in pupils' learning and are crucial to the school's success.

What could be improved

- The quality of the outdoor learning environment for children in the Reception class.
- Provision for pupils' cultural development, which although good overall, does not adequately develop their understanding and awareness of Britain as a multicultural society.

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 January 1998. Since then, it has made a very good improvement and is very well placed to improve in the future. Key issues for action have been addressed rigorously as planning is now very comprehensive and is much more sharply focused on the development of pupils' skills. In Year 6, standards are higher in English and science than at the previous inspection, and remain well above average in mathematics, because of the more systematic and analytical use of assessment information. This means that teachers have an accurate profile of each pupil and can match work to various levels of need. Leadership and management also look more critically at the school's performance and explore ways to do even better. These improvements are also reflected in the higher quality of teaching since the last inspection because of more careful monitoring systems.

Information and communication technology now meets statutory requirements and pupils' progress in this subject, and in design and technology, is now reported to parents.

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

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

The table shows that in 2002, standards in the national tests at the end of Year 6 were very high in English compared with the national average and were in the top five per cent in the country. In both mathematics and science, pupils' results were well above average. Compared with similar schools, based on the percentage of pupils known to be eligible for free school meals, standards were well above average in English and science and above average in mathematics. Since 1999, the school's results have risen steadily in line with the national trend although they dipped sharply in mathematics and slightly in science in 2001. The school missed its ambitious targets in 2002 in English for the number of pupils expected to reach Level 4 and above and exceeded it in mathematics. At Level 5, results were very high in English and well above average in mathematics and science. The school has set appropriately challenging targets for 2003.

The findings of the inspection are that in Year 6, pupils attain well above average standards in English, mathematics and science. In Year 2, pupils are reaching above average standards in reading, writing, mathematics and science. Children in the Foundation Stage achieve satisfactorily in aspects of physical development and well in all other areas of learning and are on course to reach or exceed the Early Learning Goals by the time they enter Year 1. The very good provision for pupils with special educational needs enables them to make very good progress and reach very good standards compared with their earlier attainment. However, older pupils, in particular, are not given enough opportunities to write freely and at length in order to build up their stamina as writers and some read a comfortable rather than challenging range of books. Overall, pupils, including the more able and the gifted and talented and the few with English as an additional language, achieve well in Years R to 2 and very well in Years 3 to 6 because they know that they are at school to learn and respond very positively to well-organised yet imaginatively presented lessons.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils approach new challenges with enthusiasm and delight in finding answers to teachers' questions. They bring growing confidence and imagination to their work and are proud of their school and their achievements.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in class, around the school and at play. They show a clear understanding of the routines and procedures expected of them and respond very readily to teachers' instructions. Their behaviour contributes greatly to the purposeful atmosphere for learning so that they use their time fully in school.
Personal development and relationships	Very good. Pupils and staff get on very well together which creates a happy partnership in learning. The school has a strong sense of community and pupils are friendly, thoughtful and ready to help others. They show plenty of

	initiative in class and increasing independence. Pupils enjoy carrying out tasks around the school and do so cheerfully and reliably.
Attendance	Good. Pupils' attendance is above average and unauthorised absence is broadly the same as the national average. Pupils usually arrive punctually and lessons begin on time. There have been no exclusions.

The atmosphere in classrooms is one of enjoyment and hard work. Pupils are quick to offer ideas, share their skills happily and take good care of the school environment.

TEACHING AND LEARNING

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

Overall, the quality of teaching and learning in the school is very good. It is good in the Reception class and in Years 1 and 2 although instances of very good teaching were seen in each of these classes. It is very good overall in Years 3 to 6. During the inspection, 21 lessons or parts of lessons were observed. Eleven were very good, seven were good and three were satisfactory. The quality of teaching and learning in English and mathematics is good in Years 1 and 2 and very good in the rest of the school because there is a strong emphasis on teaching both basic and more advanced literacy and numeracy skills. Teachers are very reflective in the evaluation of their work. There is a strong team spirit, a willingness to learn from each other and a determination that pupils come first. Their in-depth subject knowledge means that key skills are taught in a systematic and structured way and that they have a clear vision of what pupils can achieve. As a result, teachers have high and very focused expectations of pupils' response, quality and pace of work. They ask thought-provoking questions, insist on precise answers and evidence and challenge pupils to think beyond the superficial. In contrast, teachers often inject a sense of fun and energy into lessons which creates a buzz of excitement and steps up the rate of learning. Their very positive and sensitive management of pupils means that they can take risks and have the confidence to ask questions and say when they do not understand. These features, together with comprehensive tracking procedures and careful planning, mean that all pupils, including those with special educational needs, the more able, gifted and talented and the few with English as an additional language, are given every opportunity to shine. The few weaknesses in teaching include some over direction which limits pupils' independence to choose and experiment and not making efficient use of teaching assistants' time at the beginning of lessons.

