

# INSPECTION REPORT

**ST MARY'S CATHOLIC (AIDED) PRIMARY  
SCHOOL**

Falmouth

LEA area: Cornwall

Unique reference number: 112003

Headteacher: Mr H D'Silva

Reporting inspector: Mrs Fran Gillam  
21498

Dates of inspection: 10-11<sup>th</sup> January 2000

Inspection number: 189269

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 years

Gender of pupils: Mixed

School address: Mongleath Road  
Falmouth  
Cornwall

Postcode: TR11 4PW

Telephone number: 01326314540

Fax number:

Appropriate authority: Governing Body

Name of chair of governors: Mr J Gray

Date of previous inspection: 16<sup>th</sup> September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Mrs Fran Gillam	Registered inspector
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Mrs Kath Hurt	Team inspector

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## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL** **11-14**

From the reception class through to Year 6 pupils make good progress. By the time pupils leave the school standards are high in English and mathematics.

The headteacher and senior managers provide excellent leadership. A well-informed governing body and a hard working and dedicated staff support them effectively.

The pupils enjoy coming to school, they are eager to learn and behave very well.

The curriculum provides a very good range of activities that effectively promote pupils' learning and personal development.

Teachers plan and teach interesting lessons, they ensure that pupils develop the basic skills of numeracy and literacy well and manage pupils very effectively.

### **WHAT COULD BE IMPROVED** **15**

In most classes, pupils' annual reports do not have enough information about how much progress pupils have made nor do they set clear targets for improvement.

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

### **INFORMATION ABOUT THE SCHOOL**

Falmouth St Mary's Catholic school is an average sized primary for boys and girls from 4-11 years old. It has 208 full-time pupils and ten part-time pupils in the reception class. Most children's attainment on entry is typical of that found nationally. Seven per cent of pupils have special educational needs, which is below the national average. However, the percentage of pupils with statements of special educational needs (2.3%) is above the national average. Fourteen per cent of pupils are entitled to free school meals, which is broadly average.

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

St Mary's is a very effective school that achieves high standards in its work. The headteacher and other senior managers provide excellent leadership and the governing body is supportive and well informed. They contribute well to the overall decision making in the school. Standards are high and pupils make good progress because the teaching is consistently good. The teachers have high expectations of what the pupils can attain and the pupils respond very well to the challenges set for them and almost all of them are very eager to learn. There is a high level of care for pupils and those with special educational needs receive very good support both in lessons or when withdrawn for individual or group work. The school provides very good value for money.

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

- From the reception class through to Year 6 pupils make good progress. By the time pupils leave the school standards are high in English and mathematics.
- The headteacher and senior managers provide excellent leadership. A well-informed governing body and a hard working and dedicated staff support them effectively.
- The pupils enjoy coming to school, they are eager to learn and behave very well.
- The curriculum provides a very good range of activities that effectively promote pupils' learning and personal development.
- Teachers plan and teach interesting lessons, they ensure that pupils develop the basic skills of numeracy and literacy well and manage pupils very effectively.

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

- In most classes, pupils' annual reports do not have enough information about how much progress pupils have made nor do they set clear targets for improvement.

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

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

The school has taken effective action since the last inspection in September 1996, and the improvement has been excellent. Standards, by the time pupils leave the school, in English, mathematics and science have improved year-on-year. In particular, standards at the higher levels by the age of seven and 11 years have improved, indicating the school's success in providing greater challenge for brighter pupils. There are now very effective assessment procedures in place, and progress in this area has been impressive. Teachers use them consistently to check how well the pupils are learning, to monitor if they are learning enough and to plan work that meets their needs successfully. The school has also put in place effective systems for self-evaluating its work in areas such as teaching and curriculum development. Action leading from the evaluation is thorough and ensures good support for teachers, better learning opportunities, and suitable resources for pupils'

use. Extensive building work has improved the accommodation for the youngest children in the school. This allows the children sufficient space to develop their ideas in activities both indoors or outside. The provision for cultural development has much improved. Pupils have rich and varied experiences of other cultures through their work, for example, in religious education, art and music. Visitors to, and visits out of school, develop their awareness further. Pupils still talk enthusiastically about the African Drum performance and enjoy the opportunity to find out about other cultural traditions through literature.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A	A	A	well above average    A above average        B average                C below average        D well below average    E
mathematics	A	A	A	A	
science	A	A	B	B	

