

INSPECTION REPORT

ST. ANDREW'S CATHOLIC PRIMARY SCHOOL

Streatham, London

LEA area: Lambeth

Unique reference number: 100632

Headteacher: Miss Frances Mulligan

Reporting inspector: Mr J D Eadie
20191

Dates of inspection: 26th to 28th June 2000

Inspection number: 189370

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 to 11

Gender of pupils: Mixed

School address: Polworth Road
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London

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Appropriate authority: The governing body

Name of chair of governors: Mr Mark Hughes

Date of previous inspection: 30th September 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Streatham, which is an urban, multi-ethnic area of south London. The intake of pupils is mixed and is drawn largely from two local Roman Catholic parishes. There are 461 pupils on roll. At the time of the inspection there were 58 children under five, who were accommodated in the nursery and in one of the reception classes. Nearly two thirds of the pupils come from the wide variety of ethnic minorities represented in the area. More than half of these come from homes in which English is not the first language spoken, a proportion that is very high in national terms. About 18 per cent of pupils are entitled to free school meals, a proportion that is broadly in line with the national average. There are 90 pupils on the school's register of special educational needs, a proportion that is close to the national average, and there are two pupils with statements of special educational needs which is below average for a school of this size. Pupils' ability on entry to the reception class is average overall, although there is a wide range of abilities.

HOW GOOD THE SCHOOL IS

St. Andrew's Catholic Primary School is very effective in ensuring that its pupils make very good progress during their time in the school. The very good standards being attained in the National Curriculum tests are evidence of this progress, bearing in mind the average attainment on entry to the school. Leadership provides very clear direction, and management structures are constantly developing and support leadership initiatives well. Teaching is good overall, and the very strong teamwork of all who work in the school contributes significantly to the pupils' progress. The school provides good value for money.

What the school does well

- Standards in the core subjects of English, mathematics and science are well above average, and all pupils make very good progress in these subjects.
- The quality of teaching is good overall.
- There are very good procedures for assessing pupils' attainment and monitoring their progress.
- Clear targets are set for improvement for each pupil. This gives them good knowledge of their own learning and aids their progress.
- All pupils are valued and every effort is made to ensure that all are included in every aspect of school life, particularly those with English as an additional language and those with special educational needs.
- The school makes very good provision for the pupils' spiritual, moral, social and cultural development.
- The leadership of the headteacher provides very clear direction for the school and she has put in place a number of initiatives, which have resulted in the present high standards.

What could be improved

- Standards in information technology.
- Within the context of the good teaching overall, the opportunities for pupils to develop their investigative and creative skills and teachers' consistent insistence on full attention while they are speaking to the class.
- The use of time during the school day.

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

The school has already analysed many of the above areas for improvement and plans are in place to address them.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996, and has made good progress since then. All key issues from that inspection have been effectively addressed. A number of other initiatives have been instigated by the school, which have either raised standards or maintained the high standards already being achieved. The setting of individual targets for improvement for pupils, which are shared with parents at regular meetings, have been particularly effective. These targets are specific and achievable and involve both pupils and their parents in monitoring progress. There is now regular and systematic monitoring of teaching, although this is almost always carried out by members of the senior management team; curriculum coordinators do not have enough opportunities to carry out this role.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	C	A	A	well above average A above average B
Mathematics	A	B	A	A	average C below average D
Science	B	B	B	B	well below average E

The table shows that, on the basis of average points scored by the pupils, the standards achieved in the 1999 National Curriculum tests for 11 year olds were well above average in English and mathematics and above average in science. This is also the case when results are compared with those of schools with a similar proportion of pupils entitled to free school meals. These results have shown a particularly significant improvement in English and mathematics and, taking the three subjects together, the school trend has risen at the same rate as the national trend. The school has set rather conservative targets for improvement, and these targets were comfortably exceeded in 1999. Predictions indicate that targets should be exceeded quite significantly again this year. Targets set are therefore not sufficiently demanding. In the national tests for seven year olds, standards are well above average in reading and mathematics and above average in writing. At this age, significant improvement has also been made over the years, particularly in mathematics, and standards in reading have been uniformly high. Evidence from work seen during the inspection confirms that these well above average standards at Key Stage 2 and above average standards at Key Stage 1 are being maintained. However, standards in information technology are unsatisfactory throughout the school. The school is aware of this and information technology is a focus for development in the next school year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their school and to their work.
Behaviour, in and out of classrooms	Behaviour is satisfactory in and around the school. It is often good or very good in some lessons, assembly and in the hall during lunch.
Personal development and relationships	Pupils' personal development is good and relationships at all levels in the school are also good.
Attendance	Levels of attendance are very good. Pupils are keen to come to school and generally arrive punctually.

