

INSPECTION REPORT

ST GILES CHURCH OF ENGLAND SCHOOL

Shrewsbury

LEA area: Shropshire

Unique reference number: 123503

Headteacher: Mrs J Crouch

Reporting inspector: Mrs S Tweddell
1709

Dates of inspection: 10 – 12 July 2000

Inspection number: 185967

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Portland Crescent Shrewsbury Shropshire
Postcode:	SY2 5NJ
Telephone number:	01743 356579
Fax number:	None
Appropriate authority:	Governing Body
Name of chair of governors:	Rev P Williams
Date of previous inspection:	October 1995

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Giles is a large primary school with 315 pupils on roll. Most of the pupils come from the town and surrounding countryside and 60 per cent come from outside the usual catchment area. Pupils come from three distinct areas; an estate of privately owned 1960s properties, local authority housing and older terraced properties. The number of pupils who are entitled to free school meals is below the national average. Pupils enter the reception class in the term in which they are five. A small number of pupils come from homes in which English is an additional language and most are fluent in English. The percentage of pupils on the register of special educational needs, 9.5 per cent, is lower than the national average; three pupils have a statement of special educational need. The attainment on entry is above average.

HOW GOOD THE SCHOOL IS

St Giles is a highly successful school. There is a very good ethos rooted in high expectations which is due to very good leadership and very good team work amongst all adults who work in the school. By the time pupils leave, their attainment in English, mathematics and science is well above the national average and they have developed very good personal skills. Their behaviour is very good and they have most positive attitudes towards their work. Teachers work hard to ensure that pupils learn effectively and the teaching is good overall. The school provides good value for money.

What the school does well

- Pupils achieve highly in English, mathematics and science by the time they are eleven.
- Very good leadership has created an ethos that promotes high standards.
- Staff work hard to ensure that teaching is effective
- The behaviour and attitudes of most pupils are very good and attendance is above average.
- The curriculum is rich and gives pupils a wide range of learning experiences.

What could be improved

- As the school is aware, attainment in information and communication technology, although close to the national average, is not as high as in other subjects.
- Marking of work does not always give pupils enough guidance as to how they can improve it.

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 October 1995 and has made very good progress in the points identified for action since then. Standards in mathematics and science have improved significantly and at the end of Key Stage 2 are now well above average. All staff have been involved in developments to improve the provision of religious education and new subject guidance is available for September 2000. The links between Key Stage 1 and 2 have improved significantly and continue to improve and there have been major changes at Key Stage 1 which are raising standards. Pupils now understand how to work independently when it is required. A great deal of work has gone into monitoring the work of the school and this has been successful and continues to develop. Although not a key issue in the last inspection, a number of higher attaining pupils were not challenged by their work. This is no longer the case.

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	A
Mathematics	A	A	A	A
Science	A	A	A	A

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

Attainment in 1999 in English, mathematics and science was well above the national average and well above the average for schools that take in pupils from a similar range of backgrounds. The school has set appropriate targets for pupils to achieve and has been successful in meeting them. The trends in the results over the past few years have been similar to most schools in the country. At Key Stage 1, attainment in reading and writing was well above average and in mathematics was close to the national average. In comparison with similar schools, attainment in writing was above average, in reading was close to average and in mathematics was below average.

The inspection found that standards are similar to those of last year but that at Key Stage 1, attainment has improved. Achievement in music, art, history and geography is high at the end of Key Stage 2. In information and communication technology, standards are close to national averages. Pupils' skills in investigation are well developed and they use them effectively in mathematics and science. They are highly proficient in skills of literacy and numeracy and use them most effectively in other subjects. Children who are under five make good progress in all the areas of the curriculum, but especially in personal and social development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about their work.
Behaviour, in and out of classrooms	Very good and this helps them to learn well.
Personal development and relationships	Very good. Pupils relate well to each other and to adults.
Attendance	Good. Pupils enjoy coming to school and arrive on time.

The vast majority of pupils enjoy their learning and are eager to take part in and contribute to lessons. By the time they leave the school, many are mature and responsible young people who respect one another and the values of the school. They have a pride in their 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.

Teaching is good overall at all key stages and the amount of teaching that is very good or excellent is 61 per cent. No unsatisfactory teaching was observed. The teaching of literacy and numeracy is very good.

All staff have high expectations of the work and behaviour of their pupils that encourage pupils to learn effectively. All teachers are skilled at asking questions that challenge pupils to think. A particular strength is the way in which adults value the responses of pupils, which gives them the confidence to contribute to the lesson and to learn from their mistakes. Sometimes, insufficient use is made of information and communication technology to support learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is well planned and offers very good depth of coverage.
Provision for pupils with special educational needs	Very good. The procedures are thorough and involve all staff.
Provision for pupils with English as an additional language	Satisfactory. The school makes good use of external services, but sometimes the work in class is not suitable for the language needs of the pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision is an intrinsic part of the ethos of the school.
How well the school cares for its pupils	Very well. The school gives pupils a safe and caring environment in which to learn.

The curriculum is broad and covers a wide range of subjects in good depth. It is enhanced by a very good range of extra-curricular activities, particularly educational visits which are used effectively to extend pupils' learning. The methods used for assessing pupils' work are good in English, mathematics and science. The quality of written comments as to how pupils might improve their work is inconsistent. The best give good guidance but many give little.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The excellent leadership of the headteacher has given a clear direction for the school's development and key staff support effectively by offering very good leadership.

How well the governors fulfil their responsibilities	Most governors are effectively involved in the school's work, especially in the decisions that are made.
The school's evaluation of its performance	Good. This has developed well and is helping to raise standards.
The strategic use of resources	Good. Resources are targeted well to improve the school.

