

INSPECTION REPORT

**ST FRANCIS DE SALES CATHOLIC INFANT
AND NURSERY SCHOOL**

Walton, Liverpool

LEA area: Liverpool

Unique reference number: 104651

Headteacher: Miss A M Broad

Reporting inspector: Dr B Male
14906

Dates of inspection: 9-10 May 2001

Inspection number: 195392

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:	3-7
Gender of pupils:	Mixed
School address:	Margaret Road Walton Liverpool Merseyside
Postcode:	L4 3RX
Telephone number:	0151-525-8489
Fax number:	0151-525-9345
Appropriate authority:	The Governing Body
Name of chair of governors:	Father John B Thompson
Date of previous inspection:	17 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
14906	Dr B Male	Registered inspector
9652	Mr C Herbert	Lay inspector
20499	Mrs P Brittain	Team inspector
18652	Mr R Bissell	Team inspector

The inspection contractor was:

Staffordshire and Midlands Consortium

Mr I H Jones
Kingston Centre
Fairway
Stafford
ST16 3TW

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This Catholic Aided Infant and Nursery School takes pupils from three to seven years old and is maintained by the Liverpool Local Education Authority. It serves the Walton area. At the time of the inspection there were 323 full-time pupils on roll in 12 classes. There were an additional 120 children attending the nursery on a part-time basis. Most pupils start school with standards of attainment below those usually expected. Forty per cent of the pupils are eligible for free school meals which is well above the national average. Twenty one per cent of the pupils are on the Special Needs Register which is in line with the national average. There is no pupil for whom English is an additional language; this is below the national average.

HOW GOOD THE SCHOOL IS

This is a good school providing a secure and positive environment within a Catholic ethos. Pupils make very good progress across the school and attain standards well above those of similar schools. Standards of behaviour are very good, and the pupils have very good attitudes to work. The headteacher and senior staff manage the school effectively. The quality of teaching is good overall. The very good progress results from the good teaching, the pupils' very positive attitudes to work and from the support they receive from their parents. The school gives very good value for money.

What the school does well

- Standards of attainment in English and mathematics are well above the average of similar schools.
- Pupils' behaviour and attitudes to their work are very good, and there are very good relationships across the school.
- The school provides good support for pupils with special educational needs.
- Teachers have worked hard in order to introduce the National Literacy and Numeracy Strategies and the Foundation Stage Curriculum in the same year.

What could be improved

- The school could develop its use of evaluation information to target resources and teaching.
- The recent developments in the role of the governors and the school's partnership with parents need to be continued.

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 March 1997, and has maintained its above average standards since then. The school's scores in national tests for seven year olds remain well above the average of similar schools in English and mathematics. The quality of teaching is still good overall. Pupils' standards of behaviour and attitudes to their work are very good. The school has addressed all of the key issues raised by the last report: the management of children in the nursery has been improved, the curriculum for children under five is now more effectively organised, and there is good training to support nursery staff. The school has a good capacity to continue its trend of well above average standards.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A	A	B	A*
Writing	A	A	B	A
Mathematics	A	A	B	A

<i>Key</i>	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In 2000, standards of attainment were above the national average in reading, writing and mathematics. Compared to similar schools, standards were in the top five per cent in reading and well above average in writing and mathematics. Standards were slightly lower than in previous years because there was a higher proportion of pupils with special educational needs. Inspection findings show that standards have been maintained this year in reading and mathematics, but are likely to be in line with the national average in writing. Present Year 2 pupils entered the school with standards of attainment that were below average. They have made very good progress through the school to be above the national average in reading and mathematics by the time they are seven. This represents very good achievement for the pupils. The very good progress results from the good quality of the teaching, the pupils' very good attitudes to school and the support of parents.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They take an interest in their work and are keen to learn. They sustain their concentration well when their learning activities are sufficiently challenging.
Behaviour, in and out of classrooms	There are very good standards of behaviour across the school. Pupils are polite and friendly and respectful of adults. They listen attentively in class.
Personal development and relationships	Relationships are very good across the school. Pupils have a caring attitude and are concerned for others. There are limited opportunities for pupils to take responsibility for themselves or to take the initiative.
Attendance	Attendance has improved significantly this year, but is still just below the national average.

TEACHING AND LEARNING

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

In the school as a whole, the quality of teaching and learning was good overall. Of the lessons seen, 55 per cent were good or better with 10 per cent very good, and 45 per cent satisfactory. Teachers have very good relationships with their pupils and a caring approach. They have worked very hard to ensure that the significant changes this year of implementing the National Literacy and Numeracy Strategies and the Foundation Stage Curriculum have been successful. They are to be commended for their work in this area.

