

INSPECTION REPORT

ST MICHAEL'S RC PRIMARY SCHOOL

Ashford

LEA area: Surrey

Unique reference number: 125233

Headteacher: Miss Ursula Beirne

Reporting inspector: Brenda Spencer
20451

Dates of inspection: 9th - 10th June 2003

Inspection number: 248680

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Feltham Hill Road Ashford Middlesex
Postcode:	TW15 2DG
Telephone number:	(01784) 253333
Fax number:	(01784) 240834
Appropriate authority:	The governing body
Name of chair of governors:	Mr J McGrath
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20451	Brenda Spencer	Registered inspector
9406	Roy Cottington	Lay inspector
18703	Christine Canniff	Team inspector
13805	Lynn Lowery	Team inspector

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Michael's is a large primary school in Ashford for pupils aged four to 11 years. The majority of pupils has above average attainment on entry to school and advantaged socio-economic backgrounds. There are 340 pupils attending full time; 173 boys and 167 girls. Eight pupils left and 29 joined the school last year outside the normal times of transfer. The majority of pupils are of white ethnicity. Just over 11 per cent are of Asian or Black heritage. Twenty-four pupils come from homes where English is an additional language and they all speak English fluently. One percent of pupils has statements of special educational needs and 11 per cent have special educational needs. This is well below the national average. Special educational needs are predominantly related to moderate learning and emotional and behavioural difficulties. Nine per cent of pupils are eligible for free school meals, below the national average.

HOW GOOD THE SCHOOL IS

St Michael's is a very good school, which enables all groups of pupils to achieve well, show respect for one another and enjoy school very much. Results in national tests are well above average in English and mathematics and above average in science. The quality of teaching and leadership is very good; costs are just above average. The school gives very good value for money.

What the school does well

- Pupils achieve high standards in national tests and are able to apply these skills very well to other subjects.
- Because of the excellent provision for spiritual and moral development, pupils have very positive attitudes to learning and behave well; relationships are excellent.
- The curriculum is very rich and makes very constructive links between subjects.
- Teaching is often inspirational and challenges pupils to high level thinking.
- The school is led by an excellent headteacher who, with the staff and governing body, engages parents' confidence and creates an ethos where pupils flourish.

What could be improved

- Tracking the progress of different groups of pupils.

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. Very good improvement has been made. Recommendations relating to achieving greater consistency in the quality of teaching overall and in particular for mathematics, developing a three-year strategic plan for development and ensuring the physical education curriculum meets statutory requirements have all been met. There is still work to be done in developing criteria for evaluating the effects of major decisions on standards. In addition to the recommendations, results in National Curriculum tests are higher. Pupils' behaviour and attitudes to learning are much better, as is the level of parental approval of the work of the school. The leadership and management skills of co-ordinators are improved. There is also a building programme in progress to extend library provision. The shared commitment of all involved in the work of the school means it is well placed to maintain the very good provision.

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	A	A	A	A
science	A	A	B	C

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

By the end of Year 2, pupils reached standards in the 2002 national tests which were well above average in reading and writing. They were very high in mathematics, being in the top five per cent of all schools. Compared with similar schools, standards were above average in reading and writing and were well above average in mathematics. Based on teachers' assessments, standards in science were in the top five per cent compared with all and similar schools. By the end of Year 6, pupils reached standards well above the national average in English and mathematics and above average in science. Compared to similar schools, results were also above average in English and mathematics and were in line for science. The trend in results over time has been in line with the national trend for pupils in Year 6. The school sets itself challenging targets for test results at Year 6 and results reached are close to meeting these aspirations.

Pupils of all capabilities achieve well. Standards seen were above average in English and mathematics by the end of Years 2 and 6. They were above average by the end of Year 6 in science, history, geography and design and technology. They were well above average in mathematical problem solving and in use of imagery in writing. Pupils throughout the school use information and communication technology well, for example to interrogate the Internet, to paint pictures, represent data in meaningful ways or to present their writing in persuasive formats. Most children in the Foundation Stage are on track to reach the goals for their learning by the end of the reception year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils come to school happily and apply themselves to their work very well.
Behaviour, in and out of classrooms	Very good. Playtime is harmonious, the atmosphere in assembly reflective and in lessons pupils behave very well.
Personal development and relationships	Excellent. Pupils enjoy carrying out their many responsibilities and participating in the school council. Relationships between pupils of different ages, gender and race are very kind-hearted.
Attendance	Very good and an improvement on last year.

