

INSPECTION REPORT

THE GOOD SHEPHERD RC PRIMARY SCHOOL

Arnold, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122812

Headteacher: Mr. G. Whittle

Reporting inspector: Mrs. M. Hulme
RgI's OFSTED Inspector Number: 3609

Dates of inspection: 10th – 11th March 2003

Inspection number: 248404

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Aided

Age range of pupils: 5 - 11

Gender of pupils: Mixed

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Appropriate authority: Governing Body

Name of chair of governors: Father Frank McLaughlin

Date of previous inspection: 2nd February 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Good Shepherd is a Roman Catholic Voluntary Aided Primary School situated in Arnold, a suburb of Nottingham. There are 327 children taught by 12 teachers that include the headteacher and two who are part-time. The school serves a widespread, socially mixed area that includes a significant number of higher income families. About a fifth of the children arrive by bus. One Foundation Stage class was in operation at the time of inspection but as numbers grow this becomes two classes. This year the attainment of children on entry to school is broadly similar to that nationally but a significant number have better skills in language, literacy and number than is expected for their age. However, some have poorer social skills. There are just below five per cent of children who are known to be eligible for free school meals, which is below the national average. The number of those who speak English as an additional language is very low; there are no refugees but the school has a very small number of Travellers. The majority of children are white with 12 per cent from minority ethnic groups. There are 22 per cent of children identified as having learning difficulties, which is broadly in line with the national average. Variations in practice across the country about the provision of statements of special educational need have resulted in this school having no children in that category. A new headteacher has recently been appointed who has brought new vision and expectations to the school and is keen to take the school forward.

HOW GOOD THE SCHOOL IS

This is a good school with some very good features. The new headteacher is providing good direction for the work of the school and has the vision to set out clear plans that will take it forward but has had little time yet to make an impact with the new development. The deputy head has been successful in maintaining the quality of education for almost two years in an acting head capacity and has been very well supported by other key staff who have undertaken new responsibilities to assist with the management of the school. Overall, the teaching is very good and supports children's learning very well but some improvements are needed at the Foundation Stage. Children generally achieve well and make good progress, which results in them attaining high standards in National Curriculum tests at Years 2 and 6. The school now provides good value for money, which is an improvement since the last inspection.

What the school does well

- Children achieve well and reach high standards in National Curriculum tests
- The very good, committed teaching is supporting children's learning very well and maintaining high standards;
- The strong leadership of the new headteacher provides clear direction for the work of the school and in this he is well supported by both staff and governors;
- The strong Christian ethos and provision for children's personal development results in them having very good attitudes to their work and behaving very well.
- The majority of parents have very good views of the school and are satisfied with the quality of education provided and the standards their children achieve.

What could be improved

- The management and provision for the Foundation Stage.
- Those weaknesses in teaching that affect how well children achieve in some lessons
- The range of information for parents.

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 1998. Overall, the improvement is good. Most areas for further development have been completed but that identified for reception children in the Foundation Stage has only partially been improved and more remains to be done. A programme of regular observations has improved the teaching. There is a more consistent approach to keeping tabs on children's progress but more improvement is planned. Children now have a greater awareness of living in a culturally diverse society. A health and safety audit and governors' information to parents have been improved. The new headteacher has correctly assessed the further improvement needed and work is identified in the planned development.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A*	A	A
mathematics	B	A	B	C
science	B	A	B	C

Key	
Top 5% of schools in country	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table above indicates that children achieve high standards in National Curriculum tests by the time they leave school in comparison to all schools. However, when compared to similar schools (those that have the same percentage of free school meals) the results for mathematics and science are average. The school was disappointed, particularly with the performance in mathematics as teachers' assessments indicated that children could have done better. The national tests came at a time when some disruption to staffing had particularly affected the Year 6 classes and the use of temporary staff resulted in children lacking the security and stability they had been used to. Also insufficient attention was given to children's progress. Although the school did not succeed in meeting their targets for English and mathematics for 2002 they still produced above average results. In the National Curriculum tests for 2002 children in Year 2 achieved well and reached high standards. Children's performance was well above average in reading, writing and mathematics. Faster learners did well in achieving a higher level and in mathematics the results put the school in the top five per cent of schools in the country. In the reception class children are making steady progress and most will achieve expected standards in all areas of learning by the end of the year with a significant proportion who will already be working at National Curriculum levels.

Apart from the subjects of English, mathematics and science some lessons were observed in other subjects, such as art, geography and history, and standards were at least typical for age with a significant number of children doing better. Time was made to talk to children about their work, which reinforced judgements on standards and indicated that children found the subjects interesting and had very good attitudes to their work. Overall, children achieve well and make good progress, whatever their stage of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Enthusiastic learners make very good efforts.
Behaviour, in and out of classrooms	Very good. Children benefit from teachers' high expectations and in most classes there is no disruption

Personal development and relationships	Very good. Most staff give children confidence and value their contributions. Older children particularly enjoy responsibility and carry out tasks well.
Attendance	Very good. No unauthorised absence.

Children come willingly to school and most work hard and take pride in what they achieve. The very good behaviour is a key factor in the sustained work and very good efforts. The very good relationships that exist in most classes motivate children to make very good efforts in their learning and they do their best. However, in the reception class some children challenge the authority of the teacher and since good class management is not always evident their learning is poor. Attendance is well above the national average.