Strong features of pupils' learning are the way they enter fully into the spirit of all new experiences and their willingness to work independently rather than constantly relying on the teacher. An occasional weakness among younger pupils is when they call out and forget class rules as they become over excited.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The school provides pupils in Years 1 to 6 with a well-planned and interesting curriculum that is extended by a good range of clubs. Provision in the Foundation Stage is satisfactory as the outside designated play area is not stimulating enough and is inadequate to enable children to achieve higher standards in physical development. Curriculum focus weeks are an exciting way of encouraging pupils' ingenuity and independent learning. The school is committed to equality of opportunity for all pupils and the relative needs of different groups are very well met.
Provision for pupils with special educational needs	Very good. The in-depth understanding of issues surrounding pupils with special educational needs and the knowledge of their achievements mean that pupils move off the register as soon as their needs have been met. The

	coordinator for special educational needs, teachers and assistants provide high levels of experience, expertise and support. Pupils with statements are cared for very well and their needs are very well met.
Provision for pupils with English as an additional language	None of the five pupils who speak English as an additional language requires additional language support. They all have a sufficient command of English to take a full part in all lessons and activities in the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Pupils are given a wealth of experiences to develop their spiritual awareness during times of stillness, prayer and reflection. Through the curriculum, they are enabled to appreciate the order and mystery of the natural world. The school's very good provision for their moral and social development is evident in the sense of community where pupils are expected to support one another and learn together. Although the school celebrates other cultures through assemblies, literature, art and music, there are too few opportunities for pupils to learn about the ethnic and cultural diversity of British society.
How well the school cares for its pupils	Very good. This is a happy, orderly, caring school where the needs and safety of pupils come first. There are very good procedures for health and safety, first aid and child protection. This gives pupils the confidence and security that greatly assist their learning. Very good assessment and monitoring systems enable teachers to have an accurate picture of the past and present performance of each pupil so that work can be carefully matched to individual needs. A policy for race equality is in place.

The well-organised and varied curriculum enables teachers to sharpen pupils' problem solving abilities, extend personal and social development and deepen their knowledge through research and independent work. Information and communication technology now meets statutory requirements. The school is a caring community for which everyone is responsible and where everyone is cared for and valued.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The sensitive but very strong leadership of the headteacher inspires staff and pupils to strive for the highest standards in all aspects of school life. Together with a committed management team, she has the vision and ability to sustain the momentum for change and continuous improvement.
How well the governors fulfil their responsibilities	Good. Governors fulfil their responsibilities and support the headteacher and staff well. Through analysis of assessment data, visits, reports and various committees, they have a good understanding of the school's strengths and needs. They discuss all issues openly and are prepared to challenge and question the headteacher and staff in a constructive way. The school benefits from governors' wide-ranging professional skills and expertise. However, they have not fully explored the impact of expenditure on the quality of education provided for pupils.
The school's evaluation of its performance	Very good. The school's strong commitment to critical self-evaluation is the key to its effectiveness. There is in-depth analysis based on detailed scrutiny of data; problems are decisively confronted and strategies put in place to address them. The careful and regular monitoring and evaluation of teaching also mean that priorities for improvement are identified and acted upon. The school development plan, which is closely linked to the aims and objectives of the school, is central to its drive to move forward.

The strategic use of resources	Good. The school's good financial control and administration ensure that it uses all its resources efficiently to promote pupils' learning. There are close links between its budget and priorities in the school development plan. The school evaluates its performance with similar schools and there are regular reviews of expenditure. Its financial reserves are higher than those recommended in order to meet the costs incurred by the passage of a large year group of pupils through the school.
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A hallmark of the very good leadership and management of the headteacher is her care and concern for every member of the school family. The school makes full use of competitive prices and compares them carefully with alternative sources to ensure that it receives good value for money when making spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour is good. • The school has high expectations of their children. • Teaching is good. • The school is helping their children to become mature and responsible. • Their children receive the right amount of homework. 	<ul style="list-style-type: none"> • There is not enough emphasis on creativity in the curriculum.

The inspection team endorses the positive views of parents. The school has a satisfactory focus on the creative arts and has identified raising its profile as an area for improvement.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

In Year 6, pupils attain well above average standards in English, mathematics and science because the school encourages them to have high expectations of their own performance.

1. Pupils' attainment on entry to the school is variable but is broadly average. Overall, in Year 6, pupils attain well above average standards in English, mathematics and science. This represents very good achievement by the time they leave the school. In the 1998 inspection, attainment in Year 6 was well above average in mathematics and above average in English and science. The judgements of this inspection broadly reflect the school's results in the national tests in 2002. In these tests, results for Year 6 pupils were in the top five per cent nationally in English and well above average in mathematics and science. Compared with similar schools, results were well above average in English and science and above average in mathematics. In these tests, 61 per cent of pupils attained the higher Level 5 in English, 55 per cent in science and 39 per cent in mathematics. This achievement was very high nationally in English and well above average in the other two subjects.

2. Pupils' overall performance has, therefore, improved since the last inspection. This is because the school's expectations of pupils, whatever their level of ability, are demanding and very focused. They are communicated very clearly to pupils who, in turn, understand them and relish the challenge. Teachers are also very open and reflective about their work and are constantly trying to find more interesting and stimulating ways of involving their pupils. More rigorous assessment procedures, careful scrutiny of pupils' work and thorough analysis of their performance in national and internal tests enable the school to pinpoint specific weaknesses and address them through planned programmes of work. The successful implementation of the literacy and numeracy strategies and coordinators who play a pivotal role in developing their subject have all had a significant impact on driving standards upwards.

