

INSPECTION REPORT

**ST WILFRID'S RC JUNIOR AND INFANT
SCHOOL**

Birmingham

LEA area: Birmingham

Unique reference number: 103451

Headteacher: Mrs Jackie Deasy

Reporting inspector: Mrs Julie Moore

Dates of inspection: 27th – 28th November 2000

Inspection number: 224046

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary Aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Shawsdale Road
Castle Bromwich
Birmingham

Postcode: B36 8LY

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Appropriate authority: The governing body

Name of chair of governors: Mr M Davey

Date of previous inspection: 7th October 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Wilfrid's Catholic School is situated on the Firs estate in Castle Bromwich, a suburb of Birmingham. The estate is a mixture of high rise flats and houses. A proportion of the pupils do not live on the estate and travel a short distance to attend the school. St Wilfrid's is a voluntary aided church school with 92 boys and 131 girls, and another 39 children who attend the nursery on a part-time basis. It is about the same size as most other primary schools. Around eight per cent of pupils have special educational needs, including four with statements. This is well below average. The proportion of pupils known to be entitled to free school meals is above average. All the pupils speak English at home. When many of the pupils start school their attainment is well below average.

HOW GOOD THE SCHOOL IS

St Wilfrid's is a very effective school. When the children start school in the nursery their standards are well below average, they make very good progress so that by the time they leave, at 11 years of age, their standards are well above average. The teaching is very good and the school is very well led by the headteacher, the senior managers and the governors. The school provides very good value for money.

What the school does well

- Standards at Key Stage 2 are well above average in English and mathematics and above average in science.
- The quality of teaching is very good.
- There is a strong team spirit and the school is very well led.
- The spiritual, moral, social and cultural development of the pupils is very good, as is the school's ethos.

What could be improved

- Standards in science at Key Stage 1.

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 four years ago. Very good progress has been made in tackling the issues. Standards and teaching have improved significantly, information and communication technology (ICT) now has a secure place in the curriculum. The subject is well taught and standards are good. Staff training has made sure that all the staff are competent in teaching art and design and technology. The two key issues required the school to:

- ❑ raise standards in information technology by developing a scheme of work which provides more opportunities for the pupils to make progress in knowledge, understanding and skills from one year group to the next;
- ❑ improve staff confidence and expertise in the teaching of information technology, art and design and design and technology through in-service training.

There is a good scheme of work in place for ICT. This identifies what has to be taught and when, alongside the skills that the pupils need if they are to be competent users of ICT. All the staff have been trained so that they are up-to-date in their knowledge about the three subjects listed above.

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	C	B	A	A*
mathematics	D	C	A	A
science	C	C	B	A

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

Trends over the last few years show that standards are increasing at a faster rate at St Wilfrid's than they are in most other schools in the country. The seven-year-olds achieve good standards in reading and satisfactory standards in mathematics. The 11-year-olds do even better, as shown in the above chart. When compared to similar schools¹ standards in English are in the top five percent in the country. This is a significant achievement because when the pupils start school in the nursery their standards are well below average in literacy. The school is particularly good at getting the best standards from all its pupils, and this is due to the very good teaching and the very positive attitudes of the children themselves. There are good standards in ICT for both the seven and the 11-year-olds. Standards in science for the seven-year-olds are unsatisfactory overall and they could be better. The school has set challenging targets for English and mathematics which were exceeded in this year's tests.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen and eager. They want to do well and they try hard.
Behaviour, in and out of classrooms	Good. Pupils behave well and the school is an orderly place to be. No pupils have been excluded from school in the last 12 months.
Personal development and relationships	Good. Staff provide good role models and the pupils help and support each other both in lessons and when playing outside.
Attendance	Good. Pupils get to school on time and lessons start promptly.

Good behaviour and positive attitudes to school are the norm, and this is what is expected and achieved. School is enjoyed and the pupils are happy to be there.

¹ School with the same proportion of pupils who are known to be eligible for free school meals.

TEACHING AND LEARNING

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

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

Teaching is very good overall. Around 50 per cent of the teaching observed during the inspection was very good or excellent, 32 per cent good and 18 per cent satisfactory. There was no unsatisfactory teaching. This is much better than last time the school was inspected when the teaching was good overall but with six per cent of lessons being unsatisfactory. This was mostly in ICT with some weaknesses in art and design and design and technology. Staff have now had training in these subjects; teaching in ICT is good and it is satisfactory in the other two subjects. The strongest teaching is in the reception class and in Years 5 and 6, but there are many strong features to the rest of the teaching in the school. Pupils with special educational needs are taught as well as the others and they make good progress.