The features of the good and very good teaching are the quick pace to lessons and the clear focus on the learning objectives. Explanations are clear and the learning activities provide good challenge to all pupils. In the best lessons there is a lively approach and range of activities that excite and enthuse the pupils. Pupils are involved in wide range of teaching and learning strategies such as first-hand investigative work, different ways of recording information and small group discussion. There is good support for pupils with special educational needs, and the school meets the needs of all pupils well.

There is good teaching and support from teaching assistants across the school. Teachers ensure that the assistants are well informed about the lesson objectives so that their support can be most effective.

There is some good teaching and support for pupils with special educational needs by teachers and teaching assistants that ensures that almost all pupils attain the expected levels by the age of seven.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and generally balanced and meets the requirements of the National Curriculum. There is a natural emphasis on literacy and numeracy but relatively less emphasis information and communication technology. There is a good range of activities provided in the Nursery and Reception classes, and the recent reorganisation of the Foundation Stage Curriculum is ensuring that there is an appropriate balance.
Provision for pupils with special educational needs	The school makes good provision for these pupils. There are effective individual education plans with very clear targets. There is good focused teaching of groups by teachers and teaching assistants.
Provision for pupils' personal, including	The school makes generally appropriate provision for spiritual, moral, social and cultural development, but provision for multi-cultural education

spiritual, moral, social and cultural development	is limited. Pupils' personal development would be enhanced by more opportunities to take responsibilities around the school and in their learning.
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Aspect	Comment
How well the school cares for its pupils	The school provides a caring and supportive community. There are good arrangements for health, safety and welfare, and particularly good support for pupils from supervisory staff. There are thorough arrangements for assessing pupils' progress, but the school now needs to extend the use it makes of this information.

Parents are generally supportive of the school, and make a good contribution to their children's education through their support for work at home and their desire for their children to do well at school. Few parents help in school, but the school has started recent initiatives, such as a parents' council and the appointment of a teacher with responsibility for liaison to promote greater involvement.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher manages the school effectively and has overseen many new initiatives in a fairly short time. There is a good structure for management through year group leaders, but the school needs to ensure that the system provides continuity, and shares good practice and information between the year groups.
How well the governors fulfil their responsibilities	The governors have recently started to develop their role, and need to continue this development in order to ensure that they exercise an effective overview of the school. They need to ensure that all important matters are fully considered and that systems are developed for tracking the outcome of decisions.
The school's evaluation of its performance	The school is developing its procedures for evaluating performance and collects a great deal of useful information. It is now ready to make further use of this information in targeting resources and teaching.
The strategic use of resources	The school allocates resources appropriately and ensures that the principles of best value are followed. The school receives an income close to the national average for infant schools and provides good teaching and ensures that the pupils make very good progress. It therefore provides very good value for money.

There is a good level of staffing overall. The accommodation is spacious, except in the Nursery where indoor space is barely adequate for the number of children. There is a generally adequate level of teaching and learning resources across the school, although those for information and communication technology are still being developed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none">• Children like coming to school.• The good quality of the teaching.• The good progress that children make.• The school's high expectations.• That the school is open and approachable.• The quality of the leadership and management.	<ul style="list-style-type: none">• The range of extra-curricular activities.• The quality of information about how their children are getting on.

Parents were supportive of the school in their meeting with inspectors and in the replies to the questionnaire. The inspection agrees with their positive feelings about the school, and also agrees that the quality of information could be improved. The range of extra-curricular activities has recently been reduced, and parents will have noticed the difference, but the reduced range is normal for an infant school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment in English and mathematics are well above the average of similar schools