TEACHING AND LEARNING

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

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

Overall, teaching and learning are very good and their quality is much improved since the last inspection. Teaching of English and mathematics is very good and consequently the pupils' literacy and numeracy skills are developed very well. Strengths in teaching include a high level of knowledge and enthusiasm for the subject, very clearly explained focus to the lesson, the use of challenging questions, very warm relationships, the close match of work to pupils' capabilities and the effective use of resources and additional staff. All these serve to inspire pupils with a love of learning. Pupils enjoy intellectual effort and are particularly good at pondering and solving the problems posed for them. The youngest pupils develop these skills early and flourish in an atmosphere where they feel valued and well cared for. The careful planning for pupils' different needs enables the school to meet them very well. Very occasionally opportunities are missed for pupils to evaluate their work and consequently to develop a clear understanding of how they could improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall. Literacy and numeracy are developed very well. Subjects are linked where this brings added richness to the learning. Visits to museums, galleries, concerts and residential centres enhance the curriculum. The curriculum meets statutory requirements.
Provision for pupils with special educational needs	Very good. The new legal requirements are fully implemented. Pupils are carefully identified, closely monitored and receive good support both in lessons and in withdrawal groups.
Provision for pupils with English as an additional language	The relatively few pupils concerned are all fluent speakers and receive the same very good provision as their peers of the same attainment.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good overall. Spiritual and moral development are excellent. Pupils have excellent opportunities to reflect on their values and experiences. A Christian and moral perspective underpins all the pupils' activities. Pupils are given very many opportunities to work together and develop a social understanding through involvement in the school's council. Their cultural and multicultural understanding is developed across many aspects of the curriculum.
How well the school cares for its pupils	Very good. Pupils appreciate how much they are valued by the adults in school. Their individual progress is tracked very well in English, mathematics and science and their special talents are cultivated. Child protection measures are in place.

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. She is very successful in developing the individual skills of the staff. All co-ordinators undertake planning for future improvement and budget projections.
How well the governors fulfil their responsibilities	Very well. Governors are well organised and highly skilled. They are good at strategic planning and work well as critical friends to the school.
The school's evaluation of its performance	Very good. Results are carefully analysed to identify where strengths lie and where improvements must be made. All co-ordinators monitor their subjects through scrutiny of work and observation of lessons.
The strategic use of resources	The budget is carefully targeted to meet the development priorities in the improvement plan. Good value for money is sought by seeking tenders. The effective use of staff and resources contributes much to the school's success.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The quality of leadership and management.• How much their children like school.• Ease of approaching the school with questions.• How their children are helped to be mature and responsible.• The high expectations of their children.	<ul style="list-style-type: none">• The amount of homework.• The range of activities outside lessons.• The information they receive on progress.

The inspection team agrees with the parents' positive views. The school is generally doing well on most aspects some parents would like to see improved; however judgements on the progress their children make are not clearly given in annual school reports.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high standards in national tests and are able to apply these skills very well to other subjects.

1. Pupils enter reception class with good communication, personal and social skills. They build on this good start and most reach the goals for their learning by the end of the academic year. In 2002, pupils reached high standards in reading and writing by the end of Year 2 and in English and mathematics by the end of Year 6. Their results and assessments were very high in mathematics and science by the end of Year 2, being in the top five per cent of all schools. Their results were above the national average for science by the end of Year 6. Pupils in Year 6 do very well in terms of building on their previous achievements. The difference between their results in Year 2 and Year 6 shows impressive rates of progress. They are in the top five per cent of schools in mathematics, well above average in English and above average in science. The school is justifiably proud of its achievements.
2. Pupils develop basic literacy and numeracy skills well. They improve systematically through the years, their ability to structure writing, present it in a neat hand, spell and punctuate their work and write using correct grammar. They master different types of writing well. For example, they write moral tales in Year 2, in Year 4 compelling descriptions of looking through the door of the lands of the dead using alliteration and similes and in Year 6, amusing poetry giving excuses for incomplete homework. Their knowledge of number facts develops equally well. By Year 1, pupils are beginning to divide by 2, 3, 4 and 5. In Year 2, they use multiplication to solve shopping problems. By Year 4, pupils solve problems of finding the cheapest bus journey. In Year 5, they express solutions to finding the right number of paving slabs around different sized lawns using formulae.
3. Pupils apply this knowledge very well to enhance their learning in other subjects. Their confidence in writing is evident in such tasks as writing instructions to build an Anderson shelter in Year 6 history, or drafting letters from Henry VIII to a friend in Year 5. Mathematical and information and communication technology skills are combined very well to prepare line graphs of pulse rates at rest and during exercise. In the reception class, children show development of an aesthetic sense when painting and mixing colours to finish their straw collage of a jungle hut. In Year 5, pupils show very good ability to design and make slippers with detailed and high quality finish. Particularly impressive is the pupils' ability to solve problems. For example, higher attainers in the reception class are able to identify numbers missing from a hundred square and give reasons for their answers. They can question a partner to find out a hidden number.

