

# INSPECTION REPORT

## **St Keverne Primary School**

St Keverne  
Cornwall

LEA area: Cornwall

Unique reference number: 111821

Headteacher: Mr N Warbis

Reporting inspector: Mr L Lewin  
22330

Dates of inspection: 12<sup>th</sup> -13<sup>th</sup> June 2000

Inspection number: 182570

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	St Keverne, Helston, Cornwall.
Postcode:	TR12 6NQ
Telephone number:	01326 280539
Fax number:	01326 280539
Appropriate authority:	Governing body
Name of chair of governors:	Mr Donald Houghton
Date of previous inspection:	June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Laurie Lewin	Registered inspector
Judith Telfer	Lay inspector
Rosemary Kemble	Team Inspector

The inspection contractor was:

SWES

4 Wordsworth Close

Exmouth

Devon

EX8 5SQ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar

Inspection Quality Division

The Office for Standards in Education

Alexandra House

33 Kingsway

London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
1. Overall, good quality teaching enables pupils to achieve well in English, mathematics and science by the end of Key Stage 2 and pupils do well in aspects of information technology at both key stages.	
2. The school is well led and managed. The headteacher, staff and governors work closely together as a highly effective team and are very well supported by the local community.	
3. The provision for special educational needs throughout the school is very good.	
4. The school has very good systems in place to monitor the academic progress and personal development of the pupils.	
5. Very good procedures are in place to foster pupils' health, welfare and safety.	
<b>WHAT COULD BE IMPROVED</b>	<b>13</b>
1. The provision of work to extend higher attaining pupils.	
2. The allocation of taught time - it is not clear that the school is allocating taught time to subjects of the curriculum as efficiently as it could do.	
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>13</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>14</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Keverne School is situated in a rural location on the Lizard Peninsular in Cornwall. It is a smaller than average school with 97 boys and girls on roll from four to eleven years of age. The school roll has stayed much the same in recent years but is currently falling. This is because there are now fewer families in the school's catchment area with younger age group children. Four full-time teachers including the headteacher and one part-time teacher teach the pupils in four classes. On admission, the children's standards of attainment vary considerably from year to year and within each year group but, overall, are generally below average. At the time of the inspection, five children were under five and these children work in a mixed age group class alongside other reception and Year 1 pupils. The school has 40.2 per cent of its pupils on the special educational needs register, which is above the national average and 6.2 per cent of pupils have statements of special educational need, which is well above average. The number of pupils eligible for free school meals, at 21.3 per cent, is slightly above the national average. No pupils in the school come from ethnic minority families. The majority of children who begin in the reception class stay and complete their primary education at the school. The number of pupils joining or leaving the school between reception and Year 6 is relatively low.

### **HOW GOOD THE SCHOOL IS**

This is a good school that is well led and managed. Standards achieved by the end of Key Stage 2, have improved in line with the national trend over recent years and good teaching enables pupils to achieve well in English, mathematics and science by the time they leave the school. The school provides good value for money.

#### **What the school does well**

- Overall, good quality teaching enables pupils to achieve well in English, mathematics and science by the end of Key Stage 2 and pupils do well in aspects of information technology at both key stages.
- The school is well led and managed. The headteacher, staff and governors work closely together as a highly effective team and are very well supported by the local community.
- The provision for special educational needs throughout the school is very good.
- The school has very good systems in place to monitor the academic progress and personal development of the pupils.
- Very good procedures are in place to foster pupils' health, welfare and safety .

#### **What could be improved**

- The provision of work to extend higher attaining pupils.
- The allocation of taught time - it is not clear that the school is allocating taught time to subjects of the curriculum as efficiently as it could do.

*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 June 1996. Good leadership and management have ensured that all issues raised in the last inspection report have been suitably addressed. In addition, the school has improved its effectiveness at a good rate. Teaching has improved and, overall, standards attained by pupils in English, mathematics and science at the end of Key Stage 2 have improved in line with the national trend. Improvements have been made to the accommodation and information technology facilities have been significantly upgraded. The school has a good capacity to move forward in the future and reach the targets that it has set for itself.

