

INSPECTION REPORT

ST MARGARET'S C of E PRIMARY SCHOOL

Durham

LEA area: Durham

Unique reference number: 114230

Headteacher: Mrs D Mowbray-Pape

Reporting inspector: Mrs J Hooper
15334

Dates of inspection: 3rd – 5th July 2000

Inspection number: 185937

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 controlled
Age range of pupils: 4 -11
Gender of pupils: Mixed

School address: Crossgate Peth
Durham

Postcode: DH1 4QB

Telephone number: 0191 384 7331

Fax number: 0191 384 1852

Appropriate authority: Governing body

Name of chair of governors: Revd. D. C. Glover

Date of previous inspection: November 1995

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a large primary school situated on the western edge of the city of Durham. Most of the pupils come from the immediate area although there are a significant number of pupils who come from further afield because their parents have chosen to send them to the school. The school caters for boys and girls aged between four and 11 years old and at the time of the inspection nine of the children were under five. There are 347 pupils on roll in twelve classes which is slightly more than at the last inspection held in November 1995. Due to the parental involvement at the university and the college for Ministry in the Church of England, the school has a higher than normal transient population but it manages this well. Most of the children when they start school have had some pre-school education and although they arrive with a wide range of experiences, overall, their attainment is well above the national average. The school has identified 46 pupils as having special educational needs, which as a percentage of the total number of pupils in the school is below the national figure. The percentage of pupils with statements of special educational need is in line with the national average. Fewer than two per cent of pupils are eligible for free school meals, which is well below that nationally. Ten per cent of pupils are from minority ethnic backgrounds, and for three per cent of the pupils English is an additional language which is higher than in most schools.

HOW GOOD THE SCHOOL IS

St Margaret's Church of England Primary School is a very popular school and provides a spacious, safe and aesthetically pleasing learning environment. The quality of teaching throughout the school varies considerably, but is satisfactory overall, enabling most pupils as they move through the school to make sound progress. However, the lack of challenge in a significant minority of lessons hinders the progress of those pupils who learn more quickly. Nevertheless, by the time they leave the school, many pupils are achieving standards in English, mathematics and science well above those expected for 11 year olds nationally. Pupils enjoy being at school and are very well-behaved. In general, good relationships exist between pupils, and staff and pupils. The great majority of parents are very supportive of the school. The headteacher since her appointment less than a year ago provides quiet, purposeful and very effective leadership and is supported well by the staff and governors. Her commitment to ensuring that all pupils reach their full potential has already had an impact on standards. Currently, the school is giving satisfactory value for money.

What the school does well

- The school is well led and managed and the headteacher has a strong commitment to raising standards of attainment by ensuring that all pupils reach their full potential.
- A wide range of activities enriches the curriculum and enhances pupils' social and cultural development during and outside the normal school day.
- Pupils' behaviour is very good in and around the school.

What could be improved

- The overall quality of teaching so that all teachers provide appropriate challenge enabling all pupils to learn effectively.
- There are insufficient resources to develop pupils' information and communication skills to enhance their learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in November 1995, the school has addressed, or is continuing to address the issues raised for school improvements. The health and safety issues have been fully resolved and the school is a safe environment. The school, having tried different models, now has in place effective procedures to assess pupils' learning so that appropriate individual work can be planned for them; the development of these is on going. Satisfactory whole school programmes of work for all subjects now ensure that pupils' skills are developed systematically as they move through the school. The senior management team work together very well and information and procedures discussed at the weekly meetings are cascaded effectively to other members of staff at key stage meetings. Through physically changing the organisation of the junior classrooms by fitting carpets and moving furniture and through careful timetabling of lessons, there is less disruption to pupils' learning. However, the improvement in the quality of teaching across the school to ensure that all pupils are appropriately challenged has not yet been addressed. The school has introduced effectively the National Literacy and Numeracy Strategies over the last two years. Since the last inspection the school has made significant improvements and is well placed to develop further.

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	A	A	A	C
Mathematics	A*	A	A	A
Science	A	A	B	C

Key

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

The table shows that, since 1997 the standards pupils achieve by the end of Year 6 in English, mathematics and science have been consistently well above the national average, although in 1999 they dipped slightly in science. In 1999, when comparing these results with those in schools where pupils have similar backgrounds in English and science they were very much the same but in mathematics they were well above.