The school has had an impressive set of results over the past three years. The inspection findings confirm the high standards attained by 11 year olds. Standards in the national tests for seven year olds have been equally impressive in reading, writing and mathematics. The school also performs very well when compared to schools of a similar background, for example, having a similar percentage of pupils entitled to free school meals. Pupils throughout the school make good progress. In Year 6, pupils take great pride in what they are doing and present their written work neatly. In their writing, they use lively words that add interest for the reader and their spelling and punctuation are accurate. In mathematics, 11 year olds are competent in using different methods to help them solve problems.

The school has improved standards, in English and mathematics, year-on-year. Results over the last three years have been consistently well above average in English and mathematics for 11 year olds. For seven year olds, standards in reading and mathematics have exceeded the national trend, whilst in writing, standards have kept pace. In Key Stage 2, standards have been rising at the same rate as the national trend. The school has set realistic targets to achieve in the end of key stage tests in the years 2001 and 2002. It carefully analyses the results of national and optional test results and uses the information well to improve its performance.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very good attitudes to school. They are eager to learn and become engaged purposefully in lessons.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good Throughout the school there is a calm atmosphere.
Personal development and relationships	Very good: older pupils have responsibilities, which they take very seriously and carry out well. At every level, there are excellent relationships; pupils show a high level of consideration for others.
Attendance	Good: attendance is above 95 per cent. Many parents indicate their

	children enjoy coming to school.
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The school community is harmonious, reflecting its strong Christian Catholic ethos. The pupils show a high level of respect for each other and take great pleasure in celebrating their schoolmates' achievements. The excellent relationships between pupils and the adults in the school promote an effective learning environment where the pupils thrive and make good progress.

### TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Very good	Good

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

Overall, the teaching is good. Teaching is good or better in 100 per cent of lessons. No significant weaknesses were seen in any lessons and pupils made consistently and sometimes very good progress. Almost a third of lessons are very good and ten per cent are excellent. There are examples of very good teaching in both key stages and excellent teaching in Key Stage 1.

All teachers have a good basic knowledge of, and the skills to teach, numeracy and literacy. This reflects in the teachers' detailed planning and the way they inspire pupils with their lively introductions and explanations. The teachers have high expectations of pupils, this ensures that pupils are learning the right things for their age and attainment and they are challenged extremely well.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very good. It is relevant to the ages and interests of the pupils. All statutory requirements are met fully.
Provision for pupils with special educational needs	Very good curricular provision for pupils with special educational needs. Whether pupils have a physical or learning difficulty, work is modified to meet their special needs effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision. Cultural provision has moved from an area that was weaker at the last inspection to very good provision. Social and moral provision contributes well to pupils' personal development and underpins the ethos of the school.
How well the school cares for its pupils	Very good provision for pupils' welfare. The teachers know their pupils well. They set realistic targets for improvement for both pupils' personal and academic development.

The curriculum provides breadth and balance across the subjects taught. Effective links are made between subjects; for example, high quality artwork enhances pupils' written work. Music provides an insight into other cultural traditions. Older pupils' singing is of a high standard, expressive and tuneful. Pupils make good progress because planning builds very effectively on what has been taught before. Very effective assessment arrangements are in place to track pupils' progress and to set targets for improvement in pupils' learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent: the headteacher and key staff have a very clear understanding of the strengths of the school and the areas for further improvement.
How well the governors fulfil their responsibilities	Very good: The governing body is very supportive and fully involved in the life of the school. All statutory obligations are in place.
The school's evaluation of its performance	Very good: A programme for monitoring and evaluating the performance of the school is firmly in place. It informs the school development plan successfully and effective action is taken to make further improvements.
The strategic use of resources	Very good: The school makes very good use of the funding available.

