

INSPECTION REPORT

ST CUTHBERT MAYNE RC JUNIOR SCHOOL

Hemel Hempstead

LEA area: Hertfordshire

Unique reference number: 117468

Headteacher: Mrs B Quinn

Reporting inspector: Mr J Donnelly
23637

Dates of inspection: 3rd – 4th March 2003

Inspection number: 247790

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary aided
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Clover Way Gadebridge Hemel Hempstead
Postcode:	HP1 3EA
Telephone number:	(01442) 253347
Fax number:	(01442) 230320
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Jane Gonzalez
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Cuthbert Mayne Roman Catholic Junior School caters for 116 boys and 123 girls aged seven to eleven years. The school's catchment area includes a wide variety of residential housing but is generally favourable. At eight per cent the number of pupils (18) who claim free school meals is well below the national average and at eleven per cent the number of pupils (27) with special educational needs is low. There are no pupils with statements of special educational need. The pupils are mostly from a white UK heritage and there is a mix of a few other cultures represented in the school. There are three pupils who have English as an additional language. They are fluent in English and so receive no specialist support. Pupils' overall attainment upon entry into Year 3 from the local infant school is generally above the national average.

HOW GOOD THE SCHOOL IS

St Cuthbert Mayne is a very good school. The school's very good ethos for learning, high expectation of pupils and commitment to improvement reflect the very good leadership and management at all levels. The leadership by the headteacher is exceptional. Overall, teaching and learning are very good and, as a result, all pupils make good progress. Levels of attainment are often well above those found nationally by the time pupils leave at eleven years of age. The school provides very good value for money.

What the school does well

- By the end of Year 6, standards in English, science and music are well above average and above average in mathematics and information and communication technology (ICT). Most pupils make good progress.
- Pupils' very good attitudes to learning, their behaviour and their relationships between each other and the staff make a significant contribution to the standards achieved.
- Teaching of a consistently high quality ensures that effective learning takes place.
- The headteacher, supported by the governing body and highly effective key staff, provides very good leadership and management.
- The school has a very clear awareness of its strengths and weaknesses, based on evidence gained through careful evaluation of its performance. This leads to very effective action to secure improvement.
- The very broad curriculum leads to very effective learning, supported well by the very good spiritual, moral, social and cultural provision.

What could be improved

- There are no major weaknesses in the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in November 1997, the school has made very significant improvements in addressing its single key issue. The above average standards achieved by the pupils have been maintained. The quality of teaching has continued to improve and is of a very good standard overall. The monitoring roles of the subject co-ordinators are now very effective. Planning in subjects ensures that pupils' prior learning is built on in a systematic way. The school's improvement plan clearly identifies what needs to be done and what has been achieved. The school assesses its pupils' attainment throughout the school and uses the information very effectively to ensure work is matched well to the needs of all its pupils. The ability of the school to improve further is very good.

STANDARDS

The table shows the standards achieved by 11 year olds 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	B
Mathematics	A	A	B	C
Science	B	A	A	B

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The pupils, including those who have special educational needs, make consistently good progress. Many attain standards well above those expected by Year 6. Over the last three years, standards attained in national tests by pupils in Year 6 have remained well above the national average in the core subjects of English, mathematics and science. Compared with the performance of similar schools, pupils' performance overall has been above average. The results of the latest national tests (2002) were well above average in English and science and above in mathematics and, in comparison to similar schools, were above average overall. Overall standards of work seen during the inspection were well above average. The skills of literacy and numeracy are developed well as pupils move through the school. The good progress made by both boys and girls reflects not only their very good behaviour and attitudes but also the effective teaching and rich curriculum they enjoy. The rate of progress is particularly good within ability groups in English and mathematics. The school is making good progress towards meeting the realistic and appropriately challenging targets it has set for pupils' academic achievement this year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils' attitudes are excellent. Older pupils bring a particularly mature approach to their learning. Pupils are keen to learn and succeed.
Behaviour, in and out of classrooms	Pupils' behaviour is very good, reflecting the consistently high expectation of all the staff. Pupils are courteous, friendly and helpful. Their behaviour contributes significantly to their rate of learning. There have been no recent exclusions.
Personal development and relationships	Pupils' personal development and relationships are excellent. They work well together and display a confidence that equips them well for the next stage in their learning.
Attendance	Attendance is very good. Punctuality is very good.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Very good