Some of the best teaching is in the basic skills. The school has taken the literacy and numeracy initiatives on board willingly, and has put the ideas and methods into practice throughout the school. Pupils of all abilities are well catered for. The results are impressive with standards rising more rapidly than in other schools in the country. Lessons get off to a brisk start, work is pitched at the right levels and no time is wasted. Reading standards are very good because reading is taught in a well planned and structured way and all the staff are clear about how to extend the pupils' reading skills. Pupils' writing is good. The pupils are competent writers whether they are writing about their work in science, creating their own poems, or writing longer pieces of creative prose. The good use of grammar is evident in much of the other work as well as in English.

There is a good improvement in the pupils' skills in numeracy to work out sums quickly. Some of the Year 3 pupils are particularly adept at this and they are good. There are many opportunities for the pupils to work out problems in mathematics. They are successful, with many good examples of them using their mathematics skills in other subjects, such as in geography to chart rainfall and climate change, and in science to chart the results of investigations into pulse rate and changes after exercise.

Minor weaknesses in otherwise successful lessons focused around not enough opportunities for the pupils to work things out for themselves. When this happened the teachers did not ask enough "How" or "Why" questions and learning points were not developed as well as they could have been.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is a strong focus on literacy and numeracy but there is also a good balance of other subjects. Pupils have a rich learning experience.
Provision for pupils with special educational needs	Good. Pupils get good support that helps them to progress well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. This is one of the school's main strengths. Pupils work well together and they help and support each other. They clearly know right from wrong and they understand the richness of other cultures. The spiritual dimension is evident in every aspect of the school's work.
How well the school cares for its pupils	Good. The staff know the pupils well and they provide a safe and secure environment for them.

As part of the school's development a new science scheme has only recently been put in place at Key Stage 1. This is taking time to become "bedded-in".

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. There is a positive and caring ethos that enables the pupils to thrive and to do their best. All the staff work together very well as a team and the school is very well led and managed.
How well the governors fulfil their responsibilities	Good. Governors are fully aware of the strengths and weaknesses in the school and they are determined that standards will remain high.
The school's evaluation of its performance	Excellent. All results are thoroughly analysed and the school takes positive action to improve weaknesses.
The strategic use of resources	Very good. Money is well spent and carefully controlled to make sure that the school always gets the best value for the money it spends.

The quality of leadership is one of the school's main strengths. The management structure means that everyone works efficiently with no overlapping responsibilities. Monitoring systems are highly effective and the governors and the senior managers have a clear understanding about what is working well and what is not. The school's finances and all its other resources are used properly for the education of its pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • They make good progress. • Behaviour is good. • Teachers have high expectations. • The school helps its pupils to become mature and responsible. 	<ul style="list-style-type: none"> • There are not enough activities outside lessons.

Inspectors agree with parents' positive views of the school. They do not agree with parents that there are not enough activities outside lessons. There is a range of sporting and musical activities as well as other clubs such as the computing club's Cyber Café, line dancing and country dancing. Pupils go on residential visits, there are other visits to various places and the school has many visitors who enrich the curriculum on offer.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards at Key Stage 2 are very high in English, mathematics and science.