The headteacher and key managers have a clear vision for moving the school forward. This is shared and understood by the staff and governors. The headteacher inspires in staff the confidence and will to work hard and effectively. Effective procedures ensure that spending relates very well to the school development plan and there is a strong focus upon seeking good value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The quality of teaching.</li> <li>• The effective way the school is led and managed.</li> <li>• The behaviour of the pupils.</li> <li>• The progress their children make.</li> <li>• The effective relationships between pupils, and adults and pupils.</li> <li>• The improvements in cultural provision.</li> <li>• The expectations the school has of their children.</li> <li>• The way in which the school encourages their children to be mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The information they receive about how well their children are doing.</li> <li>• The range of activities children are engaged in outside lessons.</li> <li>• The school to work more closely with them.</li> </ul>

The inspection findings support the positive views of parents. Although, there are opportunities during the year for parents to meet with teachers to discuss their children's progress and these are appropriate, the pupils' annual progress reports need improvement. There is a suitable range of activities for pupils outside normal lessons, such as a science club and sports and music clubs held at lunchtime and after school. The school provides many opportunities for parents to become involved with its work. There are workshops, which provide parents with information about initiatives such as the literacy and numeracy hours. There is a parent teachers association, which is open to all parents. Parents are encouraged to offer their skills to help in school and there are many social events to which they are invited.

## **PART B: COMMENTARY**

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

**From the reception class through to Year 6 pupils make good progress. By the time pupils leave the school standards are high in English and mathematics.**

1. Children in the reception class make a good start to their learning. The staff provide an effective level of support and activities interest and motivate the children well. By the time they move into Year 1, the children have a good grasp of the basic skills of reading, writing and number. Whilst in Year 1, pupils extend their literacy and numeracy skills further. They develop, for example, a clearer understanding of the difference between fiction and non-fiction books, their writing is well formed and they know and explain terms such as author, title and publisher. They are doing well for pupils of their age.
2. By Year 2, standards are high in reading, writing and mathematics and pupils continue to make good gains in their learning. During the literacy hour, pupils in Year 2 show a good understanding of what they have read. The teacher effectively questions and probes their ideas to check their knowledge, and to ensure that pupils of different attainment are involved and learning well. In numeracy, pupils are developing a good recognition of numbers in words and in figures. They use this knowledge to record their calculations as well as using different formats such as diagrams and pictures.
3. Throughout Key Stage 2, pupils build effectively on the early skills practised and learned in Key Stage 1. In mathematics by Year 3, pupils explain the methods they use to calculate the addition of three numbers up to 50 competently and clearly. For example, they look for a combination of numbers that make ten or 20, because they know it is easier to add on odd amounts to these two figures. By Year 6, pupils expertly use multiplication facts, rounding up or down to the nearest ten and their knowledge of number bonds to quickly calculate percentages of large numbers up to 10000. Standards in mathematics are high and almost all pupils attain the expected level, and more than in most schools attain the higher level.
4. In Key Stage 2, the rich and varied opportunities for pupils to write their own accounts and observations contribute very well to the gains they make in writing. In all the year groups in Key Stage 2, there is clear evidence of good progress in English since the beginning of the academic year. By Year 6, pupils are adept at organising their work. For example, for homework they prepare their ideas for a class discussion on the pros and cons of fox hunting. During the lesson, they draw out the key words from the text to aid their writing later on, and this develops the skills of note taking well. By the age of 11 years, standards are high in English.

**The headteacher and senior managers provide excellent leadership. A well-informed governing body and a hard working and dedicated staff support them effectively.**

5. The headteacher and key managers have clear direction for the work of the school. Together with the staff and governors, they are constantly looking at ways to improve the provision for the pupils in their care. The headteacher delegates responsibility wisely, drawing on the staff's strengths and enabling them to develop their skills further through effective support and training. Staff have confidence in the senior managers and there is effective teamwork throughout the school.
6. Much of the school's work is monitored and evaluated and, importantly, effective action

is taken to raise standards further. For example, key managers check teachers' planning with pupils' completed work to ensure that what has been planned has been taught. At the same time they check that the pupils are being taught the right things for their age and attainment, not only through checking pupils' work but also through a programme of observing teaching. This has contributed significantly to raising standards further.

7. The governors fulfil their statutory duties in helping to shape the direction of the school very well. They are well informed and know how well the school is performing. They have a good understanding of the challenges facing the school. As a result, with the staff, they have set the right priorities for moving the school forward.