TEACHING AND LEARNING

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

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

The quality of teaching is adequate in the reception class, which is similar to that of the last inspection. Overall, teaching is very good in Years 1 to 6 which is an improvement on the last inspection when most teaching was satisfactory and just one tenth was very good. Teaching ranged from excellent to poor but the consistently very good teaching at Year 2 and Year 6 is having a positive effect on standards. Improvements to teaching are partly the result of introducing a good system of keeping track of observing lessons in order to improve them. The effective teaching produces effective learning. The teaching of English and mathematics is very good and once children have acquired these essential skills they use them in other subjects. Good strategies for literacy and numeracy are well embedded and children receive good teaching in the basic skills, particularly at Year 2, which is reflected in almost all children reaching expected standards in reading, writing and mathematics in the national tests. There are many strengths in the teaching including the very good relationships that encourage children to be effective learners, the expectation that children will work hard and achieve their best, very good knowledge and understanding of subjects, the effectiveness of planning that ensures well directed and confidently taught lessons and the skilful use of questioning to clarify and build on what children know and understand. There is good provision for those with learning difficulties because teachers plan appropriately for their needs and keep an eye on progress. Classes are managed very well and consequently behaviour is very good.

Although there are many strengths there are some weaknesses that need attention in the reception class. Although lesson planning is satisfactory that for longer periods needs to focus more directly on the recommended curriculum for the Foundation Stage. There are inconsistencies in the ways that children are managed and sometimes they do as they like. A lack of mathematical resources makes the planning of activities more difficult for the teacher and the lack of a well organised, secure outdoor area for physical development hinders the progress that children can make.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Well-balanced curriculum that benefits all children equally. Additional learning opportunities are very good and relevant to these children
Provision for pupils with special educational needs	Good. Appropriate good quality support for those that need it.
Provision for pupils with English as an additional language	Good. The few children speak and understand English well so no additional support is provided.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, very good. Spiritual, moral and social development is strong and cultural has improved since last inspection.
How well the school cares for its pupils	Overall good. Procedures for child protection and ensuring children's welfare are generally effective but some aspects need improving at Foundation Stage.

The school has improved the library provision, updated books and is gradually adding to the current stock on a rolling programme. The biggest area for improvement is that of providing an information and communication technology suite and work is to start soon. Extra-curricular activities are very good at Years 3 to 6 but there are a few for younger children too. Some aspects of the classroom for reception children need improvements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is good overall. There is now a management team and staff are improving skills to take on new roles in school management as well as co-ordinating their subjects.
How well the governors fulfil their responsibilities	Good. They are clear about roles and responsibilities and use a number of ways to keep themselves informed.
The school's evaluation of its performance	Teachers have a good understanding of children's performance and analyse results to understand what has worked well and why.
The strategic use of resources	Overall, good use is made of resources including the funding provided by parents but support staff costs are high and need rationalisation

The new headteacher has made a good start on planning the changes needed to take the school forward and in this he is well supported, particularly by the deputy and governors. There is a weakness in that there is no management of the Foundation Stage, which is unsatisfactory.

Governors are making satisfactory attempts to apply the principles that enable them to get the best value for the children and have plans to extend these procedures.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • There are high expectations of the children whose behaviour is good • The teaching is good, children like school and are helped to become mature and responsible • Children make good progress at school • The school is well led and managed • They are comfortable about bringing concerns or problems to the school 	<ul style="list-style-type: none"> • The range of activities outside lessons • More information about children's progress • Consistent approaches to homework

Inspectors agree with parents' positive views. However, although behaviour is very good in most classes this is not the case in the reception class. The range of activities outside lessons is typical of that in other primary schools but inspectors agree that a more consistent approach to homework is needed and it would be helpful to provide more information about some areas of the curriculum.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Children achieve well and reach high standards in National Curriculum tests

1. When children enter the school they make satisfactory progress at the Foundation Stage in the reception class and then go on to achieve well and make good progress from Year 1 to Year 6. The very good quality of teaching and consequent very good learning is making a significant impact on the standards children achieve. They want to do well and their efforts result in them reaching high standards in National Curriculum tests at both Year 2 and Year 6. Standards have been at least maintained or improved since the previous inspection.

Strengths in the standards achieved are:

- The sustained progress made by children from Year 1 onwards enables most children to reach standards that are at least typical for their age but in some subjects are better;
- The high proportion of children who reach the higher level in national tests;
- The high standards of presentation that support the accuracy of their work;
- The effective use of marking comments that help children to understand where they can improve;
- The effective use of literacy in other subjects;
- The very good relationships established between teachers and children that make them want to work hard and do their best.

Areas for development:

- Better organisation of outdoor play and improved resources for the Foundation Stage. This was an area identified for further development in the previous report;
 - Improvements in mathematical resources.
2. When children entered this school this year the teacher's assessments of what children know, understand and can do showed that their attainment was broadly similar to that nationally but a significant number had better skills in language, literacy and number than is expected for their age. However, some had poorer social skills. The teachers build on this knowledge and skill and by the end of the Foundation Stage most children reach the expected standards in all six areas of learning and are ready to start their National Curriculum work. Some faster learners reach the expected standards earlier and will have already started the National Curriculum before the end of the reception year. There is just one area of learning, physical development, where the lack of some resources and facilities for outdoor play restricts how well children attain the expected standards. In addition, the lack of some essential mathematical resources restricts the opportunities that the teacher can offer.
 3. When children move to Years 1 and 2, there are high expectations of what they can achieve and teachers quickly establish very good relationships with children that make them work hard because they want to please their teachers. Lessons are planned very well. The teachers make effective use of their subject knowledge and explanations are clear with tasks carefully explained. Children know what they are expected to learn by the end of the lesson and by Year 2 are quite skilled at evaluating how well they have done. The very good relationships establish a firm foundation for learning and create an atmosphere where children confidently try new