1. Very good progress has been made in pushing up standards. At the last inspection standards for the 11-year-olds were good in English, physical education and geography. Reading standards were good, as were speaking and listening. Standards in national tests are now very good and well above average in English and mathematics. They are above average in science. In fact, in English, they are in the top five percent in the country when compared to similar schools. This is a considerable achievement when most of the pupils start school in the nursery at below average levels.
2. There are a number of reasons for the school's improvement. The very successful introduction of the literacy and numeracy strategies has meant that all the staff teach these subjects consistently. The pupils know what to expect from their lessons, the teaching is very good and there is a strong focus on doing well. Another reason is that the school is much better at analysing all the test data, identifying where there are weaknesses and tackling these in a planned manner. The combined effect of all of this work is a school that is doing its best for its pupils. Most of them start school from a very low starting point, very good progress is made so that by the time they leave their standards are well above average. The school has significantly more girls than boys on roll. There are more boys than girls on the school's register of special educational need, and these pupils make good progress all round.
3. The children get a good start in the nursery and reception classes. Good progress is made in the nursery so that by the time they move into the reception class their standards have improved all round but they are still below average. Many children find it difficult to speak in sentences when they start in the nursery, they have a limited understanding of numbers and counting but they are able to share their snacks and wait their turn to have a go on the wheeled toys when they play outside. A small group of children is more capable and they reach the expected standard for their age.
4. Progress accelerates in the reception class but many pupils still have a lot of ground to cover. By the time they reach Year 1 many children reach the standards expected for their age group in all areas of learning but a significant minority do not.
5. Teachers in the infant stage work hard to make sure that the pupils learn effectively and make good progress. They are successful because they are precise at assessing what the pupils have learnt, their planning is good and no time is wasted. Extra help is targeted towards those pupils who have difficulties in learning, and this really helps them to move forward. An especially good example occurred in an English lesson in Year 1 when some beginner readers were struggling with some new words. Their helper encouraged them to identify the letter sounds and build them into a word. They were then able to read the short sentence successfully because they could understand the meaning by knowing the words and looking at the pictures.
6. This earlier work is built on very successfully as the pupils move through the school. Standards begin to rise rapidly, especially in Years 5 and 6. By the end of Year 6 standards are very good. Pupils can read a range of texts fluently, including plays, poetry and novels. They are good at putting forward their ideas and opinions about how the authors or playwrights develop the plot and the characters. Their analysis of texts is very good, such as when they were reading a book about *Earthquakes and Volcanoes* and selecting the main points for their research. By working with them their teacher was continually drawing their attention to the focus of their research, developing a succinct approach to analysing information. Writing skills are well developed because teaching is consistent throughout the school, teachers understand the subject and pupils are challenged by their writing tasks.
7. At the time of the previous inspection standards and progress were satisfactory in mathematics. Mental mathematics and problem solving were weaker areas. All of these issues have been tackled thoroughly and systematically. Standards improve progressively throughout the school

and one of the main strengths is the quality of teaching. Mental mathematics and problem solving are no longer weak.

8. The co-ordinator has worked very hard to push up standards across the school and he has been successful. The staff have had extra training, there is a new curriculum in place and assessments are accurate and up to date. Just as in English there is strong focus on doing ones best and achieving well, and this certainly contributes towards achieving high standards.
9. Pupils in Year 6 have a firm grasp of negative numbers. They use a range of methods for successfully solving complex problems and they are competent at using and converting fractions to decimals and vice versa. Lower down the school standards are good, as shown in a Year 3 mathematics lesson where the pupils were adept at mental calculations with large numbers. The higher attaining group competently manipulated high numbers, adding and subtracting two and three digit numbers at speed. The teacher's detailed planning, her pleasant manner and high expectations of what the pupils were capable of achieving, all contributed to the high standards in the lesson.
10. Standards in science are also above average for the 11-year-olds but they are unsatisfactory for the seven year olds. Fewer seven-year-olds reached the expected level than they did in other schools. There is little evidence of infant pupils investigating or finding things out for themselves. Older pupils are good at this and they really enjoy planning their investigations and setting the parameters for "Fair testing" in a scientific manner.
11. One of the school's main successes since the previous inspection is ICT. Last time standards were unsatisfactory, as was the subject overall. Very good progress has been made and this inspection found standards to be good for the 11-year-olds, and for the seven-year-olds as well. The subject has had a major input of both training and equipment, and the results are good. Teachers are confident in teaching the subject and using computers in all their lessons. Pupils are taught the skills they need to become competent users of ICT, the subject is fully integrated across the whole curriculum and the pupils' progress is well charted. Pupils have their own email addresses and the older pupils are used to using the Internet within a clear framework. The seven-year-olds are competent and managing data and interpreting their findings as shown in their work on travelling to school or about their birthdays.
12. The standards reached at the last inspection have improved significantly at both Key Stage 1 and Key Stage 2. The excellent systems for evaluating performance have a significant impact on improving standards. The school is improving at a faster rate than others in the country. Its targets are challenging but achievable, and the teachers are skilled at making sure that their pupils progress at a cracking pace. No time is wasted.

The quality of teaching is very good.

