

INSPECTION REPORT

ST JOHN'S CATHOLIC PRIMARY SCHOOL

Horsham

LEA area: West Sussex

Unique reference number: 126039

Headteacher: Jan Gribben

Reporting inspector: Barrie Mahoney
18175

Dates of inspection: 15 – 17 January 2001

Inspection number: 191386

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: 4 – 11 years

Gender of pupils: Mixed

School address: Blackbridge Lane
Horsham
West Sussex

Postcode: RH12 1RR

Telephone number: 01403 265447

Fax number: 01403 252458

Appropriate authority: The governing body

Name of chair of governors: Mrs A Unsworth

Date of previous inspection: January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
18175	Barrie Mahoney	Registered inspector
12735	Mary Bebo	Lay inspector
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John's is a Catholic primary school for boys and girls aged between four and eleven. The school is of average size, with 191 pupils on roll. There are broadly equal numbers of boys and girls. All the pupils are white, and there are eight for whom English is an additional language. Two per cent of pupils receive free school meals, which is below the national average. Overall, pupils' attainment on entry to the school is broadly above average. There are 29 pupils on the school's register of special educational needs (15 per cent), five pupils on stages 3 to 5 of the register, and two pupils with a Statement of Special Educational Needs.

HOW GOOD THE SCHOOL IS

This is an effective school that has many good and very good features. Across the school, pupils make good progress and achieve good results. At eleven, pupils attain very high standards in English and above average standards in mathematics due to the good teaching that has some very good features. The school is particularly well led and managed with a shared commitment from the headteacher, staff and governors to continuous improvement. The school provides good value for money.

What the school does well

- All pupils, including those with special educational needs, benefit from the consistently good teaching and make good progress so that their achievements are high, particularly in English and mathematics, by the time they leave school.
- The headteacher provides very good leadership and is well supported by governors and staff who promote good achievement and effective teaching and learning.
- Relationships at all levels are outstanding, and fully reflect the school's mission statement, and this has a very positive effect upon pupils' very good attitudes, behaviour and personal development.
- The quality and range of learning opportunities are very good for pupils to achieve well.

What could be improved

- No significant weaknesses were identified.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. It has responded well and has made good progress in addressing the key issues. Standards in English, mathematics and science have continued to rise. Standards have improved significantly in information and communication technology (ICT), which was a key issue at the time of the previous inspection. The school has revised its schemes of work, to take into account national guidance, and now has good quality assessment procedures in place. The quality of teaching and learning has improved, together with effective strategies for developing pupils' listening skills. Good improvement has been made to developing the role of co-ordinators and this is now effective.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	A*	A	A*	A
Mathematics	A	A	A	A
Science	B	C	C	D

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

- Key Stage 1 national tests for 2000 indicate standards that are average in mathematics, above average in reading, and well above average in writing.
- Key Stage 2 national tests for 2000 indicate standards that are well above average in mathematics. Pupils' results in English are in the highest five per cent nationally. Results in science are average.
- The work the inspection team saw confirms the 2000 national test results in English and mathematics, which are at least above or well above expectations. Inspectors judged standards in science to be above expectations in both key stages, and are an improvement upon 2000 national tests. The school had identified weaknesses in the national test results for science and this has been an area for improvement. As a result, standards in the subject have risen.
- Trends over time for all core subjects, taken together, indicate standards that are consistently above the national average.
- Overall, pupils achieve well, and standards in English and mathematics are particular strengths. Pupils are achieving standards that are in line with, and often above expectations in information technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen and eager to come to school and enjoy learning.
Behaviour, in and out of classrooms	Very good. The school is orderly, friendly and supportive. Pupils are helpful, polite and courteous.
Personal development and relationships	Very good overall. Relationships at all levels are excellent. There is a high level of mutual respect and pupils know that they are valued.
Attendance	Good. Attendance levels are above the national average.

Pupils new to the school are looked after very well by others and this helps to make them feel welcome, valued and to settle quickly to their new surroundings.

TEACHING AND LEARNING

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

Twenty-four lessons were observed during the inspection. Teaching was good or better in all lessons observed, and 33 per cent of lessons were very good. There was no unsatisfactory teaching observed. Overall, the quality of teaching in English was very good and good in mathematics.

