

INSPECTION REPORT

ST JOSEPH'S CATHOLIC INFANT SCHOOL

Birtley

LEA area: Gateshead

Unique reference number: 108389

Head teacher: Mrs P Baggaley

Reporting inspector: Mrs A Pullan
30839

Dates of inspection: 20 – 21 June 2000

Inspection number: 193947

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary aided
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Mitchell Street Birtley Durham
Postcode:	DH3 1LU
Telephone number:	0191 4102324
Appropriate authority:	The governing body
Name of chair of governors:	Reverend Father A A Duffy
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Joseph's is a voluntary aided Catholic School. It caters mainly for catholic pupils aged four to seven from the parish of Birtley, which includes Kibblesworth. The school is near the centre of Birtley but pupils travel from surrounding areas to attend the school because of its religious affiliation. There are 80 pupils on roll, 33 boys and 47 girls. On starting the school pupils' achievements are typical of four year olds. There are fewer pupils identified as having special educational needs than is typical for a school this size although the number of pupils with a statement of educational need is average. Less than a quarter of the pupils are eligible for free school meals (23 per cent), which is similar to most schools. There are no pupils at the school from an ethnic minority background and only one child has English as an additional language.

HOW GOOD THE SCHOOL IS

St Joseph's Catholic Infant School is an extremely effective school. Pupils enter the school with an average level of achievement. As a result of very good teaching throughout the school, pupils make very good progress in all areas of the curriculum. By the end of Year 2, pupils achieve very high results in the national tests. The school is extremely well led by the head teacher but all staff work closely together as a team to ensure that the school's aims are well reflected in their work. The school provides very good value for money.

What the school does well

- The quality of teaching is very good and pupils achieve high standards.
- There is excellent provision for pupils', spiritual, moral, social and cultural development. As a result, pupils' attitudes and behaviour are very good.
- The school is very well led and managed.
- The school provides a very good curriculum that is enriched through visits.
- The school works very well with parents.

What could be improved

- Procedures for child protection.
- Provision for outdoor play for those children who are not yet five.

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 November 1996. The previous report identified two key areas for improvement: to develop a systematic and targeted approach to monitoring and evaluating the work of the school and to develop guidelines and schemes of work in English. The school has fully addressed both of these issues since the last inspection. There are now clear guidelines for monitoring the quality of pupils' work and the quality of teaching. These involve the head teacher, teachers and governors. This monitoring is then evaluated and either targets for improvement are set or alterations are made to the current provision to address any areas of weakness. The school fully implements the Literacy Hour and staff are very competent at teaching this area of the curriculum. Consequently attainment in English is high.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	B	A	A	A*	well above average A above average B average C below average D well below average E
Writing	A	A	A	A*	
Mathematics	A	A	A	A	

A* indicates that the school's results are in the top 5 per cent nationally

The school has maintained its very good results from the time of the last inspection. The overall trend within the school shows maintenance of high reading standards, writing has improved (faster than it has nationally) and mathematics has dropped slightly but not significantly. The work seen during the inspection shows that pupils achieve well in all areas of the curriculum. They produce good quality writing and reading is also of a high standard. There are high standards in both mathematics and science and the school gives a particular emphasis to pupils being able to apply what they have learnt to solve problems and take part in experiments. The school analyses the results of tests well and sets challenging targets. They have always achieved these targets and usually exceed them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils listen very well to their teachers and become deeply involved in their work.
Behaviour, in and out of classrooms	Very good. Pupils are very aware of how to treat each other and play well together, especially on the playground.
Personal development and relationships	Very good. Pupils show mature attitudes. They care for the school environment and the people in it. Older pupils show a responsibility to younger ones in the way they look after them.
Attendance	Satisfactory.

The pupils in the school are extremely polite, friendly and welcoming. They have a clear sense of right and wrong and are keen to treat all people correctly, for example, they initiated a discussion when the fun-fair was in the town about how to treat travellers or new people fairly. They share information with one another and are keen and willing to take part in any projects that the school is involved with, such as the recent dance festival and a musical the Year 2 pupils are about to perform. No incidents of misbehaviour were seen during the inspection but some pupils were aware that they had "let themselves down" with their attitude towards the dinner supervisors and were keen to make amends.