13. The quality of teaching is another of the school's strengths. In around 50 percent of lessons the teaching was very good or better. This is a very good improvement since the last inspection when teaching was good overall but with six percent of the teaching being unsatisfactory. There was no unsatisfactory teaching this time. Last time the weakest teaching was in ICT, with some weaknesses in art and design and design and technology. These weaknesses have been tackled as part of the school improvement plan, teachers have undergone extra training, their teaching has been monitored and improvements made. All of this has had a positive impact on the quality of teaching overall. This time round ICT teaching was good, and art and design and technology are taught satisfactorily.
14. The strong teaching and its impact on standards has already been outlined in the previous section of the report. Pupils make very good progress all round. Teaching in the Foundation Stage² is very good, it is good with some very good features in Years 1 to 4, and is very good in Years 5 and 6. Pupils with special educational needs are taught as well as the others and they make good progress. Teachers work together as a team very well indeed; they share ideas and suggestions

² The nursery and reception classes.

and they willingly take on board new initiatives. They want their children to do well and they will use the methods that make sure this happens.

15. Work for the youngest children is based on the appropriate curriculum for the Foundation Stage and there is a good range of suitable tasks for them to do both in the nursery and in the reception class. The children's progress is carefully tracked, and their tasks are planned at the right levels for them and this moves their learning forward. Progress accelerates rapidly in the reception class where the teaching is very good. In one example the children were learning the language of measuring; *long, longer, longest*. At the beginning of the lesson few pupils understood the different meanings but by the end of the lesson most of them could compare different objects such as rulers, pencils and pieces of string, saying which is the longest object and which object is longer than another one.
16. During the inspection there were frequent examples of very good teaching. These were in the main subjects, but there was very good teaching in the other subjects too. For example, in a Year 5 gymnastics lesson the pupils achieved some good sequences in their movements. This was because the teacher had taught the skills well in previous lessons so that the pupils were confident in their ability to balance when holding a symmetrical or asymmetrical shape. In a Year 5 music lesson the pupils' understanding of vocal sound and composition enabled them to compose and interpret graphic symbols very well indeed. Once again this was because the pupils' skills had been successfully developed in earlier lessons. In both of these lessons the pupils' learning was extended because of very good planning, the teachers' high expectations of what all pupils can achieve, and the very good management and organisation of the lessons.
17. Lessons always start briskly, especially literacy and numeracy, with a quick question and answer session to find out how much has been remembered from last time. This gets the attention of the class straight away so that no time is wasted. Without exception the pupils are keen to answer and they are alert and interested. This was well demonstrated in a Year 2 numeracy/ICT lesson where the pupils were using the computer to create a graph about the numbers of letters in their name. The teacher asked a number of questions about their names, the pupils responded with alacrity and completed their own charts manually. All of the information was then transferred onto the class computer by various pupils and the teacher, where it was interrogated and conclusions drawn. By her specific questions, as well as her knowledge of the pupils' understanding, the teacher successfully gathered the information the class needed. This clearly demonstrated how findings are organised so that conclusions can be drawn.
18. Throughout the school the only minor weaknesses in otherwise satisfactory lessons focused on teachers not giving the pupils sufficient opportunities to work things out for themselves. When this happened learning points were missed because the teachers did not ask enough "How" or "Why" questions to find out how much the pupils had understood.

There is a strong team spirit and the school is very well led.

19. The current headteacher has been in post for less than one year. She took over a successful school and has worked hard with staff and governors to make the school even more successful than it was at the last inspection. Everyone works together very well indeed. It is this cohesion, as well as the shared determination that the school is going to do its very best for its pupils, that makes the school so effective.
20. Between 1997 and 2000 standards at Key Stage 1 have risen from well below average to average, and at Key Stage 2 they have risen from below average to well above average. Starting points are well below average, and, as already discussed in this report, the pupils' learning is progressing at a very good rate indeed. None of this would be achieved without a secure management system that enables key personnel to identify where the strengths and weaknesses are. Equally important is the means to bring about change so that improvements can continue to take place.
21. Management systems have been put in place recently and these enable everyone to work efficiently. Ideas are shared, and new initiatives such as the literacy and numeracy strategies are taken on board and evaluated thoroughly so that standards continue to rise. Effective monitoring of teaching and learning takes place so that weakness can be identified promptly and dealt with.

All of this ensures that the school is an effective working environment. Targets are set and progress towards meeting the targets is carefully monitored by the headteacher and the senior management team. This helps all the boys and girls, whatever their prior attainment or background, to have a secure understanding of what they have to do.

22. The issues raised at the last inspection have been tackled rigorously, and very good progress has been made. ICT now has a secure place on the curriculum. It is well taught and standards are good. Teaching has improved in art and design and design and technology, and the staff have greater confidence in teaching these subjects. All these initiatives have been carefully costed so that the priorities are achieved within spending plans, and the school gets good value for money. This holds good for all the school's plans.
23. Governors are fully involved in planning the way forward, and they know where any future difficulties are likely to occur. Everything is focused so that high standards, good behaviour and pupils' personal achievements can always be maintained. They are analytical in their approach and this works well by allowing all the governors to see where there are strengths and weaknesses in the school. They can then plan how they are going to tackle any weaknesses effectively. Governors are very well organised and they work closely with the headteacher, her staff, the parent group and pupils. They fully support the work of the school but they are always ready to ask questions and make suggestions.