Judgements on attainment of the current year groups of pupils are that, most children have achieved the standards expected for five-year-olds in language and literacy and mathematics well before they reach the age of five. The majority of pupils by the time they are seven and 11 years old are achieving standards in English, mathematics and science at least in line with national expectations. In all year groups, a significant number of pupils are attaining standards well above those expected nationally, which reflects their ability on entry. This year in these subjects, the results of the national assessment tests for pupils in Year 6, are likely to be at least similar to those of last year in mathematics, with a higher number of pupils achieving above the national expectation in English and science.

Although, throughout the school pupils' progress in their learning is satisfactory, there are a significant minority of pupils, especially those who learn quickly, who do not make the progress they should and do not reach high enough standards. This is mainly due to the lack

of challenge they are given. Also, the progress pupils make in information and communication technology is limited due to the lack of up-to-date equipment.

The school has set challenging and realistic targets for 11-year-old pupils for the next two years in English, mathematics and science. The trend for improvement is in line with that found nationally and should at the least remain so.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory, overall. However, a minority of older pupils are reluctant to contribute in class.
Behaviour, in and out of classrooms	Pupils are polite, considerate and very well-behaved in and around the school.
Personal development and relationships	Satisfactory, overall and, in general, enhanced by the good relationships that exist between pupils, and staff and pupils.
Attendance	Very high. Pupils enjoy going to school.

The high attendance figures indicate the combination of the pupils liking school and the importance that parents place on their children's education.

TEACHING AND LEARNING

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

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.

Overall, throughout the school, teaching is satisfactory. Teachers are conscientious and, in general, clear about what they expect pupils to learn. Over the two days of the inspection, 97 per cent of the teaching observed was satisfactory or better, and 47 per cent was good. At Key Stage 1, all the teaching was satisfactory and 54 per cent, good. Of the teaching at Key Stage 2, 97 per cent was satisfactory and 43 per cent good. However, the work scrutiny indicated that in some classes, and especially at Key Stage 2, the quality of teaching was often lower than the overall judgements made on the limited number of lesson observations. For instance, there were many examples in English and science of exactly the same activities at the same level of difficulty being provided for all pupils, with no regard to the wide range of abilities in the class. In the best lessons observed, teachers' enthusiasm for promoting learning frequently shows and tasks are appropriately matched to pupils' learning abilities. This is particularly so in literacy and numeracy lessons at Key Stage 1 and in some classes at Key Stage 2, when teachers successfully provide a good balance between reinforcing and building on pupils' previous knowledge, and presenting them with new ideas and information. However, weaknesses in teaching were mainly because teachers did not give challenging activities to extend pupils' thinking and learning and especially for those pupils who are likely to be high achievers. This was particularly significant in Year 6, in literacy, where pupils who were being taught in two groups selected on ability, were frequently working at the same tasks. Also, in numeracy lessons teachers often give pupils further mechanical work with bigger numbers as extension activities, instead of promoting

their learning through applying their knowledge to solving challenging practical problems. In some lessons the pace of learning is often much too slow, especially when teachers give pupils tasks that are too easy for most of them and which could be completed in a much shorter time. However, teachers nearly always give good support to pupils who have difficulties with their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad and balanced curriculum, which is very effectively enriched by a wide range of good quality learning opportunities.
Provision for pupils with special educational needs	Satisfactory. Those pupils with formal statements of their need are properly supported.
Provision for pupils with English as an additional language	Satisfactory. Pupils receive appropriate support and guidance.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school encourages respect for personal values and beliefs and promotes good moral standards. The pupils enjoy a wide range of social activities and learn through rich experiences to appreciate their cultural heritage.
How well the school cares for its pupils	The school looks after its pupils well.