**The pupils enjoy coming to school, they are eager to learn and behave very well.**

8. Children in the reception class are settled and happy in their work. They play and work together sensibly and almost all show great interest in what they are learning. In lessons, pupils of all ages very quickly become absorbed in their work. They take a pride in what they are doing and confidently discuss their ideas with each other and their teachers. In assemblies, they listen well and show enjoyment in the achievements of others. The pupils have a thirst for information, older pupils ask questions to clarify their thoughts and younger pupils are confident to ask for help should they need it.
9. There are excellent relationships throughout the school. Pupils move around the school sensibly, always mindful of others and they are courteous and polite. At lunchtime, pupils dine quietly, adults support the pupils very well and it is very rare for them to remind pupils of what is expected. Older pupils set a very good example for younger pupils to follow. The behaviour of the pupils is very good.
10. The staff also set very good role models for the pupils. They value pupils' efforts and pupils respond very well by trying harder with their work. The staff's sensitive management and care of pupils contribute significantly to why pupils like coming to school and foster good work habits at all ages.

**The curriculum provides a very good range of activities that effectively promote pupils' learning and personal development.**

11. The detailed planning documents provide balance and breadth in the subjects of the national curriculum and religious education. This ensures that pupils are taught a wide and varied curriculum that is relevant to their ages and attainment. It reflects for example, in the links between subjects and the high quality artwork and singing achieved by older pupils. The pupils with special educational needs are very well catered for. The staff who work with them adapt their speech or support to suit their needs and this ensures they are involved well in class activities. In small group work, staff are sensitive to the pupils with special educational needs, they patiently wait for pupils to explain what they are doing and build on their success, so fostering confidence.
12. The curriculum offers many rich opportunities for pupils, for example, to develop their writing skills in other subjects. Pupils use their artistic skills to produce beautifully illustrated stories and design and technology skills to devise different formats for their own books. Effective links with the local Art College resulted in some impressive books, written by the pupils and illustrated by students. Some of this work was carried out

using the Internet developing information technology skills and understanding further.

13. The provision for personal development is very good. In assemblies, thought provoking questions, stories and musical examples encourage pupils to consider the importance of their lives and that of others; developing their spiritual awareness and that of other cultures effectively. At the time of the last inspection, both spiritual and cultural development were areas where further improvements could be made. The provision now is very good. The moral and social development of the pupils is extended through very good examples set by adults in lessons, assemblies and during recreation time. The pupils have many opportunities to consider their actions and those of others and to identify what is acceptable and unacceptable in society.

**Teachers plan and teach interesting lessons, they ensure that pupils develop the basic skills of numeracy and literacy well and manage pupils very effectively.**

14. The teachers have a good understanding of the numeracy strategy, following the effective training and implementation last term. They plan activities that extend the pupils' learning further. They provide good opportunities for pupils to develop the quick mental recall of number facts. Some of this is achieved by drawing on good examples in lessons asking pupils to explain the methods they use and encouraging pupils to compare this with their own way of working. Questions such as "*what did you do first, what method was quicker and could you have found the same answer by multiplying?*" make pupils think more deeply and experiment with their ideas. The teachers prepare well for numeracy lessons; the resources they use are well conceived, suitable for the task and pupils can manage them appropriately. They make good use of the time at the end of the numeracy hour to check pupils' knowledge and understanding by asking probing questions and encouraging pupils to explain their work using the correct mathematical terms.
15. In literacy, teachers have a very secure knowledge and understanding of teaching the basic skills. The teachers have benefited well from the efficient implementation of the literacy strategy and the continued support and training. They plan lessons carefully and meet the differing needs of pupils well, whether in whole class or group work. The teachers have a good technical knowledge and because their explanations are clear many pupils, for example, in Key Stage 1 have a good understanding of terms such as glossary. The teachers build effectively on what has been taught and learned before. They make good use of what they know about pupils, for example, in Year 2 because the teacher assessed some pupils needed further practice of alphabetical order she adapted their work in the following lesson. The pupils became more confident and quicker in listing words. In Year 6, again the teacher made good links with what had been taught before, this time recapping on how to present a written argument and so preparing pupils well for presenting their views on fox hunting. Throughout Key Stage 2, pupils develop a wide and rich vocabulary because teachers introduce interesting text through stories and emphasise key words linked to the work being covered in class. This reflects well in pupils' writing and they use powerful and emotive words in their poetry and stories. The pupils also learn to write in various formats across a range of subjects, for example, reports in science and accounts of important events in history and religious education.
16. The teaching of pupils with special educational needs in literacy and numeracy is effective. These pupils have good support both in class and in small group work. Teaching is sensitive and well focused on building on pupils' success. Classroom assistants are particularly effective in giving pupils with special educational needs the

confidence to take part in whole class activities. This ensures these pupils are fully involved and that they make very good progress.