1. The school's scores in national tests for seven year olds in 2000 were above the national average in reading, writing and mathematics. Compared to similar schools, standards were in the top five per cent in reading and well above average in writing and mathematics. Standards were slightly lower than in previous years because there was a higher proportion of pupils with special educational needs in that particular year group.
2. Inspection findings show that standards have been maintained this year in reading and mathematics. Standards are likely to be slightly lower in writing, but still in line with the national average and above the average of similar schools. Present Year 2 pupils entered the school with standards of attainment that were below average, and there is a higher than usual proportion of pupils with special educational needs. They have made very good progress through the school to be above the national average in reading and mathematics by the time they are seven. This represents very good achievement for the pupils.
3. This very good progress results from the good quality of the teaching, the pupils' very good attitudes to school, and the support and encouragement they receive from their parents. The good teaching and support for pupils with special educational needs has been particularly significant in ensuring the high overall standards, because the support ensures that nearly all pupils attain at least the expected level (Level 2) by the age of seven.
4. Standards in reading are above the national average and well above the average of similar schools. Children make a good start to their reading and even in the Reception classes are already able to use a range of strategies to establish the meaning of words. For example, in a very good Reception class lesson, the teacher covered up some words within sentences and children were able to work out their meaning through the initial letter and from its context within the whole sentence. This involves a higher level of understanding than spelling out the word itself. By the age of seven, pupils are able to read a range of texts with accuracy and understanding. They are able to talk about the events in the stories and show an understanding of the main points. For example, Year 2 pupils were able to understand how the author set the scene, then developed the story in the book *Arthur*. Some were able to make some very perceptive comments on meanings beyond the literal, for instance pointing out, "But Arthur isn't just an ordinary dog, is he?". In another Year 2 class, pupils reading the story *Dogger* were able to understand how the big sister might feel when she exchanged her teddy bear to retrieve her brother's toy dog, even though this is not made explicit in the text. Some good use of paired discussion in the lesson helped pupils' insights into the book.
5. Standards in mathematics are above the national average and well above the average of similar schools. The recent introduction of the National Numeracy Strategy has raised

expectations, especially in the Reception classes, and pupils are receiving a very good start. Understanding of number is good across the school, and pupils are able to add and subtract simple numbers quickly in their heads. By the age of seven, most pupils have good recall of number fact and tables, and are able to add and subtract two-digit numbers in their heads. Many pupils are able to discuss the methods they use and to compare different methods, but there are comparatively few opportunities for this valuable aspect of the numeracy strategy.

6. At the age of seven, standards in writing are not as high as in reading and mathematics, although they are still in line with the national average and above the average of similar schools. There is a greater focus on reading across the school, with pupils being heard read on an individual basis as well as within groups in the Literacy Hour. Reading books are taken home daily and there is good support from parents. There are relatively fewer opportunities for writing, with few occasions when pupils are helped to improve their work in terms of clarity and style, rather than the correction of spellings and punctuation. There is still a significant number of pupils in Year 2 who have not yet reached the expected level (Level 2) where writing is interesting and ideas are developed in a series of properly punctuated sentences. Few pupils have reached the higher level where writing is organised, imaginative, clear and where spellings and punctuation are accurate. There are, however, some good examples of writing, including some extended, and well balanced, sentences; for example one Year 2 pupil's story includes the line, "I ran through rotten alleys, jumped over tall walls, splashed in mud, and finally I was in the deep, dark forest.". The progress of pupils in Year 1 suggest that standards will be back above average again next year.

Pupils' behaviour and attitudes to their work are very good, and there are very good relationships across the school

7. The very good relationships across the school underpin the very good behaviour and attitudes. There are very good relationships between teachers and pupils, between pupils and other adults and between the pupils themselves. This is based on a caring concern and mutual respect. Teachers listen well to their pupils and respect the contributions they make to lessons, even when these contributions may be incorrect or not strictly relevant. Teachers are sensitive and caring about pupils' concerns outside their work. For example, a Reception class teacher took the time and trouble during a literacy lesson to reassure a child who was worried about playground friendships. This ensured that the child was in a more receptive frame of mind to learn. This sets a very good model to the children of how to relate to others, and is picked up by children across the school. Pupils are considerate of others when sharing, and often quick to praise other pupils. For example, Year 1 pupils said spontaneously, "He's written that very neatly," after a pupil wrote a word on the board.
8. The good relationships also mean that pupils want to please their teachers, and so discipline does not have to be based on sanctions and punishments. Pupils listen attentively in class and are quick to do as they are asked. They move very sensibly around the school and are respectful of adults. They behave sensibly in the dining hall and relate well to the mid-day supervisors who are very good in their dealings with the children. The pupils are vigorous in the playground, and much play involves pulling and rushing, but this stops short of aggressive or violent play.

9. The pupils' very positive attitudes to their work stem from their relationships with their teachers and the support their parents give to the work of the school and their desire for their children to do well. Pupils listen attentively in class and are keen to engage in the activities set. The only times when pupils are restless or less keen on their work are when the pace of lessons is slow or when the activities are not sufficiently challenging to hold their interest. They are keen to learn and to do well, and are always willing to join in activities and participate in discussions.