3. In Year 6, many pupils are very confident and capable users of language. They are also mature and responsive listeners who express their ideas concisely and are aware of the need to give a balanced set of views. This was shown in assembly when they spoke fluently yet thoughtfully about religious books as sources of inspiration and learning for believers. 'Reading is fun!' a notice in the library encourages pupils. They enjoy books and know how to bring the text alive by using their voices to convey emotion and build up a sense of drama. Pupils are also intelligent and reflective as they consider wider themes in their reading and how the story may develop. They are also adept at locating and researching information from books and other sources. However, some read a comfortable rather than challenging range of books. Their versatility in writing was seen in a Year 6 lesson when pupils showed skill in the techniques of converting a narrative to a play script. They also enjoy experimenting with content and language so that many develop their ideas in bold and original ways and write imaginatively and with conviction. In a poem *The Storm*, one pupil evoked the sound of the wind 'like a scream on the verge of death' and on the morning after the storm 'the sun opened one eye and edged warily towards the horizon'. However, pupils do not tackle enough extended pieces to build up their skills and stamina as writers.

4. In mathematics, a strong focus on developing a variety of mental strategies helps to improve the speed and accuracy of pupils' mental skills. This was evident in a Year 6 lesson when the very challenging 'On the buses' game fired pupils with enthusiasm and showed their ability to work out simple percentages. In this way, the teacher built up their skills and confidence as mathematicians very effectively. Pupils discuss their work using a range of appropriate mathematical language like 'equivalent fraction' and 'denominator' which helps them to explain their strategies to the rest of the

class and to explore with them the different ways of approaching a problem. Pupils also realise how important it is to present calculations, such as their work on the addition and subtraction of decimals, in a structured, logical way. Information and communication technology is used well to support the development of skills and understanding. They use their mathematical knowledge and understanding very well in a variety of contexts to solve problems. For example, pupils in Year 6 work out the number of photographs in an album in different circumstances, explain their reasoning and apply it to other challenges. Their knowledge of shape is seen in work on reflective symmetry and they understand the formula to calculate the area of a rectangle. Pupils have a very good grasp of probability. They also have a very good understanding of fractions and equivalent percentages and use this knowledge competently to calculate the totals used on graphs and diagrams.

5. In Year 6, pupils are beginning to think and work like scientists: they see a challenge, work out how to test a hypothesis, predict a result and then put their theories to the test. This is because teachers place a strong emphasis on the concept of scientific enquiry and there is a good balance between practical work and the acquisition of skills, knowledge and understanding. This investigative approach was clear in Year 6's work on the conditions affecting germination, testing for the best sound proofing material, the functions of the most important plant organs, separating mixtures, the materials which conduct, or do not conduct electricity, and the reasons for variations in the brightness of a bulb. Pupils plan and carry out investigations systematically and methodically, describe the pattern in the results, and draw conclusions that show an increased understanding of how to control a variable when carrying out a fair test. In a lesson building on their previous work, Year 6 pupils set about their investigation into dissolving brown sugar in hot and cold water with confidence and enthusiasm. They asked scientific questions identifying factors which influence how fast solids dissolve. The teacher's encouragement and insistence on scientific language encouraged them to think creatively and make connections between cause and effect. After carrying out systematic observations, they recorded their findings carefully, measured results and drew informed conclusions.

6. Not only Year 6 but pupils across the school enter fully into the spirit of the curriculum focus weeks with their families and the community. During the numeracy week, they took part in events such as mathematics workshops and magic maths shows and were entertained by the Maths Theatre Group. As part of the science focus, pupils visited Herstmonceux Science Centre, were visited by the Sky Lab Mobile Planetarium and Quantum Theatre and enjoyed workshops on Explosive Materials. Such initiatives capture pupils' imagination and effectively channel their natural curiosity and enthusiasm as budding mathematicians and scientists.

The very good leadership and management of the headteacher and key staff and the good partnership with governors ensure that there is a clear vision, high aspirations for the school and a constant focus on every aspect of pupils' achievement.

7. The school's mission statement lies at the heart of all that it does. In keeping with its spirit, the school aims to 'provide a Catholic Christian setting for the acquisition of skills, knowledge, values and attitudes needed for life'. Central to its fulfilment is the very good leadership and management of the headteacher and key staff and the good partnership with the governing body. This unity of purpose and commitment has resulted in real energy and teamwork to enable pupils to reach the highest standards both academically and personally. The school's quest for continuous development in every aspect of its work means that it is constantly challenging itself to do even better. This has resulted in an inclusive, well-ordered and happy school where teachers enjoy teaching and pupils obviously delight in learning.

8. The very good leadership of the headteacher ensures clear purpose and direction as she has the vision and ability to take the school forward. She is quietly determined and has high expectations

of herself and of every member of the school community. She leads by example in every area of school life, values staff and governors for the contribution they make and shows care and concern for the school family. 'The headteacher is a previsionary and a true entrepreneur,' wrote one parent. 'The headteacher leads with her heart,' commented another. Combined with this sensitivity, the headteacher has a critical detachment which enables her to compile a frank and objective picture of the school in order to build on its strengths and tackle weaknesses. The enthusiastic and clear-sighted management team has worked hard to put structures and procedures in place to sustain the momentum of change and move the school forward. Staff work as a committed and cooperative team who believe in their ability to succeed. Coordinators in English and mathematics have a very clear view of trends and priorities for improvement and implement careful methods of addressing them, for example, tackling the underachievement of more able pupils in numeracy at Level 3. There is also good delegation of responsibilities to coordinators in other subjects who are continuing to develop their role and to take part in a strategic programme of liaison with governors. At the pre inspection meeting, parents commented that, in the last few years, standards and expectations were higher, management was more proactive and there was a constant focus on improvement.