- tasks because they understand that practice is an important part of acquiring new skills and knowledge. Self-esteem is high and children take pride in what they can do.
4. In the National Curriculum tests for 2002 the children in Year 2 achieved well and reached high standards. Performance was well above average in reading, writing and mathematics when compared to all other schools and this remained the same when compared to similar schools (those that have the same percentage of free school meals). The higher attaining children did well at the higher levels in reading, writing and mathematics.
 5. The children's performance in the national tests was much in line with what teachers expected. All children reached the level expected for their age in mathematics with almost half the class reaching the higher level. These results put the school in the top five per cent of schools in the country for this subject. Almost all reached a level expected for their age in reading and writing and over a third reached the higher level in reading with double the national average reaching the higher level in writing. Although there were no national tests for science the teachers' assessments for this subject showed that children performed well above average. The work seen in literacy and numeracy lessons confirms the National Curriculum results. The consistently very good teaching of basic skills and the consistent approaches used by teachers at Year 2 was a contributory factor to these very good results.
 6. This very good beginning to the National Curriculum is built on further as children progress through the school. Overall, children continue to achieve well and make good progress. In the National Curriculum tests for 2002 children in Year 6 reached high standards. There was no significant difference in the performance of boys and girls. Performance was well above average in English and above average in mathematics and science when compared to all other schools. This was not as good as the previous year but reflected the results of the two years prior to that.
 7. The school was particularly disappointed with the results in mathematics because their work had led teachers to expect children would do better. There were ten children who did less well than expected. This was reflected when results were compared with similar schools. English remained as well above average but mathematics and science were judged as satisfactory standards. However, the school has analysed these results and considered carefully the situation in the school at that time. Some disruption to staffing had particularly affected the Year 6 classes and the deputy had found himself in an acting head capacity and with staff on long-term illness. This had necessitated using less experienced temporary staff at a crucial time and children lacked the security and stability they had been used to. There had been some lack of rigour in keeping tabs on children's progress throughout the year. However, despite these difficulties the children still returned above average results.
 8. Children's National Curriculum point scores are now being looked at more systematically. The headteacher's own analysis of data related to attainment, progress and achievement has led to a conclusion that the progress of juniors needed more attention and plans were put in place to raise standards, particularly in mathematics. The action taken to remedy issues related to the progress of juniors includes individual targets for all Year 6 children, and group targets for Years 5 and 6 in reading. In addition the school has organised group targets for Year 2 in mathematics and English.
 9. In all classes teachers have high expectations of the ways that children will present their work, expecting it to be neat and tidy and readily understood. Inspectors scrutinised written work from children of all abilities. Children had made very good efforts to present their work well. By Year 2, handwriting was clear and legible, a joined script was developing and children

explained reasons for their use of punctuation. They were interested in marking comments and knew from the outlines around the comment if it referred to something that they had done well or where further practise was needed. By Year 6, children understand that marking comments acknowledge achievement and set targets for further improvement. References to lesson objectives help children to understand how well they have done. Children value the discussions and know what they must do to improve. Children's work is shared in sessions at the end of lessons and there is appreciation of the efforts of others. This is particularly good when the work shared is that of a child with learning difficulties when all share the success in that task.

10. Literacy and numeracy skills were used effectively in other subjects. For example, in Year 2 some uses of writing in science, geography and history showed that children understood that writing was used for many purposes to communicate to others. There were good attempts at writing science instructions using bullet points and the ways that writing had been organised were clear. A diary of the Great Fire of London and the use of drama to bring the subject alive produced interesting accounts. The use of fiction books such as the Katy Morag stories had been used in geography to extend children's letter writing skills as they described their local area and life in Nottingham in comparison to that on a Scottish island. Numeracy skills had been applied to science in work on mini beasts and to design and technology on how to make a Joseph coat of many colours. Good use was made of vocabulary related to time and the work showed that children organise their own instructional texts very well.

The very good, committed teaching is supporting most children's learning very well and maintaining high standards

11. This is a significant strength and one of the main reasons that standards are as good as they are. Overall, the quality of teaching is very good which is an improvement on the previous inspection when the majority of teaching was reported as satisfactory and just one tenth was very good. However, the teaching at the Foundation Stage is not as good as that in other classes although it was satisfactory overall during the inspection.

Strengths in teaching

- The establishment of very good relationships that encourage children to be effective learners;
- The very good knowledge that most teachers have of the subjects they teach;
- The very good teaching of basic skills of literacy and numeracy;
- The skilful use of questioning to clarify and build on what children already know and understand;
- The ways that most teachers manage children who respond with good behaviour;
- The ways that teachers use time and resources ensuring that no time is wasted;
- The ways that teachers expect children to work hard and do their best.

Where further development is needed

- Some aspects of teaching and resources in the reception class;
 - Provision for information and communication technology as planned.
12. The teaching ranged from excellent to poor. There were three excellent lessons, most were good or very good, three were satisfactory and just one was poor. As the teaching is predominately very good from Years 1 to 6 the quality of learning is similar.