The school provides good support for pupils with special educational needs

10. The school's success in this area is seen in the fact that although there is an average number of pupils with special educational needs, they nearly all reach the nationally expected levels of attainment by the time they are seven years old.
11. The special educational needs co-ordinator has ensured that the national Code of Practice has been implemented effectively. There are good systems for recognising pupils with a special need and for keeping their progress under review. There are good individual education plans with very clear targets that are sensible and achievable in a short time frame. There is a good level of support for pupils, with the deputy headteacher usually providing support for older pupils. Younger pupils receive some very good support from teaching assistants, who are well briefed about the needs and skilled in working with the pupils. The teaching assistants are also valuably engaged in assessing pupils' progress and attainment. There was a good example of this in a Reception class literacy lesson when a teaching assistant focused on one child during the whole-class session and wrote some very valuable notes about the child's understanding.
12. The success of the support also comes from the school's positive attitude to the pupils and the expectation that they will achieve.

Teachers have worked hard to ensure that the National Literacy and Numeracy Strategies and the Foundation Stage Curriculum have been implemented successfully.

13. The school did not implement the literacy and numeracy strategies when other schools did so some years ago. It therefore missed out on some of the preparation and training that was available, and has had to implement both strategies in the same year, when other schools did so in successive years. This has meant a great deal of work for teachers in adapting their planning and approaches to the new strategies.
14. In this same year, the government has introduced a new Foundation Stage Curriculum for children up to the age of five. This has had to be introduced alongside the literacy and numeracy strategies and so has added considerably to the work of the school. The extent of the changes required should not be underestimated; to make all these changes in one year has been a considerable achievement.
15. The literacy and numeracy strategies have been implemented effectively and teachers have

adapted their methods well. The school has ensured that the necessary equipment and learning resources such as big books and whiteboards have been purchased, and teachers have adapted the curriculum to the new requirements. The school has wisely ensured that the sessions are not too long and that the activities within each session are focused and brisk. The one area where further development is needed is the final ('plenary') session of each lesson where learning is reviewed. These should ideally be evaluative and require pupils to reflect on what they, and others, have learned and what might have been done differently. Within the numeracy strategy, there is a need to ensure that sufficient emphasis is given to the discussion and consideration of different methods so that pupils can explain what they are doing and consider alternative strategies.

WHAT COULD BE IMPROVED

The school could develop its use of evaluation information to target resources and teaching.

16. The school is collecting a great deal of information about pupils' attainment and progress and teachers are evaluating lessons and units of work. The school is now in a good position to develop its use of this information to target resources and to adapt teaching to identified needs.
17. Within lessons, teachers are considering the progress that pupils make and are adapting the subsequent lessons. In year groups, teachers are giving consideration to the effectiveness of lessons and groups of lessons. This is helpful in planning for future teaching. Assessments are being made of pupils' attainment and progress and the scores of national and standardised tests are considered. The nursery is carrying out focused observations and beginning to turn these into targets. Other classes are setting both overall and specific learning targets. All of this is very valuable.
18. The school is now ready to use this information more specifically to inform teaching and to target resources. For example, assessments are made of pupils' attainment in writing at the end of Year 1 in terms of the National Curriculum criteria. Such information could be used as the basis for groups within literacy lessons and to target teaching precisely to the levels already attained. This could be even more precise if the reasons why a pupil has not attained a higher level is analysed. For example, some pupils fail to attain Level 3 because, although their writing is correct in terms of spelling and punctuation, the use of language is not imaginative and clear. Other pupils are writing engaging stories, but with poor spelling and punctuation. The teaching required is clearly different for each group. The school is particularly effective in identifying the precise teaching required by pupils with special educational needs, and could now extend this approach to groups of pupils at different levels of attainment.
19. Teachers are working together in year groups to ensure that assessments are consistent and that information is analysed and shared jointly. The school needs to ensure that this consistency and analysis is always shared between the year groups so that there is consistency across the school and that the structures provide continuity.

20. The very significant innovations of the national literacy and numeracy strategies, and the Foundation Stage Curriculum, have been introduced this year without a method of evaluating their effectiveness beyond waiting for the scores in national tests for seven year olds. The national scores are not only somewhat late but also difficult to interpret in this context, because fluctuations may be the result of differing year groups. The relation of the intentions of the strategies and aims of the curriculum to actual attainments by pupils through the year would enable the school to consider developments on an ongoing basis.
21. The main vehicle for targeting resources to the school's aims is the school's development plan. This allocates resources but does not contain specific criteria for evaluating the success of each aim. Where the aims derive from previous evaluations, consideration can be given within the budget and the plan for the resources required to meet the needs, and then further evaluations can establish the effectiveness of the measures.