9. In the previous inspection, it was reported that there was 'a reflective culture within the school' and this still holds true. The school examines its performance critically and challenges itself to improve. A key issue for action from the last inspection was to 'extend the use of assessment information for evaluating the curriculum especially in the core subjects'. Since that time, there has been in-depth evaluation based on thorough assessment procedures and methodical scrutiny of data from national and internal tests. This information has been interpreted in a much more systematic and analytical way. It is used to build up a perceptive and revealing picture of the school and an accurate profile of each pupil in order to measure the effectiveness of teaching and learning and to guide its work. Data are used to check trends and to set targets for pupils' individual levels of performance. It also compares its costs and results with other schools. Rigorous discussion and consideration of this information lead to clear programmes for action and are also used to make important decisions about whole school, year group and individual targets. Information is regularly updated and senior staff draw these strands together to formulate a coherent plan to drive the school forward.

10. The monitoring and evaluation of teaching and learning are also careful and systematic. Strengths are recognised and built on and problems are addressed through professional dialogue and linking with Performance Management. Teachers are reflective about their practice and are very willing to accept and to act on constructive advice. The monitoring of planning, the scrutiny of pupils' work by senior staff and coordinators and regular benchmarking has also helped to highlight problems. The roles and responsibilities of subject leaders have also been more clearly defined in terms of the strategic management of the school. The implementation of Performance Management has encouraged all staff to have collective responsibility in the pursuit of school improvement.

11. Governors work closely with the headteacher and staff and help to shape the vision and direction of the school. They are actively involved in discussing priorities in the school improvement plan and reviewing progress towards its targets and objectives. They gain their understanding of the school through visits including classroom observations, analysis of assessment data, headteacher's reports, regular meetings of the full governing body and various committees, staff training days and attendance at school events. Governors have a good knowledge of educational matters through attending appropriate training and use their interests and professional expertise well to support the school. This enables them to have a good awareness of the school's strengths and relative weaknesses and to make an effective contribution to its strategic management. All issues are discussed openly and their approach is supportive but questioning.

12. The priorities for improvement that are identified through self-evaluation are supported effectively through prudent financial management and administration. The budget surplus is above that recommended but is earmarked to help to finance a particularly large year group moving through the school. The monitoring of spending patterns has been rigorous. Governors have a keen awareness of the importance of getting value for money when making spending decisions and consider a number of options before making financial commitments. However, the procedures for gauging the effects of expenditure on the standards achieved by the pupils are not sharply defined enough.

13. Fundamental to the school's drive for improvement is the school improvement plan which is constantly responding to change. Future perspectives include raising standards in literacy and numeracy, professional development impacting on practice, teaching and learning and effective induction with new staff. Because of the high quality of the school's self-evaluation, the school improvement plan provides staff and governors with an strong agenda for improvement and is well linked to its strategic intent and to its aims and values.

The good quality of teaching and learning in Years R to 2 and its very good quality in the rest of the school mean that pupils are keen to try out new experiences and enjoy the challenges offered to them

14. Overall, the quality of teaching and learning is good in Years R to 2 and very good in Years 3 to 6. However, instances of very good teaching were seen in Reception, Year 1 and Year 2 classes during the inspection. Twenty-one lessons or parts of lessons were observed: eleven were very good, seven were good and three were satisfactory. These figures show a significant improvement from the last inspection when it was reported that 21 per cent of lessons were very good or better, 91 per cent satisfactory or better and nine per cent less than satisfactory. The teaching of basic literacy and numeracy skills is good in Years 1 and 2 and very good in the rest of the school and this is why standards are high. Even so, there has been no complacency. Staff are committed to continual professional development and are very keen to hone their skills to ensure the best deal for pupils. The school has addressed the key issue for action concerning planning from the previous inspection very well. Since that time, more effective long, medium and weekly planning has been established which ensures appropriate learning intentions, clear links and work sharply focused on the needs of individual pupils.

15. Successful teaching in the school is founded securely on teachers' very good command of subjects which means that topics are taught rigorously, presentations are inspiring and enthusiastic, constructive links are made between subjects and new knowledge is introduced in a clear and systematic way. In a Year 6 lesson on common denominators, the teacher's accurate and in-depth explanations encouraged pupils to think deeply and form questions in their minds. Closely linked with this subject expertise are the demanding and clearly expressed expectations set by teachers so that pupils of all abilities are challenged at their own level. In a Year 5 science lesson about displacing air with water, the teacher treated her pupils as young scientists and encouraged them to think creatively and to draw meaningful conclusions. In an art lesson when the same pupils were transferring their designs onto Greek pots, she challenged them to be bold and innovative in their approach so that they showed good levels of creative effort. Teachers also insist on pupils being very precise in their answers, using specific vocabulary and explaining their reasoning. Year 3 pupils were very curious about the fate of evacuees in Brighton but the teacher made them stop and think very carefully about the items to be placed in an evacuee's suitcase and to justify their choices. Teachers are also skilled at asking questions which make pupils think and work things out for themselves. Carefully framed questions from the music teacher enabled Year 3 pupils to identify that two songs could be sung at the same time because they had the same steady beat and used the notes of the C pentatonic scale.

16. Foremost among these qualities is teachers' relaxed and natural control of pupils which creates an enjoyable and stimulating atmosphere for learning. The group story about Goldilocks written by some children in the Reception class was attractively presented, read expressively and valued by the teacher so that children felt a sense of pride. The Year 2 teacher also drew sensitively on her close rapport with pupils to evoke the atmosphere of the story setting and to encourage them to be imaginative in their responses. Teachers also enliven learning by injecting a sense of fun and energy into their lessons. In Year 1, pupils chuckled with delight when the puppet 'Pip' mispronounced some words and were quickly able to identify his mistakes. There was an air of excitement as the teacher introduced 'silly questions' and pupils remained bright-eyed and eager so that the lesson was packed full of learning.