13. In most classes the establishment of very good relationships between teachers and children has been a motivating force for improving learning. Teachers listen carefully to children and thank them for their contributions so they know their efforts are valued and this makes them eager to do their best. In a Year 4 class children were learning to improve their use of different painting techniques on clay. It was a well-prepared lesson with a range of resources. The pace was good and the teacher moved children on quickly from the introduction to the actual task. The explanation of the main task was clear allowing for experimentation in sketchbooks before actually painting the pots. Children found this challenging and despite open windows the classroom was hot but the teacher's very good relationship with the class kept them all involved and interested. Time limits, demonstration, constant encouragement and praise all helped to maintain good efforts. When they stop to discuss efforts such phrases as *"eyes up or you will find it tricky"* aids their concentration and the good management of this large group ensured that no one lost interest with reminders of *"I'm still talking so you should be listening"*. As the lesson progressed learning improved and texture on pots changed as sand or an adhesive were added to the paint. A successful lesson with good learning.
14. Teachers plan lessons effectively with clear objectives for what they wish children to learn. In most lessons these are shared with the children who then have a clear understanding of what they have to do and what the teacher wants them to achieve by the end of the lesson. This was well demonstrated in a Year 5 literacy lesson when children were learning how to change word order in sentences but kept the same meaning. The lesson planning was very detailed and work was carefully related to work on legends with which children were familiar. This planning built on assessment and tasks were provided for children at all stages of learning. The teacher worked at a fast pace and included many skills and new knowledge, such as an understanding of the phrase *'embroidering the truth'* in oral storytelling. The very good relationships provided confident responses and pupil participation involved everyone because they were keen and interested. Time and again the teacher reminded them to *'read it through and make sure it makes sense'* and lots of tactics, such as skilful questioning were used to keep everyone alert and busy. The classroom was a medley of 'help yourself' support displays including editing checklists, spelling rules and definitions. The teacher had provided an excellent array of communication support so that if anyone needed help they didn't need to turn to the teacher automatically – they were becoming independent learners. The many opportunities for children to explain understanding and the session at the end of the lesson showed children had a very good understanding of what they had learned.
15. The pace of working is mainly good and lessons move on quickly, concentration is maintained and work completed. Group activities are generally appropriate for children's stage of learning. In this way the work set by teachers maintains interest and children get on with the work they are given to do. In a Year 6 mathematics lesson children had learned to develop their own ways of finding answers quickly in a mental session. They solved long multiplication and division problems and children enjoyed the challenge and appreciated the teacher's sense of humour as he worked. When they explained how they had arrived at their answers he carefully used their errors to make some very valid teaching points and their learning was extended. Previously learning was referred to as a way of ensuring that new learning built securely on what was already known and understood. The very detailed planning showed how tasks had been clearly matched to children's stage of learning; for example, faster learners were engaged in work related to VAT on cars while slower learners worked at finding 10 per cent of amounts of money. The lesson moved on so well that there was sufficient time at the end of the lesson for the teacher to check what had been learned and reinforce teaching points.

16. Sometimes teachers are inspirational and provide real challenge because they have high expectations of the children. In a Year 5 mathematics lesson, children were very keen and quick to respond to a mental session where they were given five seconds to multiply numbers including decimals. In a Year 2 mathematics lesson the lesson opened with rapid recall of doubling numbers and moved quickly to "I'm thinking of a number that is the double of" which was scarcely finished before the answer was forthcoming. In both classes children enjoyed the pace and excitement and wanted to do well and in the class of younger children it was evident that they were learning to double larger numbers more quickly in their heads.
17. Although the teaching has many strengths there are some weaknesses too. Sometimes the organisation and planning fails to work well. In an art lesson for Year 3 children, who were learning to plan a design, there was not enough time for skills to be developed despite encouragement and praise for efforts. Children had taken too much time to settle down at the beginning and when shown a range of pots there was no opportunity for children to describe the patterns or recognise differences between the surface of the glazed pots and their own. New sketchbooks were introduced that children had not used before but there was too much to do in the time available and the pace was too quick for children to get much benefit from this lesson. On other occasions the management of children is unsatisfactory, for example, in a numeracy lesson reception children did not have clear direction about what they were to do and children chattered so that the teacher raised her voice to be heard above that of the children. The level of noise was not corrected and some children decided to ignore the teacher's directions and chose to play with other activities.
18. Sometimes weaknesses are associated with a lack of facilities or resources. A numeracy lesson for reception children suffered in this way. The teacher had a very limited range of mathematical resources for the lesson planned and children quickly lost interest with some saying they were unsure about what they had to do and others said they were bored.
19. Teachers use homework that relates to work undertaken in class to reinforce learning and consolidate what has been learned. Although some homework seen related to reading and spelling there were other tasks such as making a list of famous legends. In many classes the marking of work is good. In the best examples there were very supportive comments clearly indicating success in understanding the task and how children can improve their work in future. Children are very aware of how well they are doing. When inspectors talked to children about their work they knew exactly what they had to do, explained what they thought they would learn, gave reasons why they thought they could do it, knew what resources they required, where to find help and what to do if they got stuck. They gave reasons for thinking that they were doing the work well, knew what to do if they finished early and made sensible suggestions for improving work. They valued opportunities to look at the work of others and talk about it and had opinions about why they worked with some groups in class.
20. It was not possible to see any lessons taught in information and communication technology and as yet there is no specific room for this teaching. In the previous inspection it was reported that children were developing sound skills in using such technology as computers but some aspects were unsatisfactory. Teachers make good use of the computers they currently have to support children's learning. There were many examples of word processing in almost all classes. They readily use CD-ROMS to access information and those who have computers at home were familiar with the Internet as a source of information and know how to use e-mails. Computers are in use in all classes and from Year 1 they are confident users having developed good keyboard and mouse skills. The use of information and communication technology is particularly

encouraged in personal and social education and citizenship because the Internet is the means that teachers and children use to research topics of interest.

21. The headteacher is very keen to improve the provision, teaching and standards in this subject. A development plan for the subject is in place, an audit has identified need and an action plan implemented to make the improvements. Training for staff is a high priority to ensure that the best use is made of equipment purchased and that all children acquire the knowledge, understanding and skills they need. The school is now waiting for work to begin on improving the premises so that the long awaited facilities can be used.
22. Support staff are usually well briefed and use their knowledge and expertise well to support children's learning. In some classes there are written instructions and know how to make regular checks on children's progress but this was not the case in all classes.