- In most lessons teachers challenge pupils very well and their questioning skills are good.
- Teachers' planning indicates clearly what is to be taught during the lesson and is appropriate for the needs of all pupils. Lesson objectives are shared with pupils at the beginning of most lessons.
- Pupils' knowledge of their own learning is good. In the best lessons, lesson objectives are reviewed with pupils at the end of the lesson.
- During the inspection, the literacy teaching seen was very good with particularly good whole class teaching and effective support for pupils with differing needs during group work.
- Numeracy teaching was good overall. That seen ranged from good to very good.
- Teaching assistants are well deployed and give effective support for pupils, and particularly those with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Statutory requirements are met and the curriculum is very well planned. Extra-curricular activities and residential visits enhance the learning opportunities of pupils in Key Stage 2.
Provision for pupils with special educational needs	Very good. Early identification of pupils contributes significantly to their good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' moral and social development is particularly strong.
How well the school cares for its pupils	Very well. The school provides a caring and supportive environment with very good procedures for pupils' welfare. Children and parents appreciate the support given.

- Behaviour is particularly well managed. The whole staff have a consistent approach to caring for pupils and encouraging them to behave well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong leadership and is well supported by all staff and governors. This very good professional leadership gives a very clear educational direction for the school and is focussed upon raising standards and continuous improvement. The teachers as co-ordinators provide a clear direction for their colleagues and all are committed to pupils' success.

How well the governors fulfil their responsibilities	Good. The governors fulfil their responsibilities conscientiously and have a positive impact on the work of the school. They are well aware of the school's strengths and weaknesses.
The school's evaluation of its performance	Very good. The school is effective in evaluating its performance and identifying areas for development. The school has a good view of teaching and its impact upon learning.
The strategic use of resources	Very good. The school makes very good use of available resources.

- The strength of leadership and management is shown by the way the staff work effectively together as a team and monitor and evaluate the quality of their work and its impact upon pupils' learning.
- The school applies the principles of best value well; for example, in deciding upon contracts for the purchase of ICT equipment and support.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Good teaching • The leadership and management of the school. • Pupils' good behaviour. • The school helps pupils become responsible. • Pupils make good progress. • The school expects pupils to work hard. 	<ul style="list-style-type: none"> • Range of activities outside lessons • Keeping parents informed about how children are getting on.

The inspectors endorse parents' many positive comments about the school. They agree with parents' views about the lack of extra-curricular activities in Key Stage 1. However, inspectors judge that the range of extra curricular activities for pupils in Key Stage 2 is good.

The inspectors judge that parents are informed sufficiently about their children's progress. Parents are given a formal opportunity each term to review their children's progress with teachers. Home contact books are sent home regularly. The school encourages an "open door" policy and there are many informal opportunities for parents to discuss their children's progress with teachers. However, the school has identified the need to be more specific in annual reports about what pupils need to do to improve their work.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

All pupils, including those with special educational needs, benefit from the consistently good teaching and make good progress so that their achievements are high, particularly in English and mathematics, by the time they leave school.