17. There are few weaknesses in teaching and these are intermittent. Teaching assistants are sometimes not sufficiently involved at the beginning of lessons. There is some over direction so that pupils lose the opportunity to think for themselves. When teachers do not delegate simple tasks to others and organise resources themselves, the pace of the lesson flags so that pupils' enthusiasm starts to wane.

18. The quality of teaching and learning for pupils with special educational needs is very good. As a result, these pupils make very good progress both in their grasp of basic skills and in their confidence and positive attitudes to work. Individual education plans are very clear in detail and provide suitably small steps for pupils to achieve. In a lesson with the coordinator for special educational needs, a pupil achieved very well because resources were varied and well prepared and there was a high level of challenge. More able and gifted and talented pupils achieve well in Years 1 and 2 and very well in the rest of the school because teachers have benefited from recent training to meet the needs of these pupils. As a result, they plan carefully to enable them to apply their more advanced skills and to delve sufficiently deeply into a subject to make the best of their abilities.

Pupils' attitudes, behaviour, personal development and relationships are all very good and are firmly embedded in the high quality of the school's provision for their spiritual, moral and social development.

19. The school's mission statement provides the context for its life and work and ensures that its Christian commitment is strong and visible and deeply rooted in its Catholic traditions. Its aim to 'maintain prayer in action' is clearly shown in the school's very good provision for pupils' spiritual, moral and social development. Each strand is intricately woven into the daily life of the school and results in a happy, secure and stimulating environment where all pupils are equally valued and individual needs recognised. The unity of purpose and commitment shown by staff provide pupils with a message 'through examples of gospel values' as well as models of positive attitudes to which they can aspire. This is similar to the findings of the last inspection.

20. The distinctive Christian ethos of the school is reflected in its strong spiritual dimension as place of learning. Its aim is to make 'worship, prayer and celebration an integral part of school life'. Assemblies are an affirmation and celebration of its ethos and values: times of stillness, silence and prayer are contrasted with joyful music-making to heighten pupils' spiritual awareness and response. Pupils are fully involved in the preparation of both Mass and assemblies and visit the local parish churches for services, liturgical celebrations, Holy Days of Obligation and festivals. Through *Here I am*, a Catholic programme for religious education, 'they are taught the basis of the Catholic faith and morality to enable them to develop into mature Christian living'. Teachers are also keenly aware of the importance of seizing opportunities across the curriculum to direct pupils' natural curiosity about the world into a spiritual experience.

21. As a result, pupils bring increasing confidence, imagination and independence to their work. They pursue activities with enthusiasm, are eager to try out new experiences and soon become absorbed in the tasks set for them. They also persist and practise to improve their skills and accept failure as a step in learning. Pupils often show initiative in problem solving and work with sustained intensity to provide imaginative answers. Pupils in Year 5 enjoyed wrestling with the problem of removing air from jars and the equipment they might need and Year 2 pupils sharpened their mental skills successfully in a quick-fire session on paired number bonds.

22. The school's aims highlight qualities such as self worth and pupils' respect for themselves, for the needs of others and God's world. This provides an inbuilt framework of values, founded on the school's Christian ethos, on which pupils' very good behaviour is based. Teachers carefully guide pupils to make distinctions between right and wrong, to consider the effects of their actions and to explore Catholic Christian responses to everyday issues. Because of this, pupils are developing an awareness of self and respect for themselves, others and the world in a spirit of tolerance and understanding. 'The disciplinary procedures are excellent,' wrote one parent, 'and encourage children to take ownership of their behaviour.' Pupils are well aware of the school's mission statement and code of courtesy and are actively encouraged to demonstrate their values. They write their own class rules and generally abide by them. Some have their own class mission statement like Year 2: 'We always have a little part to play in our world'. The constructive system of rewards including the Golden Book, certificates, celebration assemblies and sanctions, such as letters of apology, clearly emphasises the aims and values of the school. With such consistent guidelines, pupils know what is expected of them, behave very sensibly and readily obey teachers' instructions so that no time for learning or play is lost. They handle equipment and resources responsibly, respect others' property and think about their environment both locally and globally as in Year 3's displays 'I love my world – please look after me'.

23. The school's very good provision for pupils' social development is founded on praise, recognition and encouragement. In this close-knit community, everyone has responsibilities but is also cared for and supported. Parents commented warmly of 'a family atmosphere', 'every child is special', 'the children have so much respect and concern for each other'. The friendly open attitudes of adults in the school promote skills and confidence in the classroom very effectively and encourage pupils to show kindness and consideration for each other.