The spiritual, moral, social and cultural development of the pupils is very good, as is the school's ethos.

24. St Wilfrid's is a Catholic school, and as befits such a school there is a strong focus on Christian values and the beliefs of the Catholic Church. This is why the parents want their children to be educated here. Spiritual development is especially strong. It permeates through all aspects of the day-to-day life of the school, successfully underpinning all learning. Pupils are fully aware of the wonder of the world in which they live – God's world. There were many examples during the course of the inspection, but the Monday morning worship through song and music was a very special example of how the spiritual dimension is part of everyone's daily life.
25. Moral and social development go hand in hand with the school's aims and values. Pupils are very sure about what is right and what is wrong and they are good at helping each other and caring for others. They participate in the school and the church communities, and this helps to give them an insight into their future role as citizens with responsibilities. Cultural development takes place successfully through art, music, and work in geography, as well as through celebrations and festivals in other world religions such as Judaism and Hinduism.
26. All of this contributes to the positive and caring ethos that is evident in every class and throughout the whole school as well. This is a key factor in promoting high standards and effective learning. The children are happy to be at school. They want to do their best and behave well and school is enjoyed. The atmosphere is always calm and orderly.

WHAT COULD BE IMPROVED

Standards in science at Key Stage 1.

27. Standards in science are unsatisfactory and they could be better. Assessments show that there are weaknesses in the pupils' understanding of some aspects of science and there is little evidence to show that the pupils spend enough time on their science investigations. This term the pupils at Key Stage 1 have studied the properties of materials, the importance of diet and healthy eating, the life cycle of a frog, and the effect of pushing and pulling different objects. Pupils of different abilities have covered the same work and this can be too easy for some and too hard for others, and then they mark time in their learning. This whole area is now a priority on the school's improvement plan.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. The school should now:

1. Track the progress of the new science scheme of work so that senior managers know what is being taught and when;
2. Monitor the medium term plans to make sure that pupils of all abilities are catered for in every science lesson;
3. Put in place some training for staff and make sure that their knowledge of science, teaching and learning is secure.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	46	32	18	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	223
Number of full-time pupils eligible for free school meals	N/A	53

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	1	24

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	13
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
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	10	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	N/A*	N/A*	N/A*
	Girls	18	17	18
	Total	25	25	26
Percentage of pupils at NC level 2 or above	School	89 (93)	89 (93)	93 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	N/A*	N/A*	N/A*
	Girls	17	17	18
	Total	22	22	24
Percentage of pupils at NC level 2 or above	School	82 (90)	89 (90)	82 (93)
	National	84 (82)	88 (86)	88 (87)

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

* There are no figures for the boys at Key Stage 1 because the group size is too small.

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	13	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	7	10
	Girls	15	14	15
	Total	23	21	25
Percentage of pupils at NC level 4 or above	School	82 (89)	75 (81)	89 (85)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	10
	Girls	15	14	15
	Total	23	21	25
Percentage of pupils at NC level 4 or above	School	75 (89)	79 (82)	89 (93)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	6
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	236
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	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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	22:1
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	115.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	10:1
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	522326
Total expenditure	535790
Expenditure per pupil	2090
Balance brought forward from previous year	23086
Balance carried forward to next year	9622

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	243
Number of questionnaires returned	91

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	2	1	0
My child is making good progress in school.	58	33	5	2	1
Behaviour in the school is good.	65	27	5	2	0
My child gets the right amount of work to do at home.	34	51	7	3	5
The teaching is good.	55	34	8	2	1
I am kept well informed about how my child is getting on.	46	41	9	3	1
I would feel comfortable about approaching the school with questions or a problem.	56	35	4	3	1
The school expects my child to work hard and achieve his or her best.	65	29	3	0	3
The school works closely with parents.	48	37	7	5	2
The school is well led and managed.	48	36	7	5	3
The school is helping my child become mature and responsible.	57	34	3	1	4
The school provides an interesting range of activities outside lessons.	25	41	20	3	11

There is a range of sporting, musical and interesting activities that take place outside the school day. These are well attended and popular with the pupils.