TEACHING AND LEARNING

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

All teaching observed was at least satisfactory and three out of four lessons were good or better. One in eight was very good. The skills of literacy and numeracy are very well taught, and teachers reinforce these skills well in other subjects. The teachers are very good at meeting the needs of all the pupils in their classes. They know their pupils well and match work very well to their needs in lessons to enable each individual to make the best possible progress. Other strengths of teaching are the teaching of basic skills and the teachers' expectations of what their pupils can achieve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides an appropriately broad and balanced curriculum, except that not all aspects of the curriculum for information technology are being taught. Assessment procedures are very good and teachers use them very well to plan for each child to make as good progress as possible.
Provision for pupils with special educational needs	The school makes very good provision for the pupils with special educational needs. Their needs are identified early. Specific and achievable targets are set for them. With the good levels of support available they make very good progress.
Provision for pupils with English as an additional language	Very good provision is made for the pupils with English as an additional language. With the support provided they make very good progress and are quickly able to play a full part in the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for the pupils' personal development. Very good provision is also made for their spiritual, moral, social and cultural development, and these aspects are embedded in the very positive ethos of the school.
How well the school cares for its pupils	The school successfully makes every effort to ensure the safety and well being of its pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very clear and effective leadership for the school. The deputy and all other staff ably support her. The whole staff is very supportive of each other and works very well together as a team.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They provide a good range of expertise, and are knowledgeable and involved in the management of the school.
The school's evaluation of its performance	The school is very good at analysing its strengths and weaknesses. Very effective action is then planned to build on the strengths and address the weaknesses.
The strategic use of resources	The school uses all resources available to it well, and also ensures that the principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school expects their children to work hard and achieve their best.• Their children are making good progress.• The teaching is good.• Behaviour in the school is good.• The school is approachable.• Their children like school.	<ul style="list-style-type: none">• The range of activities available outside lessons.• Consistency in the way homework is set.

The inspection team endorses all positive parental views. The judgement of the inspection is that, although there are sometimes inconsistencies in the use of homework, levels are at least adequate. There is also a satisfactory range of activities outside lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in the core subjects of English, mathematics and science are well above average, and all pupils make very good progress in these subjects.

- 1 The results of the National Curriculum tests for both eleven and seven year olds in recent years have been consistently above the national average, and often well above. Children join the school in the nursery with average attainment overall, and a number of pupils join the school at a later stage with little or no English. These results are therefore high testimony to the hard work done in the school to ensure that all pupils make very good progress. A major reason for this very good progress is the way that teachers set work that matches very closely the individual needs of all pupils. The setting of individual targets for pupils also contributes to this rate of progress.
- 2 Speaking and listening skills are above average throughout the school. This is a priority for the school and pupils are articulate and express themselves clearly and fluently in good standard English. Standards of reading are well above average throughout the school. From early in the nursery, children enjoy looking at books and they soon acquire reading skills which are well developed as they move up through the school. Writing is above average at both key stages, and pupils write for a variety of purposes with increasing accuracy. Story writing is developing very well, and pupils' work is imaginative as well as accurate in punctuation and spelling. Handwriting is well formed and neat.
- 3 In mathematics, the teachers are good at encouraging pupils to explain how they arrive at answers and often take the opportunity to encourage them to try a range of methods of calculation. This ensures that pupils have a clear understanding of concepts and techniques and, as a result, their skills in numeracy are very good. They also develop good knowledge of shape, space and measures; for example a number of pupils in one of the reception classes were able to give the correct mathematical name to, and describe the properties of some three dimensional shapes.
- 4 The pupils make very good progress in science. This is because of the school's commitment to teach the subject through investigations and experiments wherever possible. This first hand experience gives pupils a good understanding of concepts and broadens their knowledge. Although there are occasions when teachers do not give enough opportunities for the pupils to develop their own experiments or systems of recording, in many classes the pupils are encouraged to try things for themselves. For example, pupils in Year 6 were observed planning an experiment. They decided what the focus was to be and how the experiment would be carried out.