Currently, the school does its best to provide pupils with their entitlement to develop their information and communication technology skills, but the lack of appropriate up-to-date equipment means that pupils, especially at Key Stage 2, are prevented from improving their skills and applying them across the curriculum. However, the school recognises this is an issue to be addressed and it is built into school development planning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides quiet, purposeful and very effective leadership and has a clear vision for the future of the school. She is well supported by an effective senior management team and is committed to raising standards of attainment by ensuring that all pupils reach their full potential.
How well the governors fulfil their responsibilities	The governors are very supportive, have a high level of expertise and fulfil their statutory requirements.
The school's evaluation of its performance	The headteacher and governors have a clear knowledge of the school's strengths and weaknesses, and improvements needed are closely linked into school development planning.
The strategic use of resources	Overall, the school makes effective use of all its resources.

The budget is operated according to the factors of best value. The headteacher and teachers in their roles of subject co-ordinators have made an effective start on monitoring and evaluating the curriculum and teaching and the impact it has on pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The behaviour in the school is good. • The teaching is good and their children make good progress. • Their children are expected to work hard. • Parents feel comfortable in approaching the school. 	<ul style="list-style-type: none"> • The information given on their child's progress. • The school's partnership with parents. • Provision of a more interesting range of activities. • The quantity of homework.

Pupils behave very well and the vast majority enjoy school. However, the inspection findings are that, overall, the teaching is satisfactory and pupils make satisfactory progress. In general, pupils are expected to work hard. There was no evidence to support or refute the view that parents feel comfortable in approaching school. The inspection team judges that the quality of information for parents is good, specific and appropriate. A strength of the school is that it provides a wide range of activities during and outside the school day and these enrich the curriculum. The school expresses its philosophy on homework in the prospectus and is intending to develop a policy in consultation with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school is well led and managed and the headteacher has a strong commitment to raising standards of attainment by ensuring that all pupils reach their full potential.

1. The headteacher provides quiet, purposeful and very effective leadership. She is well supported by a competent senior management team who work together very well so that information and procedures discussed at the weekly meetings are cascaded effectively to other members of staff at key stage meetings. This was an issue raised at the last inspection and has been dealt with effectively. Since her appointment less than a year ago, the headteacher has undertaken a complete audit of the school's strengths and weaknesses. As a result of this, with the staff and governors she has developed a detailed management plan indicating her clear vision for the future of the school and how she sees it moving forward in its developments.
2. The governors are very supportive. Most visit on a regular basis and the Chair of Governors is kept well informed about all school issues through his weekly meetings with the headteacher. Governors have high levels of expertise which enables them to take an active role in the management of the school through an effective committee structure, and also fulfil their statutory requirements. They operate the budget according to the factors of best value. All funding, including designated grants, is used properly and linked appropriately to school development planning. Together, with the headteacher and staff, governors have a commitment to providing the best education they can for the pupils and thus raising standards.
3. The school monitors and evaluates its performance closely. It makes good use of the detailed analysis of assessment results, and compares them with other schools both locally and nationally. For example, through the careful analysis of last year's Key Stage 2 national assessment tests a common weakness in pupils' learning in science was discovered. As a result, the curriculum was evaluated and adapted appropriately to meet this learning deficiency. The teachers in their roles of subject co-ordinators have made an effective start on monitoring and evaluating the curriculum and teaching and the impact it has on pupils' learning. As a result of her monitoring and evaluation of lessons throughout the school, the headteacher has identified the current strengths and weaknesses in teaching.
4. The well-organised routines of the school are well known to pupils, staff and parents, and the efficient and friendly administrative staff ensure that the school runs smoothly.

A wide range of activities enriches the curriculum and enhances pupils' social and cultural development during and outside the normal school day.

5. The school offers a wide variety of experiences designed to enrich pupils' learning opportunities and enhance curriculum provision. Many activities are linked closely to the curriculum, for instance, a Victorian afternoon brought history alive for Key Stage 1 pupils. Pupils make a wide and varied range of educational visits to support their topic work. For example, Year 3 pupils had very recently visited Hadrian's Wall as part of their history studies. The scrutiny of work also showed that pupils often make effective use of their literacy skills to write interesting accounts of their visits. Teachers make good use of the local environment such as the St Margaret's Church, Thornley Woods and the rich learning opportunities found in Durham. Through such projects the pupils not only develop a greater insight into the historical and geographical aspects of the city, but are given also the chance to appreciate their own culture and to develop a feeling of

citizenship. Further afield pupils visit a wide range of museums such as the Oriental Museum and a Sikh Temple giving pupils an insight into and understanding of other cultures. Through the good partnership that exists with another school, Year 6 pupils have regular French lessons as part of their curriculum, which helps them to become familiar with life in France.