TEACHING AND LEARNING

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

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

The quality of teaching is very good. In the ten lessons seen 30 per cent of the teaching was judged to be good with 70 per cent being very good or excellent. There were no unsatisfactory lessons. All teachers teach the basic skills of literacy and numeracy extremely well. Lessons are conducted at a good, brisk pace and new lessons build directly on what pupils have previously learnt. This means that pupils make very good progress in these subjects which results in high attainment. All teachers show an enthusiasm and joy for teaching. They plan well to make their lessons interesting and enjoyable. As a result pupils learn very well. Teachers know their pupils very well and provide lessons that are challenging and motivated but that are also well matched to the needs and abilities of all pupils. This means that pupils make very good progress in their work because they are stimulated and keen to learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is an excellent curriculum in Key Stage 1. The curriculum throughout the school is enriched by visits out of school; the use of the school's grounds and good use of the local area. There is very good provision children under five. However, there is no opportunity for them to experience out-door adventurous play on a regular basis.
Provision for pupils with special educational needs	Very good. There are very few pupils identified as having special educational needs. Teachers know their pupils very well and provide well matched activities to help pupils reach the targets identified in their individual education plans. However, parents could be more involved in the setting and reviewing of pupils' individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The school places a great emphasis on developing pupils personally and socially. The wide range and use of visits and involvement with nature means that the pupils encounter many new experiences. The school provides many opportunities for pupils to participate in musical, dance or art activities. They link these experiences well to other cultures of the world.
How well the school cares for its pupils	Satisfactory. However, the school does not have a policy for dealing with child protection that is known and understood by all staff.

The school places an appropriate emphasis on English and mathematics but balances this very well with all the other curriculum subjects. A major strength of the school is the opportunities that pupils are given to be involved in many first hand, practical experiences. An example of this is a visit to Saltwell Park which the pupils described as "walking on a carpet of pink blossom". This gives pupils an excellent understanding and knowledge of many areas of the curriculum as well as developing their spiritual awareness. Through the school's excellent programme of personal and social education pupils are very aware of their own and other peoples' feelings. For example, pupils understand about "self giving" and describe such things as helping their brother to make a model or helping granny make Sunday dinner. The school knows its pupils very well

and takes an interest in them as individuals. Pupils are encouraged to discuss feelings and emotions in ‘family’ groups consisting of pupils of differing ages. This develops pupils’ understanding of other peoples’ reactions and promotes tolerance and understanding.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. There is no deputy head teacher but all the teachers work very well together as a team. There is a clear, shared educational direction for the school.
How well the governors fulfil their responsibilities	The governors know the school well and are involved in setting future developments and priorities for the school. Governors have improved their monitoring of the curriculum and some are involved daily with the school.
The school’s evaluation of its performance	Very good. The school analyses test results well and clearly identifies areas for development. Subject leaders and the head teacher use the school’s good monitoring procedures to effectively evaluate the quality of teaching and pupils’ achievements.
The strategic use of resources	Good. There are good procedures for setting the school’s budget and monitoring all the school’s finances. The school fully complies with all the principles of best value and gives very good value for money.

Most of the teachers have management responsibilities and carry them out well. The focus of all decisions made is to either improve pupils’ academic achievement or to develop them personally and socially. All staff have very high expectations of pupils’ achievement and behaviour and work together to promote these. The school continually improves upon previous performance in all areas of the curriculum because of the effective monitoring and evaluation procedures it has in place. The school development plan is a useful document and the success criteria identified in it have recently been improved and are now specific enough to measure if improvements have been effective.

PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their child likes school. • Their child makes good progress in school. • Behaviour in the school is good. • The teaching is good. • They are well informed about how their child is doing. • They feel comfortable about approaching the school. • The school expects their child to work hard. • The school works closely with parents. • The school is well led and managed. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of work their child does at home.

The inspectors agree with all the positive comments made by the parents. Parents are right to be very

happy with the school. Inspectors disagree with the very small number of parents who feel that children do not get the right amount of work to do at home. The homework set is relevant and not excessive. Inspectors agree with the positive comments of parents that the school has a lovely atmosphere and that one of its strengths is the attitudes and values it develops in pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching is very good and the pupils achieve high standards.

1 The school's results in the national tests for seven year olds in 1999 were well above what most schools achieved. When compared to schools with a similar number of pupils eligible for free school meals, the school's results are in the top five per cent in reading and writing and well above average in mathematics. One of the reasons the school achieves so well in the tests is the high quality of teaching.