The strong leadership of the new headteacher provides clear direction for the work of the school and in this he is well supported by both staff and governors

23. The new headteacher has been in post for just two terms but has established himself as a strong and caring leader who has the right vision to take the school forward. This vision is shared by staff and governors. The headteacher and governors are keen to ensure that all who work in the school has the same hopes and aspirations and the school's aims and values are reflected in all they do. The information he provides through reports and committees has enabled governors to be more knowledgeable and judge his effectiveness. He cares about having good consultation between himself, the deputy and the management team. There are very good relationships between him and the children who say they find him friendly, approachable and fair.

Strengths in leadership and management:

- The headteacher provides good direction for the work of the school;
- The very good reflection of the school's aims and values in its work;
- The good working relationship that exists between the headteacher, deputy and key staff in the management of the school;
- The effectiveness of the deputy in maintaining the good quality of education over a difficult period of time;
- The effective way that the school is now keeping track of observing lessons in order to improve them;
- The very good attitudes and behaviour of the children;
- The improved teamwork that is bringing about a consistent approach to all that happens;
- The support that staff receive from the governing body in taking the school forward;
- The way the school is regarded by the children, their families and the community.

Further development needed:

- Provide management of the Foundation Stage and improve provision
24. When he took up post the school had been without a headteacher for almost two years but was in the very capable hands of the deputy as acting head. In order to protect standards the governors decided not to appoint an acting deputy because any teacher selected would probably have come from a class where they were crucial to maintaining high standards in national tests.

The school would already be losing a teacher of proven ability whose teaching of Year 6 was exemplary when the deputy took the acting head role and governors were reluctant to lose others from crucial posts. However, the acting head decided to delegate management tasks to other staff and in so doing empowered them to extend their roles and have a real interest in managing the school. Although a new headteacher is now in post the school still lacks key staff because the assessment co-ordinator is on long-term sickness and that role is now being shared by two staff. Also the special educational needs co-ordinator is on maternity leave and two other staff are sharing those responsibilities. The deputy head's work has borne fruit and his range of ideas and leadership qualities has meant that progress has been made as other staff are now prepared and able to assume additional responsibilities to those they have for curriculum subject leadership.

25. The governing body does a good job in fulfilling its responsibilities for ensuring the school runs efficiently for the benefit of the children. Governors have some responsibilities linked to curriculum and discuss relevant matters with staff. In addition they have committee responsibilities and carry them out successfully. Some make time to visit the school and take a keen interest in what children are doing. Since the last inspection they have made good efforts to ensure they carry out all statutory responsibilities and this is good.
26. The school development plan over a period of three years was only drawn up after the headteacher had carried out an audit to determine the school's strengths and weaknesses. This influenced where priority development was needed. It was clear that there were strengths in such aspects as the very good curriculum planning and children's personal development but some important facilities were lacking such as a good library and information and technology suite and improvements to premises were required. The plans put in place indicate that the headteacher knows very well what needs to be done and just needs time to achieve it.
27. The school improvement plan is a good document that clearly sets out the objectives for one year based on a headteacher who is new to the school and who is establishing a programme to raise achievement. Each objective has a responsible person identified and is followed by action with a timescale and costs. Regular monitoring and evaluation has been put firmly in place, together with a new teaching and learning policy. The time needed in the management tasks of the deputy and the subject co-ordinators has been recognised and the headteacher and governors have correctly determined that some funding must be used for them to carry out their responsibilities. This will result in higher standards, for example, the subject co-ordinators will have a better idea of what is happening to standards across the school and there will be some opportunities to observe the teaching and learning and improve that where necessary. The school has correctly assessed the need for further development in national tests at Year 6 by improving mathematics and maintaining English standards. The appointment of a co-ordinator for information and communication technology has been implemented and further training for staff and resources is planned. Action to improve behaviour and discipline has taken place with successful results. Changes have been agreed to the admission policy so that all reception children can be in school by Easter.
28. It has been recognised that some changes are needed to improve the Foundation Stage and this is correct. The management of this stage is unsatisfactory at present and needs a knowledgeable co-ordinator who can make better provision for this important first stage of the children's education. Although the headteacher is aware of what is required he has had little time as yet to make an impact on this work but some plans have been made, particularly in relation to the outdoor play area.

29. The school is regarded well by the community it serves and the headteacher and governors are keen to see this continues. The views of parents were sought before the inspection began but both before and during the inspection there were letters from individuals, some families and members of the community and parish who gave their views about the school. Small groups representing the community and parents who had been unable to attend the meeting prior to the inspection shared their views with inspectors. Discussions were held with children, staff and governors and overall the school is well regarded by the parish, the children and the majority of parents. There are very strong links with the church. There is a demand for places, which is not restricted to families who are members of the Roman Catholic Church. Although records are kept of any formal complaint these were few and those who had expressed concerns told inspectors that they had been handled well. Tremendous efforts are made by the association of parents to raise funds for the school, which only happens because they approve of what the school does for the children.

The strong Christian ethos and provision for children's personal development results in them having very good attitudes to their work and behaving very well.

30. This is a significant strength of the school. The strong Christian ethos underpins all that happens here. Very good relationships have been established between teachers and children resulting in very good attitudes to the school and their work. Overall, personal development and behaviour are very good.