6. Visitors to the school provide very good opportunities to develop pupils' social skills. Pupils from a school for pupils with special educational needs make fortnightly visits to work with Year 4 pupils, and groups of Year 4 pupils make return visits on alternate weeks, giving them a clear awareness of others' needs. Pupils often help to raise money for charities, for instance, acting as models in a fashion show, a fund-raising event for a Hospice. Through such activities they are made aware of people less fortunate than themselves.
7. The school makes good provision for the pupils to enjoy the expressive arts. They are encouraged to take part in drama performances and these provide opportunities for, not only good social interaction, but also the development of pupils' speaking and listening skills. A visit from a theatre group and the pupils' visit to a traditional pantomime enriched their cultural awareness. The school makes provision for pupils who show an aptitude and interest in playing musical instruments such as woodwind and strings, to have lessons at a very little cost. Many pupils sing in the school choir or play in the orchestra and many opportunities are given for them to perform publicly.
8. Organised residential trips for the Year 5 and 6 pupils give them a greater social awareness. Also, the school provides a wide range of extra-curricular activities and often brings in coaches and other sports specialists to develop existing skills and provide new experiences. Parents also make a valuable contribution in providing support for these activities. Pupils meet other schools for sporting and other activities and there are many cups and awards displayed around the school to show that teams and individuals are successful in competitions.
9. The school building and grounds provide an aesthetic environment facilitating a calm and pleasing atmosphere.

Pupils' behaviour is very good in and around the school.

10. The standard of the pupils' behaviour in and around the school is very good, and, in general, is enhanced by the good relationships between staff and pupils. For example, during a music lesson, Year 4 pupils inspired by the teacher's good-humoured enthusiasm, were getting great enjoyment from their singing and were very animated, but quickly curbed their excitement when required to listen again. Pupils are very friendly and considerate towards each other, staff and visitors and demonstrate by their actions that they know right from wrong. They listen to the views of each other, take turns and willingly share and treat property carefully. Many display a natural sensitivity and awareness to the needs of others and good examples were seen in the school of unsolicited help and support being offered to other pupils and adults alike. For example, when a pupil returned to the classroom after a music lesson another sitting next to him immediately explained what had been happening. The very good standards of behaviour are frequently illustrated in assemblies when pupils conduct themselves quietly and sensibly, in tune with the occasion. The very good behaviour patterns demonstrated by the pupils contribute significantly to the pupils' social and academic progress and to the purposeful and orderly atmosphere existing in the school.

WHAT COULD BE IMPROVED

The overall quality of teaching so that all teachers provide appropriate challenge enabling all pupils to learn effectively.

11. This was a key issue for development at the last inspection and has not yet been addressed.
12. Teachers are conscientious and, in general, most are clear about what they expect pupils to learn, so that overall, throughout the school, teaching is satisfactory. Over the two days of the inspection, 97 per cent of the teaching observed was satisfactory or better, and 47 per cent was good. At Key Stage 1, all the teaching was satisfactory and 54 per cent, good. Of the teaching at Key Stage 2, 97 per cent was satisfactory and 43 per cent good. In the best lessons observed, teachers' enthusiasm for promoting learning frequently shows and tasks are appropriately matched to pupils' learning abilities. This is particularly so in literacy and numeracy lessons at Key Stage 1 and in some classes at Key Stage 2 when teachers successfully provide a good balance between reinforcing and building on pupils' previous knowledge, and presenting them with new ideas and information. However, the work scrutiny indicated that in some classes, and especially at Key Stage 2, the quality of teaching was often lower than the overall judgements made on the limited number of lesson observations. For instance, there were many examples in English and science of exactly the same activities at the same level of difficulty being provided for all pupils, with no regard to the wide range of abilities in the class. This was particularly significant in Year 6, in literacy, where pupils who were being taught in two groups selected on ability, were frequently working at the same tasks. In some lessons, teachers did not give challenging activities to extend pupils' thinking and learning and especially for those pupils who are likely to be high achievers. For example, in numeracy lessons teachers often give pupils further mechanical work with bigger numbers as extension activities, instead of promoting their learning through applying their knowledge to solving challenging practical problems. In some lessons the pace of learning is often much too slow, especially when teachers give pupils tasks that are too easy for most of them and which could be completed in a much shorter time. However, teachers nearly always give good support to pupils who have difficulties with their learning. There were also significant differences in teaching in year groups at Key Stage 2, especially with respect to the expectations teachers had of the way pupils should present their work. For example, pupils' work in some classes was written in a neat cursive style, whilst in a parallel class many pupils were still printing their work, often untidily.