## 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
	1997	1998	1999	1999
English	C	D	C	A
Mathematics	A	B	B	A
Science	A	C	A	A

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

The standards attained on entry to school vary considerably from year to year and within each cohort but are broadly below average. Because they are well taught, pupils reach overall satisfactory standards in reading, writing, mathematics and science by age seven. Pupils continue to achieve well and make good progress as they move through the school. This is confirmed in the test results above where last year's cohort of Year 6 pupils attained well above average levels in English, mathematics and science in comparison with pupils in schools with a similar intake. These test results have improved over recent years in line with the national trend. Nearly all of the pupils in this year's Year 6 cohort are registered as having special educational needs and, overall, the attainment of this group is below average. Nevertheless, through good teaching and strong support, all of the pupils in Year 6, including those with special educational needs, have made good and sometimes very good progress and achieve well in relation to their prior attainment. By the end of each key stage, pupils do well in aspects of information technology. Overall, the majority of pupils reach their full potential by the time they leave the school and make good progress towards the suitable targets set for them by their teachers. However, there are occasions at both key stages when the work carried out by higher attaining pupils does not sufficiently extend their skills, knowledge and understanding.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are generally confident, enthusiastic and enjoy their work.
Behaviour, in and out of classrooms	Good. Pupils are usually courteous and well mannered.
Personal development and relationships	Very good. Pupils take responsibility for their own learning and relationships between pupils and between pupils and their teachers are usually good.
Attendance	Satisfactory. Pupils enjoy coming to school.

## TEACHING AND LEARNING

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

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

Ninety five per cent of the teaching seen was satisfactory or better, 76 per cent was good or better and 19 per cent was very good. Only one lesson (five per cent) was unsatisfactory.

English and mathematics are generally well taught because the teachers have confident subject knowledge and provide an interesting range of tasks that encourage pupils to make rapid progress with their learning. The National Literacy and Numeracy Strategies have been well implemented so that the skills that pupils need to acquire in these areas are very effectively promoted. Information technology is very well taught throughout the school with teachers making full use of the computers to very effectively support pupils' learning in a wide range of subjects. Teachers have a good rapport with their pupils and provide strong encouragement for all individuals who, as a result, generally achieve well and work with their best efforts. Teachers and support staff provide particularly effective support for pupils with special educational needs. These pupils are fully integrated into all activities and, as a result, they make good and sometimes very good progress. On occasions, tasks set for higher attaining pupils do not provide them with sufficient challenge and, as a result, at these times the pace of their learning is not as rapid as it should be.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Planning provides very useful opportunities to maximise the links between subjects of the curriculum. The school promotes pupils' learning very effectively through its strong links with the community. It is not clear that the school is allocating taught time to subjects of the curriculum as efficiently as it could do.
Provision for pupils with special educational needs	Very good provision. Pupils are very well supported in the classroom. Their progress is very carefully monitored.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school provides pupils with a wide range of opportunities to promote their spiritual, moral, social and cultural development during lessons, assemblies and extra-curricular activities.
How well the school cares for its pupils	The school has very good systems for recording and setting targets for pupils' academic performance and personal development. Very good systems exist to fully ensure the health and safety of the pupils. Staff place a very strong emphasis upon encouraging and supporting all pupils.

The school works hard to create links with the parents and, in return, receives effective support from those who give their time to assist the work of the school.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. The headteacher and deputy headteacher work very well together. Roles and responsibilities are very effectively delegated between individual staff who carry out their roles very conscientiously. Staff and governors work closely together as a strong team.
How well the governors fulfil their responsibilities	Governors demonstrate a high level of commitment to the school and are fully informed about and involved in its overall management.
The school's evaluation of its performance	Very clear guidelines are in place that enable the school to monitor and evaluate its own effectiveness very carefully.
The strategic use of resources	Financial planning is very efficient. Expenditure is carefully linked to the school development plan, all possible sources of finance are pursued carefully and the school ensures that the best use is made of all available finances.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>▪ Children like coming to school.</li> <li>▪ Children make good progress.</li> <li>▪ Suitable homework is provided.</li> <li>▪ Teaching is good.</li> <li>▪ Parents feel well informed.</li> <li>▪ Staff at the school are approachable.</li> <li>▪ The school expects pupils to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A small minority of parents are dissatisfied with the standard of pupils' behaviour.</li> <li>▪ A small minority of parents do not agree that the school provides a sufficiently interesting range of activities.</li> </ul>