The quality of teaching is good overall.

- 5 The quality of teaching is good overall, and all teaching seen during the inspection was at least satisfactory. Three out of every four lessons observed were good or better and one in eight was very good. The quality of teaching is fairly uniform throughout the school, with a number of general strengths. For example, the teaching of basic skills is very good. From an early stage, the teachers encourage pupils in correct use of the English language and teach the skills of numeracy very well. The teachers also often reinforce the learning of these skills in other subjects. All this ensures that pupils of all ability levels learn well and master these basic skills quickly. The acquisition of these basic skills enables the pupils to learn well in other subjects.
- 6 Teachers also have uniformly high expectations of what pupils can achieve. Low standards are not tolerated and there is constant encouragement for pupils to improve their work. These expectations and this encouragement inspire the pupils' intellectual effort and they consequently progress very well and strive to achieve. The teachers know their pupils very well, and are therefore very good at meeting pupils' individual needs in lessons. For example, in one lesson seen, although there were different tasks for the three groups in the class to do, the teacher skilfully adapted these tasks for almost every pupil so that each made very good progress.

There are very good procedures for assessing pupils' attainment and monitoring their progress.

- 7 There are very good systems in place to track the progress of pupils in the core subjects of English, mathematics and science. Although some of these systems are not formally recorded, they are effective in meeting the needs of each pupil.
- 8 From their first day in the nursery, there are assessment procedures in place, which establish where the children have strengths and weaknesses. Although there are locally and nationally agreed procedures for this purpose, the school has adapted these to suit the needs of its children. The children's progress is then well tracked through the nursery and in the reception classes. Further nationally recognised tests are then used at the end of the pupils' time in the reception classes to measure the progress made and to enable the teachers in Year 1 to know what the next stage of learning for each child should be.
- 9 Through the rest of the school, the teachers make careful notes of how well each pupil has achieved in each learning objective. This enables them to ensure that each pupil is progressing well. Standardised tests are also very well used to ensure that progress is being made, particularly in reading, and if progress is not as expected extra support is provided. The progress of the pupils with special educational needs and those with English as an additional language is particularly well monitored. Indicative of the success of these procedures is that many pupils, who enter the school at various levels with no English, achieve the higher Level 5 in English in the National Curriculum tests at the age of 11.

Clear targets are set for improvement for each pupil. This gives them good knowledge of their own learning and aids their progress.

- 10 The system of setting individual targets for each pupil is very successful on a number of fronts. These targets are set twice annually in consultation with parents and pupils and are specific and achievable. This gives the pupils very good knowledge of their own learning and involves both them and their parents in this learning. Targets for learning are also often set at the beginning of each lesson in many subjects. When these targets are returned to at the end of the session, this further encourages the pupils to evaluate their own rate of progress.
- 11 Targets set for the pupils with special educational needs on their individual education plans are realistic and achievable. They are also regularly monitored by teachers, who are also involved in target setting for them with the special educational needs coordinator. A wide range of tests is adopted to determine the action to be taken once needs have been identified. Similar procedures are in place for the pupils with English as an additional language, whose progress is also closely monitored.

All pupils are valued and every effort is made to ensure that all are included in every aspect of school life, particularly those with English as an additional language and those with special educational needs.

- 12 There is very good inclusion of all pupils in the school. This is particularly marked for those with special educational needs and those with English as an additional language. This was noted during the inspection, as, although the teachers' planning identified the numbers of these pupils in their classes, it was almost always difficult for inspectors to establish which these pupils were. Their contributions to lessons are valued equally to those of their peers, and the teachers, whilst being very sympathetic to their needs, do not talk down to them or single them out. The teachers work very hard to ensure that concepts have been fully grasped by all pupils in their classes, and they make every effort to match tasks to the pupils' individual needs.
- 13 All pupils are encouraged to express their opinions and are also taught that opinions are all equally valid. The consequence of this is that the pupils are confident in their exchanges with their peers and adults without being over confident. The pupils with English as an additional language are encouraged to keep up their first language and to join in with the other activities with which they are perhaps less familiar. A specific physical education programme for the pupils who have physical difficulties is successful in developing better body awareness for them and is improving their skills in this area.