2 A great deal of thought and energy goes into teaching in this school. Teachers show a joy and enthusiasm for teaching and try to make lessons interesting and stimulating to motivate and challenge pupils. An example of this was seen in the reception class when, to show pupils how some materials once changed can't be changed back, the teacher and pupils made strawberry, chocolate and banana milkshakes. The teacher incorporated many aspects of science into this lesson including the safe use of electricity. As a result of this, the pupils not only fully understood the principles and ideas involved but could also relate them to real life situations. Most lessons have practical activities in them which gives pupils a firm understanding of what is being taught, resulting in high achievement. Teachers' presentations are lively and animated and, as a result, pupils are keen to be involved and try to produce their best work. For example, in Year 2, when working on writing their own riddles the vibrancy with which the information was presented meant that the pupils relished the secrecy of the task and applied themselves diligently. Teachers set high standards for themselves and expect equally high standards from the pupils. Pupils respond to this readily and eagerly, striving to please the teacher by producing work of a high standard and improving on their previous work.

3 Lessons are well planned and are based on careful assessments by teachers to ascertain what pupils know, understand and are able to do. This knowledge about pupils is further enhanced by the use of good questioning by teachers. Teachers use a range of questions well, for example, they use questions that require an exact and precise answer to find out what pupils know, such as in mental mathematics activities where the correct answer is crucial. They also use questions that give pupils the opportunity to explain their own thoughts and ideas, such as in discussions where pupils are asked to explain why people may have acted in a particular way to a given situation. The result of this is that teachers know their pupils very well and match activities to both the needs and the abilities of the pupils. A good example of this was in Year 1 when the teacher prepared a range of activities in science. Some pupils grouped animals according to their characteristics, some pupils made accurate observations of animals and pupils with good reading skills conducted independent research to find out more about particular animals.

4 In literacy lessons pupils are challenged by teachers' high expectations. For example, in Year 2, pupils were asked to write their own riddles. However, the teacher insisted on the development and use of varied vocabulary and pupils responded with phrases such as, "You might hear my gigantic roar from a distant plain" and "This predator stalks sneakily". Pupils drafted their riddles but were then asked how they could be improved and whether spellings had been checked in dictionaries. By the end of the lesson all pupils fully understood how riddles were written and some very good clues evolved, for example "Your kind has been searching for life forms on me. A chocolate bar is named after me". The riddles were then presented to pupils in Year 1 and reception to see if they could solve them. This gave the pupils a good experience of writing for a particular audience but also gave them the opportunity to share their work with others making them feel valued.

5 Teachers have adopted the numeracy strategy well and start each lesson with a brisk mental session. The main activities of the numeracy strategy are well matched to the differing abilities of pupils in each class. For example in a numeracy lesson in Year 1, the teacher taught addition by using words where

each letter had a numerical value. Pupils were then asked to add up the total value of the word. Words varied in their difficulty so that some pupils were totalling four or five numbers whereas others were only totalling two or three numbers and they were able to use cubes to help them count. Pupils capable of higher attainment then progressed to working out the numerical value of their names. By the end of the lesson all pupils were confident and enthusiastic about working with numbers so that in the final part of the lesson many pupils had their hands up ready to answer the question the instant the teacher had completed the sum.

6 Teachers in all classes manage and organise their lessons very well and make good use of support assistants. Teachers expect pupils to behave correctly and to want to learn. As a result, pupils settle quickly to their work and pay good attention to teachers and adults. For example, in the reception class while the teacher worked with a group of pupils making milkshakes the nursery nurse took a group of pupils outside to collect and observe mini-beasts. Other pupils worked independently on activities chosen by themselves but thoroughly prepared by the teacher. All pupils showed good levels of concentration and, because of the good organisation, time was used efficiently and effectively.

7 The very good quality of teaching in the school results in pupils achieving high standards throughout the school.

There is excellent provision for pupils, spiritual, moral, social and cultural development. As a result, pupils' attitudes and behaviour are very good.

8 The school tries hard to create a "family" ethos and this very welcoming atmosphere is apparent the moment you enter the school. The head teacher has excellent relationships with pupils and staff and leads very much by example. All staff know the pupils very well and value each of them as individuals.

9 The school has recently introduced an excellent programme to develop pupils' personal and social education. Each week pupils meet in "family" groups, which consist of pupils of different ages. These groups, led by adults and teachers, then discuss a variety of topics. For example, pupils are asked to describe what makes them angry and why. They express what it feels like to be angry and to imagine what other people feel like when they are angry. Discussions then develop into understanding how their actions impact on others and what things they can do to consider other people's feelings. During this period pupils are given time to reflect on how their action during the previous week may have affected others.