The inspection team agrees with the positive views expressed by the parents. A small minority of older pupils in the school occasionally display inappropriate behaviour. Staff work hard to support these pupils and are generally successful in encouraging them to improve their behaviour and develop appropriate attitudes towards their work. Compared to other schools of a similar size, this school provides an appropriate and interesting range of extra-curricular activities, some of which take place during the lunch-time.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Overall, good quality teaching enables pupils to achieve well in English, mathematics and science by the end of Key Stage 2 and pupils do well in aspects of information technology at both key stages.**

1. For children under five and at both key stages, the teaching is good overall. Teachers have a good rapport with their pupils and provide strong encouragement for all individuals who, as a result, generally achieve well and work with their best efforts. Teachers and support staff know all pupils very well and are very perceptive in catering for their individual needs. For example, the Reception and Year 1 class teacher very carefully groups the pupils for activities, ensuring that specific support is given to individuals who need extra encouragement. As a result, the pupils all enjoy the tasks and make rapid gains in their confidence. This approach also promotes their ability to confidently join in with discussions and to work independently as required.
2. Teachers make very good use of resources for teaching and learning and often go to a great deal of trouble to prepare these resources. This was seen in literacy and numeracy lessons where items such as digit cards, number fans, number 'target boards' and letter cards were used very successfully to enable whole class sessions to operate at a rapid pace. As a result, pupils make rapid gains in improving their ability to recall number facts mentally in mathematics, with, for example, Year 2 pupils competently dealing with problems of sharing numbers in different ways and learning to check their answers by the reverse process of multiplication. Good use of the target boards with older Key Stage 2 pupils enabled Year 5 pupils to work at an above average level, confidently using a range of computation methods to puzzle out target numbers. Similarly, the Year 6 pupils - most of whom have special educational needs - achieved well with this work, learning to record their calculations carefully.
3. Teachers use information technology resources very well to enhance pupils' learning and also to maximise the potential for cross-curricular links. Particularly effective instances of this were noted in some lessons with the Year 2 and 3 class where pupils worked with digital camera pictures of their faces, in a science/art project and with an art programme to support history work where pupils designed their own Viking Longships. Many pupils adeptly accessed images that they reversed, enlarged or reduced as required. They over-laid images and freely moved items around the screen showing above average skills in this area of their information technology work. Similarly, teachers of the older Key Stage 2 pupils show very imaginative and confident use of information technology resources. A challenging project that involved pupils producing a 'power point' presentation - combining different forms of information technology for another audience - showed pupils including those with special educational needs working at an above average level for their ages.
4. Generally teachers show confident subject knowledge that is demonstrated through very clear and succinct explanations and directions that enable pupils to rapidly progress with activities. For example, precise instruction for Year 2 and 3 pupils during a literacy session enabled them to focus very clearly on the need to select words very carefully to improve the quality of their writing. Also succinct explanations for a mental mathematics task for Years 5 and 6 meant that pupils were rapidly engaged with their problem-solving tasks.
5. Teachers plan lessons very carefully and select interesting activities that motivate the pupils. A good example of this was noted with the youngest class in the school where, in a literacy lesson, interesting and challenging activities were set for different attainment levels. Lower attaining pupils successfully learned to identify lower and upper case letters while higher attaining Year 1

pupils competently inserted missing letters into sentences and developed their ability to work independently.

6. As a result of the good and sometimes very good teaching, pupils make good progress so that, by the end of Key Stage 1, most reach appropriate levels in their reading writing, mathematics and science and attain above average levels in some aspects of their information technology work. They successfully build on these skills at Key Stage 2 and older Key Stage 2 pupils, particularly those in Year 5, speak well and join in discussions confidently and read well for their ages, for example, accurately describing characters in the stories they read. These pupils also write well in a range of different forms in an often lively, interesting and expressive manner. Pupils gain a wide range of mathematical experiences such that they show good skills with mental calculations and with applying these skills to problem solving situations. Similarly, they gain a good depth of knowledge, skills and understanding in science and often apply their literacy skills well to writing up factual accounts of their investigations in areas such as separating solids and liquids or describing the features of living things.