Strengths in this aspect of school life:

- The importance of the Mission Statement and school aims;
 - Children's interest and involvement in lessons;
 - Their enthusiastic support for school activities;
 - The positive rapport in most classes between children and staff;
 - The regard in which children hold staff;
31. The school has a Mission Statement that gives emphasis to the school being a living, Christian community that enables the growth of the whole child. All that is planned is based on a real and deep commitment to the Christian faith, which is important not only to the staff but equally to the governors, parents and children. Consequently this influences the way of life in relationships with the children, their families and all those involved in the work of the school. Good teamwork is established and staff have a close, caring, positive and supportive relationship with one another as well as with the children they teach.
32. Teachers have high expectations and set high standards but are effective in achieving them through praise, encouragement and celebration. Honesty and openness are important factors in developing and maintaining high standards. An atmosphere of 'safe to fail' has been developed and children confidently try out new ideas, knowing full well that time will be made for explanations and further practice if necessary. Children take comfort from knowing that teachers understand they may not acquire new skills immediately but perseverance and effort is important. For example, in a Year 2 class handwriting lesson, the use of music to set a calm atmosphere followed by exercises for neck, arms and hands put children in the right frame of mind for the efforts they were about to make. They were well prepared to attempt the task of using joined writing and because they were allowed to use whiteboards and dusters to rub out errors, they very willingly attempted tasks that some found difficult and challenging but with which they persevered taking pride in achievements.

33. Children are keen and enthusiastic about their work, listen to their teachers and are excited by new learning experiences as in a science lesson for Year 3 and 4 children who were extending their understanding about different types of plastics and that they are used for different tasks. During a short discussion, children co-operated well, used first hand experiences when talking about their object and the teacher's skilful questioning assisted their thinking about why plastic doesn't break easily. One group focussed attention on insulation properties. There were many opportunities for children to offer reasons for preferences of plastic versus wood and metal garden tools and the use of key vocabulary was encouraged. The fast pace of this lesson moved it on quickly to preparation for the next one that would involve children in investigating the strength of plastic. There was sustained interest, enthusiasm and challenge in this lesson that made children think hard and it was evident why they had very good attitudes to the subject and their tasks.
34. Children's behaviour is very good in and around school. They are courteous and polite and welcome visitors in a warm and caring manner. Staff set a very good example in their relationships with one another and with the children. Older children show care for younger ones. No aggression was seen in the playground or during lunch periods. In most lessons the good behaviour allowed teachers to make full use of the time available but this was not always the case in the reception class when some children challenged the authority of the teacher.
35. The personal development of children is very good overall. Children show respect for others and personal property and take care of equipment and materials in school. They move around the school in an orderly manner and take the initiative to remove rubbish or lost property that may be left outside. Older children are responsible for such tasks as collecting monies and registers each day, tidy the library, prepare the room for collective worship and set up and control the overhead projector used to display words of hymns. Each class has a code of conduct and all expect the rules to be obeyed because although there are few they are made for the safety of others and to promote socially acceptable behaviour so that all can work together in harmony. Children say that school rules are fair and approve such statements as "I will try and be sensitive to others". Provision for spiritual development is often central to the work in each classroom as in Year 6, *'Keeping Memories Alive'* and in *'Super Special Someone'* in Year 4. Children have a well developed understanding of what is right or wrong behaviour and support both local and national charities in their efforts to help those more in need than themselves. Children care about the world around them and displays show involvement in looking after the environment and participation in an Eco-School Award. The effective use of the DARE programme has raised children's awareness of the misuse of drugs and older children particularly have strong opinions and make moral decisions about the use of such substances as cigarettes and alcohol and other drugs that some young people take at parties.
36. Provision for children's cultural development was reported as satisfactory at the last inspection but this has now improved. Knowledge and tolerance of other races is promoted through the new scheme of work for religious education and particularly through subjects such as geography, history, music and art. Celebrations of the Christian religion and those of other world faiths such as Judaism and Islam have made children more aware that other people may have different beliefs and values but these should be respected and tolerated.

The majority of parents have very good views of the school and are satisfied with the quality of education provided and the standards their children achieve.

37. At the last inspection the partnership with parents was reported as very good and this situation is unchanged. There is still an active association of parents who support the school exceedingly well and who continue to raise considerable funds for resources. Parents play an important part in the life of the school and contribute well to the quality of education provided.

Particular strengths include:

- The general range of information provided for parents;
- The effective work undertaken by parents to raise funds for resources;
- The improved written communication between home and school with the use of personal organisers;
- Parental attendance at assemblies and concerts.

Further development needed:

- Better consultation with parents about any changes to be made;
- Better information about curriculum and the national assessment systems used.

38. Throughout the inspection parents took every opportunity to express their views of the school. There were 23 parents who attended the meeting prior to the inspection, a total of 85 responses to the inspection questionnaires were returned, groups of parents shared their views of the school during the inspection and 17 written comments and letters were received. Overall, parents expressed very good views of the school and were satisfied with the quality of education provided and the standards that their children achieved. Of those who returned questionnaires there were 100 per cent who considered that the school had high expectations of their children and that their behaviour was good. Well over 90 per cent considered that the teaching was good and that their children liked school, were helped to become mature and responsible and made good progress. There were 90 per cent who thought the school was well led and managed and that they were comfortable bringing concerns or problems to the school. There were aspects that some parents wanted to see improved and these were no different to those of the last inspection. Information from the inspection questionnaires showed that some parents wanted more information about their children's progress, more activities outside lessons and the right amount of homework.
39. The headteacher has had barely two terms in school and some parents feel he has a somewhat different leadership style to the previous head, which they find difficult. Although no judgement can be made about this there are many styles of leadership that can be very effective in managing a school. He has a clear vision of the development needed to enable the school to go forward and has correctly assessed the changes that need to be made. In this he is very well supported by the staff and governors and by the vast majority of parents. For example, before the inspection began he had already carried out a self-evaluation of the school and recognised that some improvements were needed to the information communicated to parents. The general range of information provided for parents is good but he understands that the information on some areas of curriculum could be better and this will help parents to support their children at home. In addition the headteacher and governors want to involve parents more in the school decision-making.
40. An open and honest atmosphere exists in the school. The headteacher is always present outdoors as children arrive and makes himself available to parents if they have matters to discuss. Teachers did come outside also but this procedure had to stop because parental discussions prevented teachers from starting lessons on time. To encourage punctuality an *Early Bird* scheme has been introduced to encourage a prompt start to the day and this

information has been made known through newsletters. Parents are able to see teachers informally after school when necessary. If more time is required an appointment can readily be made. Official consultation evenings are held but the system has changed this year and timed appointments have replaced the old system. The annual reports to parents meet legal requirements and parents consider these are good. They are very personalised and give a clear picture of progress. Personal organisers have been introduced that provide information on curriculum, homework and messages. Both parents and teachers write messages to keep one another up to date. Those seen were good examples of how the school keeps parents informed.