10 The school places a great deal of emphasis on pupils learning to care for each other. For example, pupils put leaves on a "self-giving" tree to describe how they help others. They described doing such things as helping their brother to make models, helping "mam" do the dishes and helping granny to make Sunday dinner. Year 2 pupils wrote on their footprints where their footsteps might lead and described such things as giving flowers to grandma and giving mum and dad hugs. Pupils are keen to describe the correct way to treat people and have a very good awareness of people's feelings. Much of this is as a result of teachers being very good role models. For example, in Year 2, when calling the morning register the teacher had a personal greeting for each child rather than just calling their names out. This makes pupils feel highly valued and cared for.

11 Staff take every opportunity to make pupils feel appreciated and valued. This is done during lessons in the form of appropriate reward and praise and all around the school there are reminders and demonstrations of how valued pupils are. For example, in the hall there is a large "congratulations" board and information is put on about pupils various achievements in areas such as swimming, gymnastics or participating in the local dance festival. There is a "well done" board displaying pieces of pupils' good work. All classrooms have areas dedicated to celebrating pupils' achievements. For example, in Year 1 each pupil has a card on which the teacher can write what they have done well. This card is then displayed on the "well done" board. The reception class has a large display of pupils' self-portraits with examples of how each person is special.

12 Pupils listen attentively to teachers and are keen to become involved in lessons. For example, in a literacy lesson in reception, pupils listened very carefully to the teacher to find out about the honeybee and were very eager to answer the teachers' questions about how to use a contents page. They were then very keen to use information books to find out more about the honeybee for themselves. They worked companionably alongside each other when writing independently and showed good co-operation and sharing when using the books.

13 Pupils are proud of their school. They behave very well in classes and around the school. In the playground, pupils play harmoniously together and share equipment well. The school has recently developed a very good booklet that is given to pupils and parents as they start the school. This booklet clearly outlines how the school expects pupils to behave and what the system of rewards and sanctions are. The emphasis is that behaviour is the collective responsibility of everyone in the school. This was clearly demonstrated when three pupils spoke in an inappropriate way to a dinner supervisor. The pupils involved had a clear sense of the "wrong" they had done and were keen to make amends.

The school is very well led and managed.

14 The head teacher has a very clear educational direction for the school and manages the school very well. There is no deputy head teacher but most staff have management responsibilities which they carry out effectively. As a team, they have accurately identified the school's strengths and weaknesses and have set clear targets for future development. The head teacher has a high profile around the school and often works in classrooms or with small groups of pupils, for example teaching literacy in the Year 1 classroom on a regular basis to support the newly qualified teacher.

15 The work of the school is monitored very effectively and focuses on the quality of teaching and the impact this has on pupils' learning. Both the head teacher and subject leaders visit classes regularly to monitor teaching and planning. Pupils' work is analysed and staff discuss and agree targets for each pupil. The head teacher and subject leaders analyse the school's results in the national tests for seven year olds very effectively to identify weaknesses in the school's curriculum and to set targets.

16 The governing body are fully involved in the life of the school and the head teacher ensures that all governors are kept informed about new educational developments. The governors and staff are involved in the production of the school's development plan which accurately identifies the areas the school can improve or develop.

17 The school very much operates as a team that has a common purpose and puts the pupils and their achievements first. This has a positive impact on the progress pupils make and the standards they achieve.

The school provides a very good curriculum that is enriched through visits.

18. The school has fully adopted the national literacy and numeracy strategies. It gives a correct emphasis to these subjects but has also maintained and developed all other subjects in the national curriculum. The pupils of this school experience a very rich and varied curriculum.

19 The school strives to provide as many first hand and practical experiences as possible. Wherever possible visits out of school are used to enhance the curriculum. For example, when learning about various means of transport the reception children went on a "Transport Journey". With the help of many parents the children walked from school to the bus stop. They took the bus to the metro station and then took the metro to the ferry. The ferry took them to another metro and they then went onto the airport. After having lunch and seeing the aeroplanes the pupils returned to school by bus and metro. As a result, the children

not only have a very good knowledge and understanding of different forms of transport but also what it feels like to travel on them.