The recent developments in the role of the governors and the school's partnership with parents need to be continued

22. There have been some helpful recent developments to extend and improve the role of the governing body and its overview of the school. At the moment there is little involvement of governors, other than those employed by the school, in the school's life and work and many find it difficult to find the time to visit and take part in school events. Very few governors who are not employed in the school attended either the initial meeting or the reporting back meeting with inspectors. The chair of governors reports that it is difficult to find time to carry out his duties. The governing body is now considering ways of linking governors to curriculum areas and classes so that they can use and build up areas of expertise and extend their overview and involvement. Such developments are necessary to ensure that governors have sufficient information on which to base their decisions.
23. The developments need to encompass the way in which matters are brought before governors and the consideration given to decisions taken. For example, the very significant decision to implement the National Literacy and Numeracy Strategies were taken without full consideration being given to how such a change would be evaluated, or what effect it was hoped they would have upon pupils' attainment and progress. Other decisions have not been before the full governing body or given full discussion at a meeting.
24. The school is also developing its partnership with parents. Parents are generally supportive of the school, but a significant number do not feel well informed about how their children are getting on, and some are concerned about how closely the school works with parents. The arrangements for giving information about progress are in line with most schools, and the reports cover the required ground. Most parents feel able to approach teachers at any time for information. It is mainly parents who work who find the school's arrangements difficult as meetings tend to be held during the school day. In view of the recent developments, the school is already working more closely with parents than many are aware, but there have been incidents in which the school has been inflexible in responding to parents' requests. The tone of the school's prospectus and many of the newsletters to parents is not altogether

encouraging, and consists mainly of instructions and prohibitions. These may have contributed to some parents' feeling that the school does not work closely with them.

25. There is now a parents' council which meets regularly with the headteacher, and a teacher has been appointed with responsibility for liaison with parents. She is already extending the number of parents who help in school. These are very helpful developments. Both the school and the governors need to build upon these contacts to take parents' views fully into consideration when decisions are taken and to ensure that the school is responsive to parents' concerns.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. In order to maintain its high standards and build on recent innovations, the school needs to:

Develop its use of evaluation information to target teaching and resources by:

- considering ways of evaluating the introduction of the National Literacy and Numeracy Strategies and the Foundation Curriculum;
 - using assessment information more precisely within classes, and between classes;
 - adding clear aims and success criteria to the school's development plan.
- (paragraphs 16-21)

Continue the recent developments in the role of the governors and the school's partnership with parents by:

- extending governors' participation in the life and work of the school;
 - ensuring that full discussion is given to all important decisions at governors' meetings;
 - ensuring that written communication with parents encourages participation and involvement;
 - ensuring that both the school and the governors take parents' views fully into consideration.
- (paragraphs 22-25)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	10%	45%	45%	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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	60	323
Number of full-time pupils eligible for free school meals	0	131

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	2	70

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	4
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence	%	Unauthorised absence	%
School data	0.8	School data	0

National comparative data	5.2
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National comparative data	0.5
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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	54	64	118

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	51	49	51
	Girls	62	63	63
	Total	113	112	114
Percentage of pupils at NC level 2 or above	School	96 (96)	95 (96)	97 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	51	52	53
	Girls	63	63	62
	Total	114	115	115
Percentage of pupils at NC level 2 or above	School	97 (94)	97 (94)	97 (93)
	National	84 (82)	88 (86)	88 (87)

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	226

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

Any other minority ethnic group	0
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This table refers to pupils of compulsory school age only.

Other minority ethnic groups	0	0
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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– Y2

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	23.1
Average class size	26.9

Education support staff: YR – Y2

Total number of education support staff	7
Total aggregate hours worked per week	214

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	30

Total number of education support staff	3
Total aggregate hours worked per week	97

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	696788
Total expenditure	713039
Expenditure per pupil	1561
Balance brought forward from previous year	33514
Balance carried forward to next year	38896

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	423
Number of questionnaires returned	210

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	3	0	0
My child is making good progress in school.	58	37	2	0	2
Behaviour in the school is good.	52	41	2	0	4
My child gets the right amount of work to do at home.	33	46	12	2	7
The teaching is good.	62	34	1	0	2
I am kept well informed about how my child is getting on.	39	36	19	5	1
I would feel comfortable about approaching the school with questions or a problem.	63	32	5	0	0
The school expects my child to work hard and achieve his or her best.	62	33	1	0	3
The school works closely with parents.	41	39	13	3	4
The school is well led and managed.	58	34	2	0	6
The school is helping my child become mature and responsible.	52	44	2	0	2
The school provides an interesting range of activities outside lessons.	20	30	25	10	16