The school makes very good provision for the pupils' spiritual, moral, social and cultural development.

- 14 The school makes very good provision for the pupils' personal development, including their spiritual, moral, social and cultural development. These aspects are embedded in the very positive ethos that has been created in the school and contribute significantly to the progress that pupils make. The spiritual dimension is evident in every class, with displays not only reflecting the faith of the school but also encouraging the pupils to think on a higher spiritual level. There are occasions during the school day when there is a beautiful sense of awe and wonder, as when a small group of pupils led the singing in the assembly for Years 1, 2 and 3 in a responsive song. There are also occasions during lessons when the pupils display awe at the wonder of the creation that surrounds them.
- 15 The school works hard to promote moral values and many opportunities are taken to reinforce these. For example, in one class there was a problem in a break time, so the teacher took the opportunity to spend some time to discuss with her class the moral issues of patience and respect that the incident raised. The school also works hard to develop social skills. Lunchtime in the hall is very well ordered and is a good opportunity for the pupils to socialise. The popularity of a 'top table' as a reward further enhances this social development. The teachers are constantly developing the pupils' social skills during lessons, using such encouragements as: *"Don't call out!"* and *"Listen when others are talking."* The older pupils are also given opportunities to help the younger children in the nursery in their free time, which enhances their social development.
- 16 The pupils' own cultural heritages are celebrated at every opportunity. For example, relatives of some of the pupils have been into school to talk about life in their homelands. There are also a number of images around the school from a rich variety of cultures. The school has also made a significant feature of 'One World Week' for a number of years, and has taken this opportunity to explore other cultures.

The leadership of the headteacher provides very clear direction for the school and over the past years she has put in place a number of initiatives which have resulted in the present high standards.

- 17 The headteacher provides strong leadership and gives very clear educational direction to the school. She has a very clear vision of what is best for the pupils and has built up a very strong team work ethic amongst all the staff. This team work is mutually supportive, and each uses their strengths to help their colleagues. There is a shared commitment to raising standards for all pupils, which stems from the headteacher's vision for the school. A number of initiatives have been put in place in recent years to take the school forward. Particularly notable amongst these is the system of setting targets for each individual pupil.

WHAT COULD BE IMPROVED

Standards in information technology.

- 18 Standards in information technology are unsatisfactory throughout the school. Pupils do not have opportunities to learn all aspects of the curriculum for the subject. This would appear to represent a decline in standards since the last inspection when they were described as satisfactory. The expectations of what pupils can do in the subject have increased considerably in the last four years, and the school has not kept pace with this progress.
- 19 Some good use is made of word processing and most pupils have adequate opportunities in this element of the subject. However, even here, there is little evidence of pupils combining text and images, or using devices such as borders, to improve the presentation of their work. Pupils also learn to use email by sending messages from class to class and, occasionally, to people they know outside school. However, the internet and wider use of the world wide web are not yet being used effectively. Younger children use a painting program to produce interesting images, but this is not then developed further up the school so that pupils can experiment with this medium to add to the range of art work. A start is being made at using databases and spreadsheets, but the skills involved are often being addressed one, two or even three years after they should be.

- 20 Although a commercial scheme of work has been adopted, it has not been adapted for use within the school; as it stands it cannot be used, as many year groups have not done the necessary preparatory work to enable them to address the suggested topics. Although there is an adequate number of computers in the school, other areas of information and communications technology are not well represented. For example, the school has no equipment to enable pupils to use a computer to control or monitor external events and neither are there digital cameras or scanners for the pupils' to use. There is also a shortage of appropriate software for a number of subjects. At present teachers do not plan to use computers to support work in a wide range of other subjects. This means that pupils do not have adequate opportunities to use computers and their skills are not being properly developed.

Within the context of the good teaching overall, the opportunities for pupils to develop their investigative and creative skills, and teachers' consistent insistence on full attention while they are speaking to the class.