20 Visits outside school are often linked to develop two or three subject areas. For example a visit to Beamish Museum was used to develop historical knowledge, writing about the visit was developed in literacy and drawings about the artefacts seen were developed in art. In addition, the pupils were able to experience the Victorian classroom in role play.

21 The school uses the local area and school grounds very well. In a science lesson in reception, pupils used the school grounds to collect mini-beasts. When they had collected them they observed them under a magnifying glass. The pupils were absolutely amazed at the effect the magnifying glass had and some were delighted, others horrified, at how many legs a woodlouse had!

22 The school also makes very good use of visitors, especially those who have a particular expertise. One such example is the involvement of a music specialist. Working alongside the class teacher the music teacher developed and wrote a new musical for the pupils to perform. This involved the pupils writing their own songs and describing the type of music that should accompany it. The musical was based around pupils' studies of Africa and the percussion instruments used to enhance the music were authentic African instruments. These included shakers made from goats' toenails, an African baby's rattle and a "giraffe" shaker. Pupils had a great deal of fun in these lessons and their work in English, drama, physical education and music was developed extremely well.

23 As a result of a rich and varied curriculum the pupils have high standards in all curriculum areas.

The school works very well with parents.

24 Parents are made to feel very welcome in the school. They are very supportive of the school and are keen to be involved in activities both in and out of the school. Many parents work with pupils both in classrooms and in small groups that are taken out of class for additional support. This complements the work done by teachers and adds to the high quality of education that the school provides.

25 The school has very good arrangements for involving parents when their child first starts school. They are given good clear information as to procedures and are invited into school with their children for visits. There are regular meetings to inform parents about school developments such as the literacy and numeracy strategies and these are well attended.

26 Parents are invited to share in the life of the school and regularly attend assemblies. There is a good homework policy in which parents take a full share in the responsibility for planning and checking work done at home.

27 Parents of pupils who have a statement of special educational need are fully involved in making decisions about the support provided for their children. They are invited to and attend review meetings and are involved in helping pupils reach the targets identified in their individual education plans. However, parents of other pupils who have been identified as having special educational needs could be more involved in the review process and in helping to identify targets for their children's individual education plans.

28 As a result of very good links, parents have very positive attitudes about the school.

WHAT COULD BE IMPROVED

Procedures for child protection.

29 The school does not have any children who are deemed at risk at this time. However, procedures for child protection are not sufficiently identified and understood.. The school does not have a current policy and all staff are not fully aware of the procedures.

Provision for outdoor play for children under five.

30 The school has a reception class for children under five. Whilst the resources provided for children under five are adequate overall, there are no mobile toys or large soft play equipment. This places some restriction on the opportunities the school provides for developing pupils' physical and social skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31 The school should now:

- (a) provide the appropriate resources for the under fives to promote these children's physical and social development; (paragraph 29)

- (b) provide the necessary policy and training for all staff to understand the school's child protection procedures; (paragraph 30)

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	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
20	50	30	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- Y2
Number of pupils on the school's roll (FTE for part-time pupils)	80
Number of full-time pupils eligible for free school meals	18

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	5

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

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	1

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	10	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	16	16
	Girls	10	10	10
	Total	24	26	26
Percentage of pupils at NC level 2 or above	School	92% (90%)	100% (100%)	100% (100%)
	National	82% (80%)	83% (81%)	87% (84%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	10	10	10
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	100% (100%)	100% (100%)	100% (100%)
	National	82% (81%)	86% (85%)	87% (86%)

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	80
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	20
Average class size	27

Education support staff: YR – Y2

Total number of education support staff	1
Total aggregate hours worked per week	32

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	0	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.

Financial information

Financial year	1999 - 2000
	£
Total income	168,812
Total expenditure	170,124
Expenditure per pupil	2,101
Balance brought forward from previous year	0
Balance carried forward to next year	-1,312

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	80
Number of questionnaires returned	40

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	18	0	0	0
My child is making good progress in school.	90	10	0	0	0
Behaviour in the school is good.	68	30	2	0	0
My child gets the right amount of work to do at home.	62	28	5	5	0
The teaching is good.	95	2	0	0	2
I am kept well informed about how my child is getting on.	85	13	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	85	12	2	0	0
The school expects my child to work hard and achieve his or her best.	85	15	0	0	0
The school works closely with parents.	78	20	2	0	0
The school is well led and managed.	80	20	0	0	0
The school is helping my child become mature and responsible.	75	22	2	0	0
The school provides an interesting range of activities outside lessons.	55	25	5	0	15