24. Pupils are generally thoughtful, responsible and ready to help others. As they move through the school, they are given many opportunities for personal development. They often work in pairs and groups, share resources and skills cheerfully and celebrate the successes of others. For example, Year 2 pupils talked animatedly with their partners to select key words to describe a woodland setting and Year 3 pupils worked hard to polish their dramatic performance of a group poem. Pupils enjoy being given tasks which help in the smooth running of the school such as 'buddies' and Year 6 monitoring tables in the lunch hall. Feelings of self worth are promoted very well through opportunities to take part in productions like *Bugsy Malone*, Music of Excellence evenings, Greek and Roman days, Carnival Collective, and local and national events including music festivals, Brighton Festival Children's Parade, and Walk to Work Week. Pupils also learn the importance of teamwork and cooperation in clubs ranging from football and rugby to French, homework and dance. Through sporting events like the City Schools' Athletics Competition, they develop a healthy sense of competition, an awareness of rules and pride in their team's achievements. Visits to places of interest such as Newhaven Fort, Fishbourne Roman Palace and Wilderness Wood Environmental Centre help pupils to learn together in unfamiliar surroundings. Visitors including Carnival Collective, theatre groups, puppeteers, a mobile planetarium workshop, police and fire officers also help to broaden their horizons. Pupils gain an understanding of their responsibility for the poor and disadvantaged in their involvement with charities like Homeless in Brighton, Catholic Children's Society, presents for St Mary's Home for the Elderly

and Christmas shoeboxes. Residential trips such as Year 6's visit to Fairthorne Manor and Year 5's day at Hindleap Warren are good opportunities for pupils to live and work together at close quarters. Very importantly, pupils are taking increasing responsibility for their own learning through individual and group targets and discussing learning objectives. Even the youngest children have the independence to choose, experiment, explore creatively and initiate ideas of their own as well as receiving appropriately focused teaching. Occasionally, over direction by teachers limits pupils' individuality.

25. The school's core values are demonstrated in the very good relationships between all members of the school community. As a parent wrote: 'One of the great strengths is the care and concern that children have for each other.' Within this warm friendly ethos, based on kindness and mutual respect, pupils have trust and confidence in those who support them. Teachers use their very good rapport with pupils to motivate them as learners and instil a sense of pride: 'We are amazing – Rewards for Fantastic Work' or 'Wise Owl of the Day' spur on Year 3 pupils to do their best. In discussions, pupils listen carefully, share their ideas and personal experiences and respect the opinions of others. In the Reception class, children made confident choices in their activities linked to numeracy, took turns and shared fairly. In a Year 3 history lesson on the feelings of evacuees in wartime Brighton, pupils responded and built on others' ideas constructively.

26. 'We are all special' begins the school's mission statement. The high quality of its provision for pupils' spiritual, moral, and social development means that pupils are developing increasing confidence, responsibility and care for themselves and others, within and outside the school community. The success of its provision is measured by a parent's words: 'An excellent school that develops each child's individual potential both academically and in all other aspects, socially and spiritually, to the fullest.'

The school has very good procedures for ensuring pupils' academic and personal welfare which create a happy and stable environment where learning can flourish.

27. In its Annual Report and prospectus, the school states 'St Bernadette's is a "family" and each member is cared for and respected'. This was echoed at the pre inspection meeting where parents spoke of the family spirit and sense of community in the school where older pupils are encouraged to help younger ones and new pupils are given 'buddies' to help them adjust to their new surroundings. It was also reinforced by parents who wrote: 'The child's welfare is a number one priority' and 'The ethic of a community really does work'. The school considers that, as part of its mission as a Catholic Christian community, it embraces and values the dignity and worth of all pupils. In its inclusive practice, it is committed to providing effective systems for ensuring the care and well-being of pupils. The high levels of care and nurture shown by staff mean that pupils feel personally valued and secure in their surroundings. As a result, the climate for learning is strong and positive because pupils feel safe to express their feelings, ask questions and seek help when they do not understand. At the last inspection, the support and guidance for pupils provided by the school were judged to be good although the monitoring of pupils' personal development was largely informal and based on the good knowledge that staff had of pupils in their care. The school continues to know its pupils and their medical and social needs very well and is well supported by health professionals. The quality of information kept on pupils is detailed and very comprehensive. Regular meetings ensure that any concerns are shared, discussed quickly and monitored closely. Procedures for child protection are very good which is an improvement since the previous inspection. The coordinator for special educational needs is the designated person for child protection although the headteacher is also involved. All staff receive appropriate training and good support is given by external agencies such as social services. The coordinator for special educational needs is also responsible for 'Looked after' children.

28. The procedures for health and safety are also very good. All staff are aware of pupils with individual medical needs and, when appropriate, receive specialist training. Weekly checks ensure that the environment is safe and secure. The health and safety committee are actively involved in regular, rigorous checks of grounds, buildings and equipment. Pupils' behaviour is monitored very well by the school which results in the absence of oppressive behaviour. Parents confirm that their children feel safe in the school. The school promotes good attendance and actively discourages holidays taken in term time. The school's attendance statistics have improved very well since the previous inspection and attendance is now above the national average.

29. All staff and governors are united in their commitment to equality of opportunity for all pupils. The monitoring of pupils' personal development is also very good. The academic ethos of the school with its respect for individuals ensures that all pupils take a full part in school activities and are sensitive to each other's needs. Teachers, the coordinator for special educational needs and support staff provide very good levels of expertise and support for pupils with special educational needs so that they consolidate their skills with regular practice and grow in confidence. Teachers are also keenly aware of the language and learning needs of the few pupils who speak English as an additional language. More able pupils and the gifted and talented are encouraged to be more adventurous in their learning although older pupils are not always challenged by the books that they read.

30. As part of its pastoral care, parish priests from St Mary's Preston and St Thomas More's Patcham regularly visit the school informally and to celebrate assemblies, liturgies and acts of worship. They also work in partnership with the school by meeting prospective parents before pupils join the school, sharing school and parish events and supporting families experiencing difficulties.