Because of the excellent provision for spiritual and moral development, pupils have very positive attitudes to learning and behave well; relationships are excellent.

4. Pupils are given many opportunities to reflect on their experiences and to explore values. Lessons hold many opportunities to unfold the surprises within each subject, for example by uncovering artefacts in sand trays like painstaking archaeologists and researching further in books. This results in a very strong enthusiasm for learning. Adults value pupils' questions in lessons and encourage them to discuss. The confidence pupils have in the adults in school allows them to raise any worries they may have. In lessons, they learn to work together, for example as computer partners or in solving problems together.
5. Pupils rise to the high expectations set out in class rules, in discussions on how they should consider the feelings of others and in displays around the school. In the hall, displays celebrate individual differences and similarities and emphasise the need to resolve conflict fairly, to respect one another and to say no to violence. Pupils behave very well in lessons. They listen carefully to their teachers and change partners or activities without becoming over-excited. At playtime there is a very settled atmosphere. Pupils play very well together. They move around the school quietly. They participate in assembly without fidgeting, talking or whispering. There is a strong atmosphere of reverence. The many opportunities they have to work together in an atmosphere of mutual respect

and the example set by adults mean that pupils have excellent relationships with one another and with adults.

The curriculum is very rich and makes very constructive links between subjects.

6. The curriculum has many very positive features which give pupils a fierce enthusiasm for learning. The breadth of study across the subjects is evident in the many attractive displays around the school, as are the valuable links made between subjects. Pupils are given many opportunities to apply their skills of literacy and numeracy to different aspects of their work. Visits, including residential trips and visitors to school, often bring subjects alive.
7. The scrutiny of work shows how well pupils are able to apply their well-developed skills of literacy and numeracy. They have many imaginative opportunities to write for a range of purposes. In reception class, children write instructions on how to plant seeds. In Year 2, they write an account of the nurse's visit and the equipment she brought. In Year 3, they make a presentation in a brochure of the attractions of Sutton Hoo. In Year 4, they write letters to bring the problem of litter to the attention of the local council. Data handling and problem solving are strong features of mathematics lessons. In Year 1, pupils presented charts of traffic at different times, together with an analysis of the reasons for congestion at particular times. By Year 5, pupils present data in pie charts and express their findings in percentages and on line graphs.
8. Extensive analysis of the time allocated to each subject has been undertaken to ensure that pupils have a broad experience of all the subjects. Planned links between subjects have been made in delivering the curriculum where this brings richness and coherence to both. In particular, very effective links have been made between science and design and technology. In Year 6, pupils study how they can change electrical circuits at the same time as designing controllable vehicles. In Year 5, study of reversible and irreversible changes in materials is combined with designing and making biscuits.
9. Whilst the identity of St Michael's as a Roman Catholic School cannot be questioned, nevertheless, the curriculum is rich in opportunities for pupils to appreciate the sincerity and beliefs of those of other faiths. Pupils visit places of worship on school trips. They learn about the culture of some of the other pupils, for example at Chinese New Year through making special food, masks and in dance. The library has a good range of artefacts and books to promote understanding of Sikhism, Islam, Judaism and of branches of Christianity such as Greek Orthodox and the Pentecostal Church. The pupils spent a day learning about Judaism, visited a synagogue and were taught by a Jewish teacher visiting the school.
10. The National Curriculum is given added colour by a wide range of visits to places of interest. These include the National Gallery to take part in workshops and to learn about specific paintings, the Science Museum, War Museum, Shere Victorian School and residential trips such as to York and the Isle of Wight. The skills of external experts help pupils extend their understanding of the contribution of others to society and how they can be good citizens. These include the ambulance service, Surrey Fire and Rescue Service and the Spelthorne Braille man. Pupils take part in singing around the Christmas tree in Ashford, entertain folks at the local Old People's Home and observe debates at the council offices.

Teaching is often inspirational and challenges pupils to high level thinking.