1. Twenty-four lessons were observed during the inspection, and all these were graded good or very good. The good and very good quality of teaching is a strength of the school and is an improvement upon the previous inspection.
2. Children in the foundation stage benefit from the good quality teaching that they receive in the reception class. Adults working with these children have created a safe and secure environment for learning. The good quality planning and daily routines ensure that time is well used and full of good quality learning opportunities. In one very good lesson, the class teacher successfully led a discussion about joining and fixing a range of materials. The merits of various fixing materials such as glue, sticky tape and staples were considered, together with safety issues. Challenging and perceptive questioning by the class teacher, together with well-planned and supported group work, led to very effective learning. Although children happily explored and investigated a range of materials, they successfully restricted themselves to answering the focus question that they were given. Children were then brought together as a group and very successfully shared their findings with one another. As a result, children learn to solve problems based upon first-hand experience that encourages exploration, observation, problem solving, prediction, critical thinking and discussion.
3. Within Key Stage 1, teachers continue to have high expectations and work hard to help pupils to develop the skills of listening carefully, waiting their turn and valuing the contributions made by others. Teachers successfully encourage pupils to become more independent in their learning. In one good science lesson in Year 2, pupils were successfully challenged to investigate the effect that pushing and pulling has upon a variety of materials. The class teacher continually encouraged pupils to use the correct words for their investigation, such as “twist”, “stretch” and “squash”, with good links to using everyday materials such as dough, clay, and elastic. As a result, pupils successfully described how these processes change materials. The lesson was particularly successful because the class teacher shared the lesson objectives with the pupils at the beginning of the lesson and reviewed them at the end. By the end of the key stage, most pupils have achieved at least Level 2 in reading, writing and mathematics. The data published by the school show that the results of National Curriculum assessments at the end of Key Stage 1 are in line with national averages in mathematics, above in reading and well above in writing. The proportions of pupils attaining the higher level (Level 3) are well above the national average in reading and writing, and broadly in line in mathematics. Pupils go into Key Stage 2 with a sound foundation of knowledge that helps them to attain even higher achievements by the time they are eleven.
4. In Key Stage 2, pupils make good progress and achieve results in National Curriculum assessments that are above the national average in mathematics, well above the national average in English, and average in science. Teachers work well together to plan the work to be covered in the Key Stage. Lessons are planned with clarity, clearly indicating the learning objectives for each lesson. Teachers demonstrate good subject knowledge, have well developed class management skills and ensure that lessons have clear introductions, demonstration and activities that are well matched to the needs of all pupils, including the higher attainers and those with special educational needs. As a result, pupils know what they should learn, are clear about what they have to do and are helped to know what they are doing; for example, in a Year 4 literacy lesson, the teacher provided a superb introduction with an exciting scene set for story writing. Very skilful planning ensured that pupils were given the confidence to experiment in their story writing, with a good emphasis upon using imaginative words and phrases. In a very good Year 5 lesson concerned with the identification and classification of the main features of myths and legends, pupils’ thinking was effectively challenged and their ideas successfully extended. Pupils were asked, “Why were the characters treated like this?” and encouraged to use examples from the text. Issues of equality and fairness were effectively discussed and pupils showed maturity and compassion in their answers. Pupils successfully

demonstrated their skills of inference and deduction from the evidence given to them. Prior to this, the teacher had explained clearly what was expected and pupils successfully raised the standard of their work to match. The outcome is that pupils achieve highly, are independent in their learning and prepared effectively for secondary education.

5. Throughout the school, pupils with special educational needs make good progress. Pupils with difficulties are identified at an early stage and given effective support by teachers and teaching assistants. Teaching assistants sometimes take individuals and groups of pupils outside class for additional help, but most support is given in class. The results of this well focussed support is that most pupils are on the school's register of special educational needs for only a short time and, as a result, a high proportion of pupils achieve in line with national averages by the time they leave school. The very few pupils with statements of special educational needs achieve well in relation to their prior attainment and work is well matched to the targets specified in their individual education plans.

The headteacher provides very good leadership and is well supported by governors and staff who promote good achievement and effective teaching and learning.

6. Overall leadership and management of the school are very good. The headteacher, in close co-operation with the deputy headteacher and senior management team, provides very good professional leadership that gives a very clear educational direction to the school and is focussed upon raising standards, together with a strong Christian ethos fully reflecting the school's Catholic tradition. Teachers, who hold responsibilities for managing subjects, provide good leadership in their subjects and the co-ordinators for English and mathematics provide very good leadership. The headteacher has successfully established a clear sense of team work within the school, involving teaching and support staff, governors and parents. There is a strong sense of common purpose and securing the commitment of all to continuous improvement. All staff, governors and parents are well informed, consulted and involved in decision making.
7. One example of this is the way in which all staff and governors are closely involved in agreeing the priorities in the school development plan, and taking responsibility for them. This, together with a very well planned programme of staff development, results in effective improvements, such as those made in curriculum planning, assessment and the provision for ICT since the previous inspection. These have contributed to raising standards. The close co-operation and sense of shared responsibility among all staff also leads to a remarkably consistent approach to the way pupils are managed and to all aspects of teaching and learning across the school. This has a significant impact upon the good progress that pupils make.
8. The governing body fulfils its responsibilities well. The governors are committed to the school and take an active interest in all aspects. They contribute effectively to policy and decision making through committees and full meetings, fulfilling their roles as "critical friends" very well. Reasons for this include the positive developments in their monitoring procedures, which help to inform their good understanding of the strengths and weaknesses of the school. Governors are enthusiastic participants in annual "Away Days", when governors and staff are jointly involved in reflection of the school's strengths and weaknesses and school development planning. As a result, governors maintain a very clear focus upon school improvement.