31. At the pre inspection meeting, parents were fulsome in their praise of the pastoral care groups which were introduced in 2001. Pupils meet weekly in mixed age groups including siblings to focus on aspects of Citizenship, Education in personal relationships, which is linked closely with the *Here I am* programme of study, or issues about the environment. One parent regarded this as 'unique and progressive' whilst another felt that 'it makes for a more caring community especially in the playground and school in general'. The programme includes games and discussions such as 'Beating Bullies' and 'Belonging to a family'. Two Year 6 pupils are also elected to represent their group and report its views to the headteacher. In this way, the school council is being developed through the pastoral system and pupils have an effective voice in the running of the school.

32. In the last inspection, a key issue for action was to extend the use of assessment for evaluating the quality of the curriculum particularly in the core subjects. The school has addressed this key issue very rigorously and assessment procedures in English, mathematics and science are very good. In other subjects, assessment is based on key objectives and is a simple and effective method. An assessment framework has been established and there is a much more coordinated approach to assessment across the school. Teachers now use all assessment information much more effectively to adjust and develop the next stage in their planning, to adapt teaching styles and to ensure that the level of challenge is right for individual pupils.

33. Through detailed analysis of data from national and internal tests, a comprehensive picture of pupils' past and present performance is compiled and is used to predict pupils' individual levels of performance. These are tracked very carefully and reviewed half termly as they move through the school. Data are also used to check trends such as boys' and girls' achievements and pupils with special educational needs although there is no monitoring by ethnic groups. There is no regular benchmarking with other schools. Careful analyses of pupils' responses in national and internal tests result in the school pinpointing specific weaknesses and making informed decisions about what aspects should be a focus for improvement. For example, in the national tests in mathematics in Year 6, weaknesses in fractions, decimals and percentages were highlighted and initiatives adopted to tackle them. Records of Achievement to show pupils' progress have appropriate targets, inform pupils and parents of achievement and highlight ways for pupils to improve. Pupils are very aware of their

targets and this helps them and teachers to concentrate effectively on the specific skills needed to move them on to the next stage in their learning.

34. As a result of these very good procedures for pupils' academic and personal support and guidance, the school combines intellectual rigour with a sense of genuine care and concern for pupils.

The very strong bonds of trust and support between the school, parents, parish and community result in a true partnership in pupils' learning and are crucial to the school's success.

35. At the previous inspection, it was reported that the school's very good partnership with parents, together with valuable and well-developed links with the local community, made a significant contribution to the quality of teaching and learning and standards of achievement. This is still the case. The partnership with parents, the parish and community continues to be strong because the school actively 'fosters communication and cooperation between home, school and parish' as part of its mission statement. In its prospectus, the school emphasises the vital role played by parents as an integral part of the school community, its appreciation of their involvement in the life and work of the school and the importance placed on the close partnership that exists between home, school and parish.

36. In turn, the parents greatly value the school and its Catholic Christian ethos, support their children's learning at home very well and make a very significant contribution to the school's effectiveness. 'There is nowhere I would rather have my child taught,' commented one parent. At the pre inspection meeting and in the questionnaires, parents praised the school highly citing that pupils were taught to value each other and themselves, the quality of pastoral care, high standards and achievement, the links with the Church, children were happy and challenged and all stakeholders were working together as a community.

37. The school builds important bridges through the high quality of its communication with parents. This starts with comprehensive induction procedures in the Reception class followed by homework information sheets, parents' meetings, weekly Reception class and fortnightly school newsletters, curriculum meetings and focus weeks, detailed reports, dialogue through reading journals or day books and the suggestion box. An 'open door' policy is also strengthened through home visits by the school chaplains to new parents, strong parish links and support for those with family problems. However, there is no formal consultation with parents about the curriculum or major spending decisions as part of the school's self-evaluation procedures.

38. Parents who help in the school such as preparing resources, hearing readers, helping with productions and attending liturgies and celebrations say that they are made to feel welcome and that their work is valued. They are given good guidance about their various roles; confidentiality and the importance of always upholding the school's mission statement are stressed. The flourishing Parent Teacher Association is generous in giving time and raising funds to provide additional facilities and resources such as information and communication technology and activities during curriculum focus weeks. Other events organised by the association include an Easter Egg Hunt, Santa's visit, film shows and theatre trips. Each class has a Parent Teacher Association contact who acts as an informal representative of parents' views.

39. The school gives and gains a great deal from the community which it serves. The parish churches of St Mary's and St Thomas More's mean that pupils have another link between home and school. They also visit places nearby such as Preston Manor, Brighton Pavilion and Brighton Boothe Museum and take part in local parades, music festivals and sporting competitions. Pupils also sing carols at St Mary's Home for the Elderly and in Churchill Square Brighton to raise money for Cancer Research.

40. A small number of parents felt that the school had a bland and unadventurous curriculum due to the emphasis on literacy and numeracy. Opportunities for pupils to develop creativity across the

curriculum are satisfactory and the school has identified the raising of the profile of the creative arts as an area for development. A concern was also raised about the lack of use by pupils of the school's facilities in information and communication technology. No evidence was found during the inspection to support this view based on discussions with pupils and teachers, observations of classes and scrutiny of work and displays.

41. These very strong links between home, school, parish and community reinforce their core values and give a sense of common purpose where children's needs come first. Through this crucial partnership and shared dialogue, the school is able to identify some of the actions needed to move the school forward into the next stage of its development and to try to ensure, as one parent remarked, 'St Bernadette's school is a Utopia'.

WHAT COULD BE IMPROVED

The quality of the outdoor learning environment for children in the Reception class.