**The school is well led and managed. The headteacher, staff and governors work closely together as a highly effective team and are very well supported by the local community.**

7. The headteacher provides very effective leadership for the school that has ensured that the school has moved forward at a good pace in recent years. He has created a working atmosphere in which all of the staff and governors work together as a highly effective team. This is made possible through the close liaison that occurs and the good level of communication that keeps all members of the school community well informed. The headteacher has a clear vision for the educational direction of the school that is expressed in a realistic and detailed fashion within the school's development plan. The initiatives within this plan are carefully prescribed and precisely focused upon further raising the quality of education and standards of attainment in the school. Staff and governors play a full role in creating, implementing and monitoring the development plan. For example, progress with initiatives is reviewed regularly at meetings of the governing body.
8. The headteacher benefits from the strong support he receives from staff and governors and, in particular, he is very well supported by the deputy headteacher who works energetically and enthusiastically to assist the process of managing the school. Roles and responsibilities are very effectively delegated between individual staff who carry out their roles very conscientiously and this contributes significantly towards the overall efficiency of the way in which the school operates. For example, in addition to her subject co-ordinator roles, the reception and Year 1 teacher also very effectively oversees the implementation of the school's behaviour policy.
9. Governors are very well informed and actively involved in the management of the school. Their knowledge of the school is increased by their attendance not only at full governing body meetings but also by the majority attending the sub-committee meetings. In addition, many of them enhance their overview through frequent visits and the chair and other governors with specific responsibilities further involve themselves by occasionally 'sitting in' on staff meetings. Many of the governors also have strong involvement with activities in the local community and this serves as a useful link for the school that in turn gains maximum benefit from these links to enhance pupils' learning. For example, members of the local community actively assist the school's extra curricular activities programme, local companies have assisted with school building projects, the local gardening club also helps with enhancing the school grounds, use has been made of the probationary service to build extra school facilities and the school maintains strong links with the local church and the well known Village Youth Band.

**The provision for special educational needs throughout the school is very good.**

10. The school has an above average number of pupils with special educational needs and makes very good provision for all of them. The provision is very well managed with funds suitably deployed to ensure that very effective support is provided where it is most needed. For example, nearly all of the current cohort of Year 6 pupils are pupils identified as having special educational needs and the school has rightly deployed a good level of additional adult support to work alongside these pupils. This makes a very significant impact upon boosting the confidence of the individuals concerned. In addition to these support staff, the teacher who works as the 'headteacher's relief' also provides very effective specific support for the Year 6 group of pupils.
11. One way in which the school has made a particular impact upon raising the confidence and achievements of these pupils in Year 6 is through the use of information technology. As a result of very good teaching in this area and the skilful use by teachers of the resources available, many of these pupils demonstrate above average skills in some aspects of their information technology work. The pupils have also used these skills well to improve their work in many other areas such as English and mathematics. Samples of the work that some of these pupils have carried out during the year were scrutinised during the inspection. This evidence along with the evidence of lesson observations confirms that these pupils make good and occasionally very good progress due to the very effective teaching and support they receive. Similarly, pupils with special educational needs are very well supported throughout the rest of the school. The teachers plan in detail to encompass the needs of these pupils and monitor their progress very carefully. Classroom support staff are very well briefed and provide very good support for all individuals concerned.

**The school has very good systems in place to monitor the academic progress and personal development of the pupils.**

12. The school places a very strong emphasis upon the provision of effective systems to monitor the academic and personal development of all pupils. The headteacher has created very detailed guidelines to inform the processes of monitoring educational standards, the quality of education and the efficiency of the school. As well as enabling the school to monitor its overall effectiveness carefully, these processes also serve to draw the focus precisely onto the central issue of monitoring pupils' progress. As part of this process the school closely analyses data from assessment that is carried out just after pupils have started school and end of Key Stage 1 and 2 national tests. Results of tests are carefully recorded and held within each pupil's record of achievement folder and very effectively used to help set future targets for individual pupils' future performance. The school has also usefully compiled its own pupil record sheet that gives a very clear picture to track an individual's progress in each subject as he or she moves through the school. The school has also put in place a very good initiative that sets clear targets for each term for an individual pupil in literacy, numeracy, other curricular areas and personal and social development. The targets are very clear, often detailed and realistic and suitably negotiated with the pupils. For example, one pupil's target sheet usefully assigned a personal and social target ...'to join in class discussions more'. Pupils also very usefully make a written review of their targets and the sharing of these targets with parents is an effective method the school employs to involve parents more fully in their children's learning. The process is clearly making a positive impact upon pupils' learning - with one Year 6 pupil recording in his target review ...'I now understand how to work with negative numbers', ... 'I am better at fractions and decimals' ... and, ... 'I still need to work as hard as possible for my SATs'.