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

Teaching is very good overall. The teaching of English and mathematics is at least good and often very good. Although teaching was observed in only some of the other subjects of the curriculum, the quality of it was equally good. Teaching in the information and communication technology suite is very good as a result of strong subject knowledge. Teachers have consistently high expectations of what pupils will achieve and, as a result, pupils learn well in lessons. This high quality teaching promotes very effective learning and, as a result, pupils achieve levels of performance often well above the national average. The teaching of literacy skills is very good overall, with pupils learning the skills to write creatively, as well as improving their spelling and punctuation effectively. The teaching of mathematics, especially of numeracy skills, is of similarly very good quality. In mathematics when pupils are grouped according to ability, work is very challenging and learning rapid. In other subjects of the curriculum, the teachers effectively develop pupils' literacy and numeracy skills. Pupils also enjoy their learning as a result of interesting activities and they settle down to work enthusiastically and with determination. Teachers show enjoyment in, and enthusiasm for, their work and they challenge pupils' learning. The teaching of all pupils with special educational needs in small groups is very good. The school is effective in meeting the needs of all pupils, including the gifted and talented.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The learning opportunities provided by the school are very good. The clubs during lunchtime and after school are of a very high quality. The school has very good links with the local community and the local secondary feeder school. These enrich pupils' learning experiences further.
Provision for pupils with special educational needs	The systems and provision for pupils with special educational needs are very good. Pupils have full access to the rich curriculum provided.
Provision for pupils with English as an additional language	Pupils make good progress during their time at school and the high quality teaching overall is responsible for this.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' moral, social and cultural development. Pupils are very well prepared for the next stage of learning in an atmosphere of tolerance and respect.
How well the school cares for its pupils	The school gives a high priority to the pupils' welfare and maintains very good procedures and practices for meeting both statutory requirements and health and safety issues. The school is a safe and secure environment. Teachers know their pupils very well and, as a result, provide individual and appropriate support and challenge. The quality of marking in most classes is consistently very good and often outstanding. The impact of this quality on pupil motivation is very positive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. The school's continuing success is based on a thorough knowledge of its strengths and areas for development and how these can be built upon. The headteacher and her deputy are particularly effective in developing a strong team. They are very well supported by a hard-working and committed staff. The aims and values of the school are very well met in its day to day running.
How well the governors fulfil their responsibilities	The governors provide very good support for the school and fulfil their statutory responsibilities well. They are very committed, devoted and wise and provide a very good balance of challenge and support to the work of the school. As a result, they are very effective in helping to improve provision and maintain high standards.
The school's evaluation of its performance	Very good. The school knows its strengths and weaknesses. This work is supported by effective targets for each pupil, to raise standards further.
The strategic use of resources	The school makes good use of its available resources. It spends its budget wisely. The administration of the school by the office staff is good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are very enthusiastic about school. • The school expects children to work hard and achieve their best. • Teaching is good and staff are very approachable. • Children make good progress and are very well prepared for life after school. 	

The inspection team endorses the positive views of parents. Inspectors consider that the school is committed to working closely with parents and has a very good range of procedures in place to facilitate this.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the end of Year 6, standards in English, science and music are well above average and above average in mathematics and information and communication technology. Most pupils make consistently good progress.