11. The quality of teaching is very good overall. All teaching observed was in the range of satisfactory to excellent and over eight out of ten lessons were at least good. Over a quarter was very good or excellent. This is a great improvement on the findings of the last inspection.
12. The following characteristics were found in the very effective teaching across the school:
 - high level of subject knowledge leading to high standards;
 - challenging questioning which promotes high level thinking;
 - planning which sets a clear focus for the lesson and takes account of the needs of pupils of different capabilities;

- very good use of additional staff, resources, information and communication technology and texts which secures pupils' interest and understanding;
 - very good relationships and positive behaviour management creating a positive climate in the classroom; and
 - enthusiasm for the subject, which inspires pupils.
13. In the very good and excellent lessons the teachers' subject knowledge, ability to inspire and ensure pupils operated at a high level were impressive. Co-ordinators showed very good mastery of these talents in their subjects. The quality of questioning was particularly effective. Pupils are often asked 'how' and 'why', demanding intellectual effort. In Year 1/2, pupils searched for right angles around the classroom. The physical activity and questioning generated much enthusiasm. In Year 3, pupils were finding out about shadows. The teacher's subject knowledge enabled wide-ranging comments made in discussion to be developed and extended to challenge pupils' thinking.
14. The quality of planning is consistently high. At the time of the last inspection a common weakness of teaching was a lack of clarity of the focus of each lesson. This is now a strength of the teaching. Consequently, pupils have a strong sense of purpose and apply themselves to their tasks with alacrity. Planning carefully sets out levels of challenge accurately matched to the capacities of different groups of pupils. The planning arises from careful consideration on a day-to-day basis of how well pupils met their individual targets and those for the lesson. Effective review and discussion at the end of the lesson of what has been learned inform this process. Consequently, the planning balances the aims of the curriculum and the needs of particular pupils. The outcomes of this mean that higher attainers, those with special educational needs and those with particular talents do well.
15. The culture in the classrooms is very positive. Raised voices were not heard. Teachers most often comment on positive aspects of behaviour, for example by praising the pupil who raised a hand to give an answer rather than reprimanding the pupil who called out. This is infectious and the good behaviour is copied. Mistakes are not regarded as failures but rather as part of the journey to refining answers and reaching better understanding. Consequently, pupils will take risks, for example in Year 5 when discussing ideas of how an author slowed the pace of the writing. All this contributes to achieving exceptionally warm relationships.
16. Securing all pupils' interest and understanding is a priority. The skills of additional staff, the choice of resources and supporting texts and the application of technology are all harnessed very well to achieve this. In a Year 3 music lesson, pupils composed and danced to a sequence of motifs on untuned percussion to capture the different movements of an animal. A short video sequence of animals was used. Pupils then listened to a recording of percussion in order to suggest which animal and which movements were being described. This served to excite their interest well. In Year 6, several extracts of writing by Roald Dahl were well chosen to compare and contrast his use of complex sentences and imagery. Classroom assistants are well briefed and they support groups very well to understand their work. It is noticeable they do not tell the answers but help pupils to solve their difficulties with a helping hand. This approach of enabling pupils rather than telling them has resulted in pupils developing strong problem-solving skills.
17. Occasionally teaching missed potentially valuable opportunities for pupils to evaluate their work, for example the quality of musical compositions or their movements in physical education. This limits pupils' understanding of their learning and of what excellence might look like.

The school is led by an excellent headteacher who, with the staff and governing body, engages parents' confidence and creates an ethos where pupils flourish.

18. The many and significant improvements made since the last inspection are clear evidence that the school is very well led and managed. The key recommendations made in the last report have been very well addressed. The quality of teaching is very much better, pupils' commitment to their learning is higher, the curriculum meets statutory requirements, national test results are improved and the involvement of co-ordinators in the leadership of the school is greater. Key to the success of the school is the shared commitment of all concerned to getting the best for the pupils. Pupils say they know that their teachers want them to do well and that the headteacher cares about them a great deal.