17. The teachers manage pupils very well and because of this pupils behave extremely well both in lessons and around the school. Excellent relationships and class control mean that lessons move at a brisk pace and that the time available is used well to extend learning. The teachers know their pupils well and so they prepare interesting activities that motivate and interest pupils; these contribute significantly to the high standards pupils attain by the time they leave the school. For example, teachers provide good opportunities for pupils to use their writing skills to express their thoughts and ideas. This is particularly effective and results in some impressive stories and accounts by Year 6. The teachers also have high expectations of pupils, because of this pupils are learning the right things for their age and attainment, and they are challenged extremely well.

## WHAT COULD BE IMPROVED

**In most classes, pupils' annual reports do not have enough information about how much progress pupils have made nor do they set clear targets for improvement.**

18. In the return of questionnaires parents expressed concern about the information they have on how well their children are doing. There are suitable opportunities for parents to meet with teachers both formally and informally to seek information on their children's progress. However, the annual reports on pupils' progress are not consistent in quality. Some contain a description of the work the pupil has completed in the previous year, with some indication of how well the pupil has done. However, the reports are not precise enough about how well the pupil is doing for their age, the gains the pupil has made in their learning over the year nor areas where the pupil could improve further. This leaves some parents without a clear view of how they could help their child and whether the child is learning enough for their age and attainment. The teachers know their pupils well and make accurate assessments about how well the pupils are performing. Whilst they use this information effectively to set targets for pupils in class they do not use this information sufficiently well to tell parents about how well their children are progressing.

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

19. The school should now:

(1) Improve the quality of pupils' annual reports by:

- ensuring that clear information is provided about how well individual pupils are performing in relation to expectations for their age;
- that gains in learning over the year are clearly explained; and
- that targets for improvement are clearly identified, to provide parents with information about how they can support their child's learning further.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	7

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	30	60	0	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### 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	213
Number of full-time pupils eligible for free school meals	N/A	23

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	5
Number of pupils on the school's special educational needs register	N/A	16

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	4.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.4
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	17	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	14	16	17
	Total	27	29	31
Percentage of pupils at NC level 2 or above	School	87 (94)	94 (94)	100 (94)
	National	82 (81)	83 (81)	87 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	13
	Girls	17	16	17
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	97 (94)	97 (94)	97 (94)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	13	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	13
	Girls	12	12	12
	Total	23	25	25
Percentage of pupils at NC level 4 or above	School	88 (89)	96 (82)	96 (93)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	13	13
	Girls	11	13	12
	Total	21	26	25
Percentage of pupils at NC level 4 or above	School	81 (82)	100 (82)	96 (89)
	National	68 (65)	69 (65)	75 (72)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	1
Pakistani	
Bangladeshi	
Chinese	
White	212
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	27
Average class size	31

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

Total number of education support staff	5
Total aggregate hours worked per week	108

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998
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	£
Total income	301402
Total expenditure	294056
Expenditure per pupil	1556
Balance brought forward from previous year	5777
Balance carried forward to next year	13123

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

### **Questionnaire return rate**

Number of questionnaires sent out	218
Number of questionnaires returned	146

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	3		
My child is making good progress in school.	54	39	4	1	3
Behaviour in the school is good.	60	36	1		3
My child gets the right amount of work to do at home.	34	49	13	3	1
The teaching is good.	62	34			4
I am kept well informed about how my child is getting on.	24	42	26	6	3
I would feel comfortable about approaching the school with questions or a problem.	57	30	8	4	1
The school expects my child to work hard and achieve his or her best.	64	32	2	1	2
The school works closely with parents.	34	45	14	6	2
The school is well led and managed.	66	28	1	3	3
The school is helping my child become mature and responsible.	61	35	3	1	1
The school provides an interesting range of activities outside lessons.	13	32	31	12	12