- 21 Within the context of the good teaching seen, there are a couple of minor weaknesses that occasionally affect the learning of the pupils in some classes. Teachers do not always allow pupils to develop their investigative and creative skills. For example, there are occasions in science lessons when teachers do not allow the pupils to follow their own ideas to develop experiments, but interject too soon with their own ideas. Although the school has made significant progress in providing opportunities for pupils to write creatively, other creative opportunities, in subjects such as art and music, are less well developed. Further opportunities could also be provided to use research skills in subjects such as geography and history, for example.
- 22 There are also occasions when teachers do not set the same high standards that prevail in most lessons when they wish to speak to the whole class. They do not insist on silence and the full attention of all the pupils. This means that the pupils in these lessons do not always make the best progress and vital teaching points sometimes have to be repeated.

The use of time during the school day.

- 23 Owing to the constraints of the timetable that has evolved over the years, there are times when curriculum time is not well used. For example, many of the numeracy lessons are too long for the material that teachers plan to deliver. This sometimes leads to a lack of pace in these sessions. The time that could be saved from reducing these sessions to the recommended length could be better used.
- 24 There are also occasions when lessons are fragmented. For example, because of the constraints of music lessons with specialist music teachers, some literacy lessons have to be split into two separate parts. This sometimes means that relevant parts of the lesson are separated from the main teaching focus by some considerable time.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 25 In order to maintain the very good standards already being attained, and to improve the school further, the governors, headteacher and staff should:
- 1 raise standards in information technology by:
 - ensuring that there are sufficient resources to allow all aspects of the subject to be covered;
 - creating a detailed scheme of work that ensures that skills in all aspects of the subject are developed systematically, year by year;
 - increasing the use of information and communications technology so that it supports work in other subjects, and ensuring that pupils have more opportunities to use it;
 - 2 address the minor weaknesses in teaching by:
 - planning to increase opportunities for pupils to use investigative and creative processes in their learning throughout the curriculum;
 - ensuring that all teachers set the same high expectations of pupils' attention that are found in most lessons;
 - 3 ensure that curriculum time is well used so that all subjects can have an adequate allocation of time and that lessons are not fragmented.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	13	61	26			

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)	25	411
Number of full-time pupils eligible for free school meals	0	75

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	90

English as an additional language	No of pupils
Number of pupils with English as an additional language	161

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%
School data	4.0
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	25	30	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	23	25
	Girls	28	28	28
	Total	51	51	53
Percentage of pupils at NC level 2 or above	School	93 (83)	93 (86)	96 (95)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	25	23
	Girls	28	28	27
	Total	51	53	50
Percentage of pupils at NC level 2 or above	School	93 (86)	96 (95)	91 (95)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	26	28	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	22	24
	Girls	26	25	25
	Total	47	47	49
Percentage of pupils at NC level 4 or above	School	87 (69)	87 (71)	91 (88)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	22	24
	Girls	27	25	28
	Total	45	47	52
Percentage of pupils at NC level 4 or above	School	83 (73)	87 (84)	96 (92)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	25
Black – African heritage	58
Black – other	20
Indian	14
Pakistani	3
Bangladeshi	0
Chinese	0
White	204
Any other minority ethnic group	23

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	4	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)	19.8
Number of pupils per qualified teacher	20.8
Average class size	29.4

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	217

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	50

Total number of education support staff	3
Total aggregate hours worked per week	60

Number of pupils per FTE adult	16.7
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	1 160 343
Total expenditure	1 226 357
Expenditure per pupil	2 839
Balance brought forward from previous year	133 615
Balance carried forward to next year	67 601

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	461
Number of questionnaires returned	117

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	3	0	2
My child is making good progress in school.	58	40	2	0	0
Behaviour in the school is good.	56	41	2	1	2
My child gets the right amount of work to do at home.	33	44	18	2	3
The teaching is good.	53	45	2	0	0
I am kept well informed about how my child is getting on.	39	46	14	2	0
I would feel comfortable about approaching the school with questions or a problem.	51	45	2	2	0
The school expects my child to work hard and achieve his or her best.	62	37	0	1	0
The school works closely with parents.	44	40	12	3	1
The school is well led and managed.	65	28	0	3	4
The school is helping my child become mature and responsible.	52	42	2	3	2
The school provides an interesting range of activities outside lessons.	29	34	21	7	9

Percentages may not add to 100 due to rounding.

Other issues raised by parents.

No other significant issues were raised by parents.