41. The school's partnership with parents plays a key role in enabling children with learning difficulties to do as well as they can. There is recognition that parents hold important information and have knowledge and experience to contribute to any decisions made about a child's needs and the best ways they can be supported. The school is keen to see parents playing an active and valued role in their children's education.
42. Parents expressed great satisfaction with the way that children behave. Some parents explained how older children were worried when the new headteacher was appointed because he immediately brought in arrangements to improve the behaviour which had 'got a bit out of hand' but things improved and now they are more secure and pleased with what has happened. Children confirmed this in their discussions. Although parents considered that those children who challenge the authority of the teacher are handled well and this is the case in most classes there are occasional problems in the reception class. However, throughout the inspection children's behaviour was very good overall.

WHAT COULD BE IMPROVED

Improve the management for the Foundation Stage

43. As yet no one has responsibility for managing the Foundation Stage. Although there is a co-ordinator for both Key Stage 1 and Key Stage 2 there is no teacher designated to co-ordinate the work of the Foundation Stage. The reception classes are housed in a separate building to that of the infant children so the teacher is isolated from others. Although there is an adult to support the teacher this person is still training and is inexperienced. The teacher responsible for the class is not experienced with the age group and accepts the need for advice, guidance and more training. She makes plans, keeps records and has made satisfactory attempts to improve the curriculum as recommended at the last inspection. She has had few opportunities to see good practice or discuss her situation with a knowledgeable Foundation Stage leader. Her job description relates to her responsibilities as the physical education co-ordinator but makes no reference to that of the Foundation Stage.
44. Since September 2000, the Foundation Stage has been established as a different stage and age in the primary school with a different curriculum to the National Curriculum. The work of the Foundation Stage is to lay the foundation for the National Curriculum subjects by planning lessons based on the six areas of learning. Each one of these areas of learning has standards that children are expected to reach by the end of the reception year. Those faster learners can then be introduced to the subjects of the National Curriculum as they are ready. Good quality learning resources and appropriate facilities are required and any lack of these makes the teacher's job more difficult.
45. In the mathematical area of learning the teacher's lesson plans are generally satisfactory and based on what children need to learn and she is particularly aware of the needs of faster

learners who entered school with well-developed number skills for their age. However, in trying to plan activities that relate to the area of learning, National Numeracy Strategy and National Curriculum some confusion has arisen and some rationalisation is needed with the termly planning. There is a lack of practical activities because the teacher has to rely on some outdated equipment and materials more suited to older children in the infant classes. The association of parents has provided very good quality play equipment but although some of these are used they merely keep children busy rather than help them develop their skills. When such purposeful play is provided as part of the mathematical activities there is a need to ensure that children have good involvement from adults who have been well briefed on how to support children's learning.

46. In the physical development area of learning progress is satisfactory in those activities where children use a range of small equipment. They handle tools, objects, and construction equipment safely and with increasing control. There are opportunities to cut and stick, use writing tools and construct with bricks or blocks and children extend their co-ordination and control. However, a lack of some essential resources, such as climbing and balancing apparatus, makes it difficult for the teacher to provide for this area of learning as well as she would wish. There is no safe, secure designated area for this age group as recommended in the Foundation Stage Curriculum and since access to the classroom is only by steps it is difficult to carry equipment, such as sand and water, outdoors even when the weather permits. Such outdoor resources as the school has are of good quality but do not enable children to progress well in their physical development skills and they have only a limited understanding of the importance of exercise for healthy bodies. The equipment that the school has such as wheeled toys needs to be stored in a secure outdoor space rather than carried in and out each day and stored in an unsafe area in front of the toilet entrance.
47. The care of the youngest children is not as good as it might be and since there is no co-ordinator for this stage matters are not being drawn to the attention of the senior management team. The classes where reception children are taught have several aspects that affect their welfare and a few are potentially hazardous. The heaters are very hot but have no guards to protect children who may fall against them. Carpet edges are unsecured so children can trip over them. Hooks in the toilet area are broken and dangerous. Floor cushions are dirty. There is no immediate access to drinking water as there is in the other two buildings. One toilet has a broken seat and the others including the urinal are unsuitable for this age. Next term when there are 43 children in the classes there will be insufficient toilets for the children.

Remedy those weaknesses in teaching that affect how well children achieve in some lessons

48. Although there was a high proportion of very good teaching there were weaknesses in some lessons that need to be remedied and this would enable children to achieve better. In a few lessons the organisation is not as good as it might be and what was planned, though good, did not become reality. This was seen in lessons for the reception class and the junior classes. Sometimes there was insufficient time for children to undertake the activities planned as in an art lesson which meant that some were unable to finish a task or achieve as well as they were able. In other classes, such as reception, the time for the activities planned was too long, did not hold children's interest and they lost concentration so they failed to achieve as well as possible.
49. In some instances a lack of good management resulted in children failing to achieve well. In a Year 3 class the children did not settle down to work quickly and this persisted too long. In the

reception class the failure to manage them well on some occasions meant that a few children did not carry out the tasks they were given and left the activities for others they found more attractive. A small group of children constantly interrupted the teacher and failed to follow her directions but this was not always corrected. The lack of a consistent approach to the management of the children resulted in a few not achieving as well as they might have done.