There are insufficient resources to develop pupils' information and communication skills to enhance their learning.

13. Although there are over 30 computers in the school, most of these are old and unreliable and this limits greatly the extent to which pupils can develop their information technology skills. Of these computers there are six which are up-to-date with the facilities for pupils to gather information from CD ROMs, use for data handling, graphics and for adding interest to the presentation of their work. This is insufficient for the number of pupils in the school. Also, currently there are no means for pupils to develop their communication skills through utilising electronic mail or accessing the Internet, again for gathering information to aid their work. However, the school has identified this as an area for development and intends to buy more computers and software and provide ways for pupils to develop their communication skills. In addition, the school has identified the need for teachers to have the appropriate training in their use.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

14. In order to further the current progress in the school's development, the staff and governors should now:

- (1) Address the key issue outstanding from the last inspection and improve the overall quality of teaching so that all teachers provide appropriate challenge enabling all pupils to learn effectively by (Paragraph 12):
 - Having high expectations of pupils' performance and ensuring they meet their full potential in all areas of the curriculum.
 - Planning work to meet these expectations for the differing needs and ability levels of pupils.
 - Improving the pace of lessons so pupils learn at a quicker rate.
 - Improving pupils' attitudes by encouraging them to take a pride in the presentation of their work.

- (2) Up-date and improve the level of existing resources so that pupils' information and communication skills can be developed further to enhance their learning – this issue has been identified by the school in its school development planning (Paragraph 13).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	47	50	3	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)	Not applicable	347
Number of full-time pupils eligible for free school meals	Not applicable	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	Not applicable	5
Number of pupils on the school's special educational needs register	Not applicable	46

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

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	31

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.4

Unauthorised absence

	%
School data	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	22	18	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	21	21
	Girls	18	18	18
	Total	38	39	39
Percentage of pupils at NC level 2 or above	School	95 (94)	98 (100)	98 (95)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	21
	Girls	18	18	18
	Total	38	39	39
Percentage of pupils at NC level 2 or above	School	95 (97)	98 (94)	98 (100)
	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	35	24	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	33	33
	Girls	22	22	23
	Total	50	55	56
Percentage of pupils at NC level 4 or above	School	85 (87)	93 (81)	95 (87)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	30	30
	Girls	19	21	20
	Total	47	51	50
Percentage of pupils at NC level 4 or above	School	80 (85)	86 (83)	85 (83)
	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	1
Black – other	3
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	4
White	293
Any other minority ethnic group	11

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)	13
Number of pupils per qualified teacher	26.7
Average class size	28.9

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	73

Financial information

Financial year	1999/2000
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	£
Total income	520,830
Total expenditure	524,910
Expenditure per pupil	1,492
Balance brought forward from previous year	40,974
Balance carried forward to next year	36,894

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	351
Number of questionnaires returned	138

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	48	2	2	0
My child is making good progress in school.	33	62	4	0	1
Behaviour in the school is good.	38	51	5	2	4
My child gets the right amount of work to do at home.	22	46	24	6	3
The teaching is good.	37	57	4	0	2
I am kept well informed about how my child is getting on.	14	46	30	8	2
I would feel comfortable about approaching the school with questions or a problem.	49	43	7	1	0
The school expects my child to work hard and achieve his or her best.	42	49	5	1	2
The school works closely with parents.	20	51	25	3	1
The school is well led and managed.	24	55	7	1	13
The school is helping my child become mature and responsible.	31	54	9	1	4
The school provides an interesting range of activities outside lessons.	25	42	15	8	9