Relationships at all levels are outstanding, and fully reflect the school's mission statement, and this has a very positive effect upon pupils' very good attitudes, behaviour, personal development and standards achieved.

9. The school's mission statement "I am special and others are special to me" is fully reflected in all aspects of the life and work of the school and is strongly rooted in the school's Christian tradition. Adults have excellent relationships with pupils throughout the school. They base their management of pupils on these relationships and have a good rapport with their classes. As a result of the very good relationships and the opportunities that pupils have to respond to the spiritual, moral, social and cultural provision in the curriculum, pupils behave very well. In assemblies, circle time and in

class discussions on personal and social issues, pupils respond very positively and they relate their own feelings well to those of others.

10. Pupils are enthusiastic about coming to school and are eager to learn. Their very good behaviour in the classroom and around the school reflects their confidence and certainty that all school staff value them. Pupils ask perceptive questions and listen carefully to each other's answers and this is a very good improvement since the previous inspection. All pupils from the youngest age demonstrate an openness, politeness and friendliness to visitors and to each other. They are very supportive of each other and very protective and caring of others that have difficulties.
11. The excellent teamwork between adults in the school is a major factor in pupils knowing what is expected of them. A very good example of this is the close co-operation between teachers who jointly teach the Year 6 class. Consistent expectations of behaviour are set and pupils respond by behaving very well in and out of lessons and at break times. There are clear rules for what is acceptable and unacceptable behaviour, which pupils know and respond to well. Pupils are spoken to positively and listened to with respect for their opinions. This helps pupils to understand that their work is worth doing as people are genuinely pleased to see it. Within classrooms, teachers and assistants work together effectively and make sure that all individuals receive the support and attention they need. Teachers work well together within their key stages to plan the curriculum and share their views of assessment. Administrative staff liaise very effectively with parents and ensure that any messages or concerns are passed on to the appropriate teacher. Lunchtime staff demonstrate a similar positive approach and show that they too value what pupils have to say.
12. In one very good science lesson in Year 6, pupils listened carefully to the review of an earlier lesson about sound. The very good relationships established with pupils led to high quality and perceptive discussion about the differences in sound created in air compared with sound created in a vacuum. The teacher's careful introduction of appropriate vocabulary enhanced pupils' learning effectively. As a result, pupils' understanding of the investigation was enhanced. Pupils' discussion indicated that their understanding was above that expected for pupils of their age.
13. All adults provide very good role models for pupils. The resultant quality of relationships throughout the school makes it a happy place for staff and pupils to be. In addition, a corporate culture for the celebration of pupils' academic success is created and this leads them to be proud of what they do and to share in the success of others. As a result, boys and girls work hard to achieve their best in all subjects.

The quality and range of learning opportunities are very good for pupils to achieve well.

14. Staff and governors have worked hard to improve the quality and range of learning opportunities since the previous inspection. All curriculum policies are now in place and used and reflect national guidelines. The curriculum is broad and balanced and fully meets statutory requirements. Time allocations to subjects are well considered and reflect the priorities agreed by staff and governors. There is a good range of extra-curricular activities for pupils in Key Stage 2, and these include football, netball, gardening, basketball, athletics, dance and table tennis. The total attendance at clubs each week is well over half the number of pupils in the school. However, there are no extra-curricular activities for pupils in Key Stage 1. Visiting teachers provide tuition in the violin, brass, woodwind and guitar. Visitors to the school, as well as well-planned visits, make a good contribution to pupils learning and motivate pupils to work hard. In addition, there are residential visits to Lodge Hill, West Sussex in Year 5, and to the Isle of Wight for pupils in Year 6, and these support the work in history and geography. The good balance and range of activities provided make a significant impact upon pupils' learning.
15. Although the time the school spends explicitly teaching science is lower than in most schools, good use is made of the time and the subject is well enhanced in other subjects across the curriculum; for example, in personal, social and health education. Good use is made of the science time because teachers' subject knowledge is good and they expect pupils to reach high levels of understanding; for example in one Year 3 lesson investigating magnetism, pupils were challenged to make a compass. The work was appropriately set to meet the needs of all pupils, including those

with special educational needs and the higher attainers. Regular intervention by the class teacher and skilful questioning ensured that learning moved at a rapid pace. As a result, pupils demonstrated levels of understanding that were above that expected for their age.