1. A considerable amount of pupils' work, from the current school year, was available for the inspectors to examine. This, together with the observation of lessons, talking to pupils and reviewing teachers' records, provided clear evidence of pupils' progress and attainment on which secure judgements could be based.
2. By the end of Year 6 pupils make good progress in their learning, owing to the high standard of the teaching. This has a significant impact on the standards they attain. Over the last four years, standards in English, mathematics and science in the national assessments of pupils in Year 6 have remained typically very high compared with the national average. In 2002, results in English and science were well above the national average and above average in mathematics. Most pupils gained the level expected nationally (Level 4) in each subject. Many pupils achieved the higher Level 5. The work of the current Year 6 pupils indicates that these high standards are being maintained. Analysis of the Year 6 national tests for 2002 in mathematics shows that a number of more able pupils narrowly missed the higher level 5.
3. The school's attention to the needs of boys is very successful because boys attain standards similar to girls, whereas nationally they do less well. In their writing pupils now in Year 5, for example, use vivid images - such as the 'blinding darkness', and 'the bear whose eyes were blazing fire' - to create character vulnerability and an atmosphere of suspense. Year 5 pupils write thoughtful and provoking poetry, for example, in a poem entitled 'Looking through a window'. 'One day a small boy looked through the window and saw a calendar, flicking its pages and everyday was Christmas' and continues in the last verse 'then a terrorist looked through the window and saw nothing. He already had the world he wanted'.
4. Music is a strength of the school. The school benefits from a number of skilful musicians on the staff, who use their expertise for the benefit of the pupils. Through a very wide range of activities and concerts, including music festivals and Gala concerts, the school makes a very positive contribution to the local and wider community. The governing body recognises this strength and appropriately supports the school through the provision of free instrumental tuition for all the pupils.
5. Standards in ICT are above average overall with some pupils working consistently well above average. The provision for the subject is now very good and this represents outstanding progress since the last inspection. A number of pupils have been successful in local and national awards. The subject leader and headteacher provide outstanding leadership. The school is highly regarded for its expertise by other schools, working very successfully with them in order to raise standards in the subject further.
6. Pupils with special educational needs are well supported and make good progress towards the targets set for them, many achieving average standards. Learning is a priority within a fully supportive atmosphere in classrooms. Staff know the pupils well as individuals and, as a result, the pupils learn well and move forward at a good rate towards attaining the high standards the school maintains. By the time pupils leave the school at the end of Year 6, they are confident, articulate, self-assured young people, well prepared for the next stage in their learning.

Pupils' very good attitudes, their behaviour and relationships with each other and the staff make a significant contribution to the standards achieved.

7. Most pupils have an excellent attitude to their work. They work well, showing maturity and confidence. When they find tasks difficult they persevere, ask others for help or seek out the teacher for further guidance. Boys are particularly motivated in this environment and in discussion with Year 6 boys they say, "learning is cool and fun." There is a climate of mutual respect and pupils collaborate well together on tasks, for example, in discussing the words they might use in order to improve the quality of a short passage they are drafting together. On such occasions, they listen carefully to each other and are sensitive in the way they suggest improvements. They work hard for teachers whom they know are working equally hard for them. Pupils grasp readily the opportunities given them to take on additional responsibilities in the school, such as preparing the hall for assemblies and providing a musical accompaniment should this be needed. For example a Year 4 boy volunteered to sing a solo in an assembly, without preparation.
8. Behaviour in and around school is very good, with teaching and learning time being maximised as pupils move efficiently between classrooms and activities. At playtime behaviour is orderly with no instances of inappropriate behaviour. Although staff expect good behaviour, they do not take it for granted and give praise readily to support their expectations.
9. Pupils are given, and readily take, opportunities to demonstrate their personal development. In music, Year 3 pupils work collaboratively in three groups organising themselves to perform the combined pulse, ostinato and rhythm very successfully. Year 5 pupils reflect thoughtfully on their work and demonstrate a desire to improve it further, explaining how the setting of targets support this. Pupils are taught to reflect on questions before answering them and to take ownership of the presentation of their work. This ensures pupils are on task and learning well.

Teaching of a consistently high quality ensures that effective learning take place.

10. Teaching and learning in the lessons observed are very good. This has a direct bearing on the very good achievement by pupils over the key stage. Inspectors focused on the teaching of English and mathematics and of the skills of literacy and numeracy. Although teaching was observed in only some of the other subjects, the sample provides a clear picture of the overall quality of teaching in the school. The very good planning by teachers is a strong feature in assuring that the pupils progress well.
11. In over a half of all lessons the teaching and learning are very good. Senior staff monitor teaching throughout the school to ensure that teachers' practice reflects the guidance and support made available. This process has been very effective in developing a common understanding of what makes effective teaching. Most teachers have consistently high expectations of what pupils will achieve. This high quality teaching promotes very effective learning and, as a result, pupils achieve levels of performance well above the national average.
12. The teaching of English and literacy skills is very good overall. So is the teaching of mathematics, and especially of numeracy skills. Teachers in Years 3 and 4 give particularly good attention to speaking and listening skills. Teachers show enjoyment in, and enthusiasm for, their work and are rightly confident in their subject knowledge and ability to offer pupils a range of strategies for learning. The teaching of pupils with special educational needs is very good and ensures that some pupils achieve nationally expected levels of performance. The challenges offered to pupils of average and higher ability, particularly at the end of the junior years in Years 5 and 6, enables many of them to attain standards that are well above average. The school is effective in meeting the needs of all its pupils.
13. Teachers plan their teaching to a common format that includes very precise lesson objectives and activities well chosen to achieve the lesson's purpose. Thanks to teachers' very clear explanations, pupils are equally clear about not only what they have to do but also why they are doing it. For example, the teacher made very effective use of the final ten minutes in a Year 4 lesson, when pupils explained to each other what they had been doing and what they had learned