19. The quality of leadership and management of the school inspires a very high level of parental confidence. Indeed, this aspect of the parental questionnaire elicited the highest approval rate. Ninety-eight per cent of parents who responded felt the school was well led and managed. The headteacher provides excellent leadership, exudes quiet confidence and always has time for all her staff, parents and pupils. The management structures promote a strong sense of teamwork. Layers of hierarchy are few. The powers of co-ordinators are maximised. Staff training takes a high priority and the school's Investors in People status has recently been reconfirmed. Staff express a strong feeling that the headteacher, together with the governors, wants them to make the fullest contribution to school improvement and ensure they have the skills to do so.
20. The governors are well organised, forward-looking and highly skilled. The governing body is fortunate to have a range of professional expertise to draw upon, including engineering, accounting, legal and educational skills. Governors scrutinise results carefully to identify where the school is doing well and where improvements may be made. They report fearlessly and honestly to parents in the annual report what has been achieved and what more needs to be done. This atmosphere of openness and lack of defensiveness provide a climate in which the school can continue to flourish. The governors seek the views of all co-ordinators on an annual basis about the developments within their subject and the plans for the forthcoming year. This informs budget and school improvement planning and helps ensure that resources are carefully targeted to the main points of development. Appropriate funds are kept in reserve where necessary, for example presently and in recent years to support the present building programme. The school improvement plan could be a still better tool for evaluating success by making greater use of success criteria relating to pupil performance.
21. The school keeps its provision under review very well. Co-ordinators are trained with help from the local authority in the skills of observation so they can identify where teaching and learning can be developed. Pupils' work is scrutinised on a termly basis across the subjects. National Curriculum test results are carefully tracked to ensure pupils are making sufficient progress. Throughout the inspection, staff at all levels welcomed feedback not only on what was going well but also on what might be done in different ways to better effect. Pupils are involved in review of their personal performance and try to meet their targets in an atmosphere which is nurturing and not pressurised.

WHAT COULD BE IMPROVED

Tracking the progress of different groups of pupils.

22. The progress made by individual pupils is tracked very well for English, mathematics and science from reception class to Year 6. Targets are set to help pupils improve their knowledge, skills and understanding. Pupils with special needs are carefully identified and appropriate targets are set for them within their individual educational plans, which help them make good progress.
23. The school is aware of the progress made by individual pupils and intervenes where necessary. However, not enough analysis is done of the progress made by the different groups of pupils to ensure that they are being well served. Work has been done to meet the needs of boys to improve their writing abilities. In addition, the planning and tracking of pupils of different attainment is in place using suitable computer software. This kind of analysis is needed to ensure, for example, that pupils of different race or with English as an additional language are making the same progress as their peers. The analysis related to gender is not yet in place across all the subjects for which data is available.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. To improve the school further, the governors, headteacher and staff should:

improve tracking of the progress made by the different groups of pupils according to gender, race, home language and capability by:

- making use of the software available to do so; and
- by timetabling this analysis with the other evaluations of performance made at the end of academic year.

(paragraphs 22 - 23)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

26

Number of discussions with staff, governors, other adults and pupils

9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	4	14	5	0	0	0
Percentage	12	15	54	19	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 three percentage points.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	340
Number of full-time pupils known to be eligible for free school meals	30

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	36

English as an additional language

No of pupils

Number of pupils with English as an additional language	24
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.7
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 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	23	25	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	23	23
	Girls	25	25	25
	Total	48	48	48
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (89)	100 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	23	23
	Girls	25	25	25
	Total	48	48	48
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (92)	100 (89)
	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	26	32	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	23	22
	Girls	30	30	31
	Total	51	53	53
Percentage of pupils at NC level 4 or above	School	88 (93)	91 (94)	91 (98)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	23	20
	Girls	31	30	28
	Total	54	53	48
Percentage of pupils at NC level 4 or above	School	93 (91)	91 (93)	83 (94)
	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	264	0	0
White – Irish	8	0	0
White – any other White background	20	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	6	0	0
Mixed – White and Asian	11	0	0
Mixed – any other mixed background	7	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	8	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	2	0	0
Chinese	2	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	4	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)	14
Number of pupils per qualified teacher	25
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	258

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
	£
Total income	719,293
Total expenditure	753,635
Expenditure per pupil	2,197
Balance brought forward from previous year	102,678
Balance carried forward to next year	-34,342

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5
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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	340
Number of questionnaires returned	104

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	30	0	0	0
My child is making good progress in school.	64	32	3	0	0
Behaviour in the school is good.	66	34	0	0	0
My child gets the right amount of work to do at home.	36	52	9	4	0
The teaching is good.	66	31	2	0	1
I am kept well informed about how my child is getting on.	38	52	9	0	1
I would feel comfortable about approaching the school with questions or a problem.	78	22	0	0	0
The school expects my child to work hard and achieve his or her best.	72	27	1	0	0
The school works closely with parents.	38	56	6	0	0
The school is well led and managed.	79	19	2	0	0
The school is helping my child become mature and responsible.	68	31	1	0	0
The school provides an interesting range of activities outside lessons.	34	41	16	1	7