16. The school has made very good improvements in the provision for information and communication technology since the previous inspection. The school staff, parents and governors have worked hard to improve the overall provision for this subject and all areas of the programmes of study are now well covered. The newly established ICT suite has created a very good facility, in which groups of pupils work. In addition, the school has the benefit of a part-time ICT technician who works with pupils. Parent helpers, who have received appropriate training, effectively support this work.
17. Pupils make very good use of the ICT suite, and the timetabled use of this provision is effective. In one very good ICT lesson observed in Year 5, the class teacher revised and further developed the skills required to successfully use a paint program. The lesson began by sharing the objectives of the lesson with pupils. The work of the artist Matisse was discussed with consideration given to the choice of colours, the shapes used and the resultant effect. As a result, pupils were clear as to what the outcome of the session would be and clearly aware of the skills that they would need to learn. The teacher's good quality demonstration of turning, moving, rotating and layering on the classroom computer gave pupils confidence to experiment when their turn came to work in the ICT suite. The ICT technician effectively supported their learning and pupils' ideas were extended appropriately. As a result, when pupils returned to the class for a review at the end of the lesson, all were in a good position to use these newly acquired skills in their future work. One very good feature of these sessions is the careful way in which pupils' learning is monitored by the ICT technician, recorded and shared with class teachers. This successful strategy means that pupils' progress is effectively monitored and gaps in learning identified. Similarly, pupils in the reception class developed early work in using and controlling a mouse. The work was well supported by the ICT technician and children are effectively introduced to working more independently in the computer suite. All were comfortable with the idea of working in another part of the school, with another adult. As a result, pupils' confidence and self-esteem, in addition to the development of ICT skills, were enhanced.
18. Homework is used appropriately to extend and enrich pupils' learning throughout the school. Pupils regularly take home books to read, and parents and teachers complete reading diaries. As a result, pupils see learning as a partnership between home and school and this increases pupils' motivation and willingness to learn. One example of the effective partnership between home and school in pupils' learning is that redundant school computers have been loaned to pupils whose families do not already have a computer. By doing this, the school has ensured that the equality of provision for pupils to use ICT has been enhanced, with the resultant positive impact upon pupils' learning.

WHAT COULD BE IMPROVED

No significant weaknesses were identified during the inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There are no key issues identified from the inspection.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	33	67	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	191
Number of full-time pupils known to be eligible for free school meals	4
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	29
English as an additional language	No of pupils
Number of pupils with English as an additional language	8
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
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
	2000	16	12	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	13	15
	Girls	10	12	11
	Total	26	25	26
Percentage of pupils at NC level 2 or above	School	93 (89)	89 (89)	93 (96)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	10	10	10
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	89 (93)	89 (86)	89 (96)
	National	84 (82)	88 (86)	88 (87)

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
	2000	19	15	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	17
	Girls	15	15	15
	Total	33	32	32
Percentage of pupils at NC level 4 or above	School	97 (87)	94 (77)	94 (87)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	17
	Girls	14	13	15
	Total	32	30	32
Percentage of pupils at NC level 4 or above	School	94 (90)	88 (87)	94 (80)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	164
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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)	8.6
Number of pupils per qualified teacher	25.9:1
Average class size	25.9

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	149

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	372705
Total expenditure	366138
Expenditure per pupil	1744
Balance brought forward from previous year	6940
Balance carried forward to next year	13507

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	210
Number of questionnaires returned	88

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	5	0	0
My child is making good progress in school.	47	51	1	0	1
Behaviour in the school is good.	44	55	1	0	0
My child gets the right amount of work to do at home.	44	49	6	1	0
The teaching is good.	65	35	0	0	0
I am kept well informed about how my child is getting on.	35	50	14	1	0
I would feel comfortable about approaching the school with questions or a problem.	69	27	3	0	0
The school expects my child to work hard and achieve his or her best.	69	30	1	0	0
The school works closely with parents.	49	44	6	0	1
The school is well led and managed.	77	22	0	0	1
The school is helping my child become mature and responsible.	74	25	1	0	0
The school provides an interesting range of activities outside lessons.	26	44	20	2	7