as a result. Constant repetition and review of learning objectives ensure that effective learning takes place. Through their skilled use of questions, the teachers challenge the pupils' thinking, never accepting less than a thoughtful and considered response. The teachers subject knowledge is used well, for example in music taught by a specialist. Pupils are very well challenged and learn as well as they can. Teachers are able to help pupils acquire knowledge, skills and understanding at a level normally expected in the early years of secondary school. This promotes understanding. Teachers regularly refer to work done in other subjects and link pupils' learning experiences in a way that gives extra meaning to what pupils do. The teaching of information and communication technology is very good in the ICT suite and this provision is an improvement since the school was previously inspected.

The headteacher, supported by the governing body and highly effective key staff, provides very good leadership and management.

14. The headteacher provides excellent leadership. The aims and values of the school are exemplified in her rigorous yet supportive approach, which focuses on a high quality education for all pupils. The deputy headteacher provides effective support and makes a positive contribution to all aspects of pupils' learning throughout the school.
15. The headteacher's vision for the school's continuing success is based on a thorough knowledge of its strengths and weaknesses and how these strengths can be built on. She is a source of ideas and initiatives intended to promote effective learning and maintain high standards. She provides clear educational direction for the development of the school, successfully combining the demands made by national and local initiatives with the school's own identified priorities, leading to improved provision.
16. The headteacher is particularly effective in managing the staff, developing a strong sense of teamwork and a commitment to improvement. Her thorough knowledge of the particular talents of each member of staff enables her to make best use of the expertise within the school, to the benefit of pupils and the staff as a corporate group.
17. In the previous inspection, the school was judged to have insufficient focus on the monitoring of teaching and learning by subject co-ordinators. There has been very good progress in relation to this issue and both the senior management team and subject leaders are now very forward looking and have a good knowledge of what works well and what needs developing.
18. The governors provide good support for the school and fulfil their statutory responsibilities well. Established systems of communication ensure that they have an appropriately up-to-date overview of the school's work and achievements. This information, together with their developing employment of the principles of best value, enables them to make informed decisions on the school's behalf. Within the governing body, there is a good breadth of expertise and experience that places governors in a strong position to support the headteacher and staff in improving provision and maintaining standards. Governors respect the headteacher's professional knowledge and integrity, her flair for leadership and her strong management ability. They recognise that she, in partnership with the deputy headteacher and the staff, is crucial to the school's high achievements.

The school has a very clear awareness of its strengths and weaknesses, based on evidence gained through evaluation of its performance. This leads to very effective action taken to secure improvement.

19. This is a school that knows its strengths and weaknesses well. It has very effective arrangements for getting a detailed and accurate picture of its performance and for analysing the information. Challenging but realistic targets for individual pupils and for the whole school, based on this evaluation, are supported by well-designed plans for action to ensure these targets are met.
20. The school has focused on developing rigorous whole-school procedures for the analysis of its performance data and the regular examination of the pupils' work. The evidence gained is put to

good use in evaluating how well the school is performing in relation to the national picture, to the performance of similar schools and, most importantly, to its own past achievements. Detailed profiles of individual pupils' achievements are based on class teachers' regular assessments of each pupil's progress towards the targets set for them in English, mathematics and science. The school makes good use of statutory and optional national tests to inform these assessments. The examination of pupils' work in other subjects, carried out effectively by subject leaders, particularly in science and mathematics, provides similarly focused evidence of standards across the curriculum. In this way the school is beginning to use the principle of best value in self-review and school management.