**Very good procedures are in place to foster pupils' health, welfare and safety**

13. Through the detailed record systems that the school has in place and because of the good relationships that exist between the staff and pupils, all individuals are very well known and staff cater sensitively for their needs. There is an atmosphere of strong pastoral care within the school whereby a particular emphasis is placed upon encouraging and supporting all individuals. This is

seen very clearly through the very effective support provided for pupils with special educational needs but is also very apparent with the way teachers and support staff provide strong encouragement for the pupils in their care. Suitable rewards and sanctions systems are in place which pupils understand and respect.

14. The deputy headteacher has worked very effectively in addressing weaknesses identified in aspects of health and safety around the school. She has ensured that all areas of concern have been fully addressed and put excellent procedures in place to ensure that this area is very rigorously monitored in the future. Full records of risk assessments are now maintained, equipment is checked regularly for safety, accident reports are monitored to identify any potential hazards and reports are made regularly to the governing body. The school provides a working environment in which the pupils feel safe, happy and can develop confidently.

## **WHAT COULD BE IMPROVED?**

### **The provision of work to extend higher attaining pupils.**

15. Whilst teachers generally plan a wide range of interesting tasks for the pupils, on too many occasions whole class activities are provided that do not sufficiently extend the higher attaining pupils. This was noted on a few occasions during the inspection in English, mathematics and science lessons. During these lessons, lower attaining pupils were frequently given very effective support to help them tackle the tasks provided but higher attaining pupils found the tasks relatively easy and did not work at a sufficiently rigorous pace.

### **The allocation of taught time - it is not clear that the school is allocating taught time to subjects of the curriculum as efficiently as it could do.**

16. Analysis of class timetables shows that the morning sessions are blocked for literacy and numeracy, and lesson observations indicate that some of these lessons extend well beyond the recommended hour. It is not clear that the school has given sufficient consideration to the impact that these lengthy sessions may have on the amount of time left available for teaching other subjects or whether it is allocating taught time to subjects of the curriculum as efficiently as it could do.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

17. To further develop the school the staff and governors should now:
  - Improve current lesson planning to ensure that work is provided on a consistent basis to match more precisely with the groups of pupils of different attainment levels in each class and, in particular, ensure that activities are provided that challenge the higher attaining groups of pupils.
  - Carry out an analysis of taught time and, where necessary, adjust class timetables to ensure that an appropriate amount of time is allocated for each subject.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19	57	19	5	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)	0	97
Number of full-time pupils eligible for free school meals	0	23

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	39

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	2
Pupils who left the school other than at the usual time of leaving	2

### Attendance

Authorised absence	%
School data	6.5
National comparative data	5.4

Unauthorised absence	%
School data	0.2
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	12	11	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	11
	Girls	8	8	10
	Total	14	14	21
Percentage of pupils at NC level 2 or above	School	61 (67)	61 (81)	91 (81)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	11	11
	Girls	10	11	9
	Total	18	22	20
Percentage of pupils at NC level 2 or above	School	78 (86)	96 (86)	87 (86)
	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	10	14	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	9	10
	Girls	12	13	14
	Total	18	22	24
Percentage of pupils at NC level 4 or above	School	75 (57)	92 (79)	100 (75)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	9	10
	Girls	12	14	14
	Total	18	23	24
Percentage of pupils at NC level 4 or above	School	75 (67)	96 (75)	100 (86)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	97
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)	4
Number of pupils per qualified teacher	24.25
Average class size	24.25

#### **Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	133

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
--------------------------------	---

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999
----------------	------

	£
Total income	210850
Total expenditure	222499
Expenditure per pupil	1987
Balance brought forward from previous year	42501
Balance carried forward to next year	30852



## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	97
Number of questionnaires returned	45

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	40	56	4	0	0
My child is making good progress in school.	31	60	2	2	4
Behaviour in the school is good.	24	53	18	2	2
My child gets the right amount of work to do at home.	31	60	7	2	0
The teaching is good.	33	56	2	0	9
I am kept well informed about how my child is getting on.	40	44	9	4	2
I would feel comfortable about approaching the school with questions or a problem.	58	27	11	2	2
The school expects my child to work hard and achieve his or her best.	40	53	4	0	2
The school works closely with parents.	27	58	11	2	2
The school is well led and managed.	24	49	13	0	13
The school is helping my child become mature and responsible.	27	60	11	0	2
The school provides an interesting range of activities outside lessons.	16	56	22	0	7