50. The teacher's expectations were sometimes too high and on other occasions not high enough. They were too high when so much work was planned with too little time to achieve it that children became dispirited and effort diminished. This happened in a junior class when the teacher also used lots of praise and encouragement. They were too low when children were given tasks to keep them busy but there was no expectation of them developing skills or extending knowledge. This happened when reception children chose activities but had no adult involvement or intervention to help them progress.
51. Appropriate resources, used effectively, play and important part in whether teaching is good. Occasionally the weaknesses in teaching occurred as a result of the teacher lacking the resources needed to make the activities more interesting. This was evident in a mathematics lesson when the more able children found the range of practical activities boring because they said they were too easy and in the same lesson the range of cards used to help record work were unsuitable for this age group. This area of learning is under resourced and the teacher had used the only materials she had available. Another area under resourced is that related to the outdoor play for reception children. Such equipment as climbing and balancing apparatus is needed for the physical development area of learning together with a designated secure area outdoors for children to develop their skills as recommended in the Foundation stage curriculum.

Extend the range of information for parents

52. There are a small group of parents who are finding it difficult to understand how numeracy is taught and feel helpless to help their children with mathematics homework. Some form of help sheet would be welcomed by them to comprehend what their children are expected to do. Children were not always able to explain what parents wanted to know. Inspectors and the headteacher agree that information about children's learning since the introduction of the National Numeracy Strategy would enable parents to be better informed and more effective in their support.
53. When the headteacher made an evaluation of the school he realised that although the range of information offered to parents was good it could be better. He knows that they need to know more about the National Curriculum tests so that they have a better understanding of how well their children are doing and that more information about how children are taught would help parents to provide more effective support to their children at home. He had already discussed this with inspectors and was not surprised when some parents, at their meeting prior to the inspection, raised these concerns. For example, he understands that the National Numeracy Strategy has changed approaches to teaching mathematics and that parents, in their efforts to help, are often told by their children that they are wrong. In addition the headteacher wishes to involve parents more in the decision-making, particularly if change is to happen and he and governors are discussing ways of improving the consultation process currently in use.
54. There were mixed views from parents regarding homework. Although 86 per cent of responses agreed with the homework given there were others who did not. At their meeting, some parents expressed the view that homework was unsatisfactory and erratic and one parent thought that

not enough homework at Year 6 left his child unprepared for secondary education. In contrast another parent did not agree with homework and was pleased with the way that the school has dealt with national tests at Year 2 by not pressurising children to study for them. Teachers did set homework during lessons and this reinforced what children were learning in class. However, homework varied from year to year and a more consistent approach based on a homework policy would be beneficial to both children and parents.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Improve the management for the Foundation Stage by:

- Designating a Foundation Stage co-ordinator;
- Providing advice and support to teachers and their assistants;
- Providing additional training for teachers and opportunities to see good practice;
- Ensuring a consistent approach to the management of the children;
- Improving the resources in some areas of learning;
- Improving the facilities for the physical development area of learning outdoors;
- Improving those aspects of the classrooms that are potentially hazardous.
(see paragraphs: 2, 11, 17, 18, 22, 28, 34, 42, 43-47)

Remedy those weaknesses in teaching that affect how well children achieve in some lessons by:

- Improving the organisation and pace;
- Ensuring a consistent approach to the management of the children;
- Ensuring there are appropriate expectations;
- Extending the learning resources for reception children.
(see paragraphs: 17, 18, 34, 44, 45, 46, 48-51)

Extend the range of information for parents by:

- Providing more information about the ways some subjects are taught so that they can support their children at home;
- Extending information parents have about National Curriculum tests;
- Providing a consistent approach to homework.
(see paragraphs: 38, 39, 52-54)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	10	5	3	0	1	0
Percentage	13	46	23	13	0	4	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	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	327
Number of full-time pupils known to be eligible for free school meals	N/A	14

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	N/A	11
Number of pupils on the school's special educational needs register	N/A	15

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%
School data	4.4
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	22	28	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	21	22
	Girls	26	28	28
	Total	47	49	50
Percentage of pupils at NC level 2 or above	School	96 (96)	98 (95)	100 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	22	22
	Girls	27	26	27
	Total	48	48	49
Percentage of pupils at NC level 2 or above	School	96 (96)	96 (96)	98 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	22	23	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	17	21
	Girls	20	18	21
	Total	40	35	42
Percentage of pupils at NC level 4 or above	School	89 (98)	78 (88)	93 (98)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	20	22
	Girls	22	20	23
	Total	39	40	45
Percentage of pupils at NC level 4 or above	School	87 (100)	89 (92)	100 (100)
	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	285	0	0
White – Irish	3	0	0
White – any other White background	28	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	5	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	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)	13
Number of pupils per qualified teacher	27
Average class size	29.5

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	200

FTE means full-time equivalent

Financial information

Financial year	2001/2002
	£
Total income	666713
Total expenditure	674264
Expenditure per pupil	1938
Balance brought forward from previous year	15597
Balance carried forward to next year	8046

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	270
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	2	0	0
My child is making good progress in school.	60	33	5	0	2
Behaviour in the school is good.	74	26	0	0	0
My child gets the right amount of work to do at home.	38	48	14	0	0
The teaching is good.	55	44	0	0	1
I am kept well informed about how my child is getting on.	36	42	20	0	0
I would feel comfortable about approaching the school with questions or a problem.	62	28	7	1	1
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	35	49	9	2	4
The school is well led and managed.	52	38	4	1	6
The school is helping my child become mature and responsible.	65	33	0	1	1
The school provides an interesting range of activities outside lessons.	41	34	15	4	6