21. Alongside this process, the school has successfully established a programme for the regular observation of teaching and the examination of teachers' planning and record keeping procedures. The headteacher and subject leaders ensure that all staff have a clear, corporate view of the strengths and weaknesses in the school's teaching. This regular observation, identifying areas for improvements which are then successfully addressed, ensures that good improvement takes place. This open climate reflects mutual professional respect and confidence in the school's leadership. All staff feel a keen sense of ownership of what is achieved and a shared commitment to improvement.
22. There is a clear sense of purpose in the school: teachers, pupils, non-teaching staff, governors and parents take pride in the school. Although results in national tests compare favourably with other schools, staff are not complacent and there is a clear commitment to continued development.
23. The views of parents, pupils and staff are sought regularly. These evaluations help to ensure that staff, parents and, through the school council the pupil themselves, feel that their views are valued and important.
24. There is clear acknowledgement of areas of strength but also targets for development such as those identified in the detailed school development plan and subject action plans. Pupils' work is regularly monitored and pupils are beginning to be involved in setting their own targets for development with their teachers.

The very broad curriculum leads to effective learning, supported very effectively by the very good spiritual, moral, social and cultural provision.

25. The curriculum is very broad, including very good extra-curricular activities. Very good attention is given to the core subjects, yet the curriculum is both stimulating and structured and gives a very good breadth to the pupils' learning experiences. Boys do very well as the curriculum and teaching encourages and demands very high standards of them in a positive ethos where expectations are very high. All pupils are very well prepared for the next stage of learning.
26. Provision for moral and spiritual education is very good. The school is very successful in developing an atmosphere within which all pupils can grow and flourish, respect others and be respected. The high quality teaching values pupils' questions and allows them appropriate time to reflect on their own ideas, thoughts and concerns. There are very high expectations of good behaviour and teachers provide very good role models. The curriculum enables pupils to have good opportunities to discuss issues such as 'choices and consequences' and make appropriate decisions with a value judgement.
27. Provision for social education is very good. Pupils understand the need for school rules and treat each other well. Many lessons provide opportunities for pupils to work together in pairs or groups to share ideas and solve problems. The personal, social and health education programme, which includes drugs awareness education and sex education, provides a good programme for pupils to consider a range of relevant issues about taking responsibility in society. Residential visits provide a different environment for pupils to work together. The school's very good programme of self-evaluation seeks out both pupils' and parents' views on a range of issues and is an extremely effective way of raising the pupils' self-esteem and confidence.

28. Provision for cultural education is very good. Pupils find out about their own tradition and culture when considering life in post war Britain, for example, from the demise of coal mining and ship building to the introduction of new industry. Other cultures are considered when pupils undertake comparisons between England and another country, such as Egypt. In literature, books from different cultures help older pupils understand some of the situations facing children in different parts of the world, helping them to learn tolerance and understanding of other countries and different ways of life.

WHAT COULD BE IMPROVED

There are no significant areas of weaknesses in the school. It is well aware of what it needs to do to maintain its very good level of improvement and has effective systems in place to continue to improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There are no key issues to address.

PART C: DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	10	6	2	0	0	0
Percentage	0	56	33	11	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	243
Number of full-time pupils known to be eligible for free school meals	18

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	27

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.6

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	36	27	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	31	33
	Girls	24	23	24
	Total	56	54	57
Percentage of pupils at NC level 4 or above	School	89 (95)	86 (92)	90 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	33	34
	Girls	26	24	25
	Total	58	57	59
Percentage of pupils at NC level 4 or above	School	92 (90)	90 (93)	94 (98)
	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	177	0	0
White – Irish	10	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	7	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British - Indian	1	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	2	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	28	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: Y3 – Y6

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	22.8
Average class size	29

Education support staff: Y3 – Y6

Total number of education support staff	2
Total aggregate hours worked per week	26

Financial information

Financial year	2001/2002
	£
Total income	482,346
Total expenditure	487,491
Expenditure per pupil	2,023
Balance brought forward from previous year	65,872
Balance carried forward to next year	60,727

Recruitment of teachers

Number of teachers who left the school during the last two years	0
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)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.6

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	239
Number of questionnaires returned	172

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	2	1	0
My child is making good progress in school.	72	26	2	0	0
Behaviour in the school is good.	65	32	2	0	1
My child gets the right amount of work to do at home.	56	38	3	2	0
The teaching is good.	79	19	2	0	0
I am kept well informed about how my child is getting on.	60	36	2	1	1
I would feel comfortable about approaching the school with questions or a problem.	81	16	2	0	1
The school expects my child to work hard and achieve his or her best.	86	13	1	0	0
The school works closely with parents.	65	31	3	0	1
The school is well led and managed.	88	12	0	0	1
The school is helping my child become mature and responsible.	75	24	1	0	1
The school provides an interesting range of activities outside lessons.	59	32	4	1	3