42. In general, children in the Reception class enjoy an interesting range of well-organised and varied activities which are a springboard for their good achievement and prepare them well for the National Curriculum. The teacher and nursery nurse take every opportunity to reinforce basic skills through practical activities that make learning fun and to enable children to apply their developing knowledge. Children are given the independence to choose, explore creatively and imaginatively and initiate ideas as well as receiving appropriately focused teaching. Adults stimulate talk and active enquiry through skilful questioning but they are also careful and responsive listeners and their sensitive approach enables pupils to feel confident about what they can achieve. The well-organised routines help children to respond quickly to the teacher's high expectations of behaviour, attention and following instructions. As a result, children are well-motivated and eager learners who show great curiosity in their surroundings and are keen to explore, investigate and ask questions.

43. In physical development, children are making satisfactory progress in physical control, mobility and awareness of space. In other areas of learning, they are making good progress because of thoughtful, well-structured and knowledgeable teaching. However, the inadequacy of the designated outdoor play area limits provision for the full range of the curriculum and learning opportunities. Although there is direct access from the Reception classroom to the outside creative play area which allows children to move spontaneously from the indoor to outdoor environments, it is not stimulating enough and it lacks appropriate outdoor play and activity resources. There is no clambering or balancing apparatus for pupils to develop and refine their moving and balancing skills. This limits children's large-scale movements and restricts the achievement of higher standards in physical development and aspects of social development.

Provision for pupils' cultural development, which although good overall, does not adequately develop their understanding and awareness of Britain as a multicultural society.

44. Overall, the school makes good provision for pupils' cultural development. They are taught to appreciate their own cultural heritage and the traditions of their community. Pupils visit places of interest like Newhaven fort, Henfield village, Fairthorne Manor and Michelham Priory to support the curriculum. They have entertained visitors such as the Same Sky's Arts Company, Rainbow Theatre, Carnival Collective, Maths Theatre group, musicians and representatives of the emergency services. In Reception, dolls and dressing up clothes reflect cultural diversity. Year 6 visit a synagogue and pupils gain a broader knowledge of world faiths through the *Here I Am* religious education programme. They are given an effective range of experiences to widen their appreciation of world music such as Indian and African music as well as Western classical composers like Mozart. Pupils learn about the legacy of ancient civilisations through Greek and Roman days and designing Greek pots.

45. The school states in its policy for race equality that one of its aims is 'to prepare children for life in a culturally diverse society'. However, there is not enough emphasis through the curriculum and everyday routines of the school on raising pupils' awareness and understanding of Britain as a multicultural society. This includes ensuring that the images presented to pupils through books, posters, artefacts, displays, role models, links with schools with a high number of minority ethnic pupils, games, posters and dual language labelling are fully representative of Britain in the 21st century. It also includes raising pupils' consciousness through assemblies, pastoral care groups, art, music and literature. Pupils in the school are not given a broad enough range of experiences to enable them to be fully aware of the impact of the rich variety of cultures and to prepare them for life in an increasingly multicultural society.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. In order to further improve the quality of education offered to the pupils, the headteacher, staff and governors should:

(1) **Improve the quality of the outside learning environment for children in the**

Reception class.

(Paragraphs 42 and 43)

(2) **Raise pupils' awareness of the ethnic and cultural diversity of British society.**

(Paragraphs 44 and 45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	7	3	0	0	0
Percentage	0	52	34	14	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 four 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)	224
Number of full-time pupils known to be eligible for free school meals	3
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	26
English as an additional language	No of pupils
Number of pupils with English as an additional language	5
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	26	20	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	25	24
	Girls	19	19	19
	Total	44	44	43
Percentage of pupils at NC level 2 or above	School	96(94)	96(97)	93(91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	25	26
	Girls	19	19	19
	Total	44	44	45
Percentage of pupils at NC level 2 or above	School	96(100)	96(94)	98(97)
	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	16	17	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	15
	Girls	15	16	16
	Total	29	32	31
Percentage of pupils at NC level 4 or above	School	88(91)	97(82)	94(97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	16
	Girls	16	16	17
	Total	31	32	33
Percentage of pupils at NC level 4 or above	School	94(91)	97(88)	100(97)
	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	144	0	0
White – Irish	5	0	0
White – any other White background	14	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	8	0	0
Mixed – any other mixed background	4	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	1	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	1	0	0
Chinese	0	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	41	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)	9.5
Number of pupils per qualified teacher	23.5
Average class size	28

Education support staff: YR – Year 6

Total number of education support staff	10
Total aggregate hours worked per week	152..25

Financial information

Financial year	2001- 02
	£
Total income	523, 487
Total expenditure	516, 565
Expenditure per pupil	2, 246

Balance brought forward from previous year	24, 605
Balance carried forward to next year	31,527

Recruitment of teachers

Number of teachers who left the school during the last two years	5.9
Number of teachers appointed to the school during the last two years	5.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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	224
Number of questionnaires returned	108

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	65	31	2	0	2
Behaviour in the school is good.	75	24	0	0	1
My child gets the right amount of work to do at home.	50	48	2	0	0
The teaching is good.	69	30	0	0	2
I am kept well informed about how my child is getting on.	45	43	9	1	2
I would feel comfortable about approaching the school with questions or a problem.	79	16	2	4	0
The school expects my child to work hard and achieve his or her best.	77	21	2	0	0
The school works closely with parents.	64	28	6	2	0
The school is well led and managed.	80	15	2	2	1

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

73	27	0	0	0
52	34	8	3	3

Rows do not always add up to 100 per cent because of rounding