The school benefits from dynamic and purposeful leadership which is a major factor in the maintenance of high standards. Governors put much time into the school and are appropriately involved in determining areas for development. Some governors work with co-ordinators and this could usefully be extended so that all governors have a knowledge of how the school operates. The team work amongst adults is a particular strength. Evaluation of performance has developed well and continues to develop. The senior management team is aware that the next stage is to involve more staff in regularly reviewing teaching so that all may learn from each other. This is planned for September. Staff and governors regularly compare their school with others and ensure that they obtain the best value from their spending.

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 standards achieved and the progress made by children. • Behaviour and attitudes of children. • Teaching is good and children are expected to work hard. • The leadership of the school. • The ethos of the school. 	<ul style="list-style-type: none"> • A few parents feel too much homework is given, others that it is inconsistently given. • A small number do not feel well informed about their children's progress. • A significant number feel that the school does not provide an interesting range of activities outside lessons.

The inspection team found that parents are justified in their views about what pleases them most about the school. Homework is given regularly and a leaflet about the approach to homework, taking account of government guidance, is given to all parents. Parents receive sufficient information about the progress of their children through annual reports and termly meetings with their child's teacher. A wide range of activities is available for all pupils and these enhance the curriculum.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve highly in English, mathematics and science by the time they are eleven.

1. Pupils enter school with above average levels of ability and most make very good progress so that by the time they leave, their performance in English, mathematics and science is well above the national average. It is also well above the average when compared with schools that take in similar pupils. Pupils' attainment has improved since the last report, five years ago, particularly in mathematics and science. Attainment over the past four years has been high and girls have performed very highly in English and science. The rising trend in performance has been similar to the rise in the national trend.
2. By the end of Key Stage 2, many pupils have highly developed skills in language which they apply well to all subjects of the curriculum. Many are highly articulate and are prepared to argue and justify a point of view, encouraged by the very good questions that all teachers pose. They use skills in reading well to gain information from books and the internet and many enjoy reading. Many pupils, for example, had rushed to buy the latest *Harry Potter* on the day that it was published. Many manipulate language skilfully when writing, such as in the following examples when they were asked to listen to the sea on a visit.

*Solid tank gets rid of stubborn rocks
All the time rumbling over stones
That crushed beneath its tracks.*

3. Another pupil, similarly inspired, wrote

*Leaping tiger ripping up the rocks
with its paws
Chewing at cliffs to make caves and
Running fiercely in and out of the sand
dunes.*

4. In mathematics, pupils have well developed skills of investigation that they use to solve problems. Year 6 pupils were asked to work out a formula for which numbers could not be made by adding two numbers together. All tackled the problem enthusiastically, then one pupil said he had found the answer, which he gave clearly. After a moment's silence, he was challenged by a girl who said it did not work. A lively discussion ensued, with several members of the class taking part. These pupils had a good understanding of number and were able to use their understanding of patterns to help them to solve the problem. Many pupils have a good understanding of shapes, such as trapezium and rhombus.
5. In science, pupils use investigative skills well and they are prepared to predict and hypothesise. They use skills of literacy well to record their findings and their investigations. They have a good understanding of scientific facts based on their investigations, such as why animals have a range of protective clothing.

Very good leadership has created an ethos that promotes high standards.

6. The headteacher gives excellent leadership. She has high expectations of the pupils and staff coupled with a concern for their welfare and personal development. This has set the basis for very good team work amongst all adults in the school. She has set appropriate priorities for the development of the school after a thoughtful analysis and has successfully achieved many of them, such as the reorganisation of the approach to teaching younger pupils. The initiatives

have maintained and improved the standards since the last report. She knows her staff well through the monitoring that she has undertaken.

7. Key staff play a complementary role to give very good leadership in the areas for which they have responsibility. Co-ordinators are effective in giving guidance for the subjects and each has completed an audit and knows where the strengths of their subject lie and how it needs to develop further.
8. Governors are fully involved in the strategic development of the school through the work they do as a group prior to the review and formation of the new development plan for the school. Many give much of their time and know the school's strengths and its areas for improvement. Some have regular contact with co-ordinators which gives them valuable information about how the school operates and assists in their role of reviewing the school. This system could be formalised to ensure that all governors are involved, so that all gain information about the school.
9. An example of the effective leadership was evident in the co-ordination of mathematics throughout the school. This was identified as an area of concern at Key Stage 1 and as part of the review of the approaches to teaching and learning, the scheme for mathematics was reviewed and rewritten. The result has been an improvement in standards of mathematics at Key Stage 1. Staff have also ensured that the scheme successfully flows into Key Stage 2.
10. The ethos of the school is one of high expectations of the academic and the personal development of all pupils. Administrative staff are part of the school team and make a most valuable contribution to the ethos. All classrooms provide a lively and stimulating learning environment within which pupils are expected to learn and to develop independence. The social and moral provision is very good and encourages pupils to be aware of each other and to have confidence. Assemblies are a focal point for the school. Here, a strong sense of community is apparent. Pupils take pride in their school. Adults respect pupils and value the responses they give and pupils follow this lead by respecting adults.

Staff work hard to ensure that teaching is effective.

11. The teaching is good at all key stages, including the teaching of the under-fives. Sixty-one per cent of lessons observed were very good or excellent. The teaching of literacy and numeracy is very good.
12. Pupils with special educational needs are taught effectively. They receive very good support from classroom support assistants who have established a good rapport with their pupils. In a Reception class, a group of pupils was enabled to make good progress in their learning about initial sounds by the effective support of the assistant. They were able to contribute to the work of the class, which helped their self esteem. Class teachers are aware of the needs of those on the special educational needs register in their class and use this information well when writing the individual education plans.
13. All staff have high expectations of the work of their pupils, which is a principle factor in the high standards that pupils achieve. Pupils know that they must give of their best at all times. In a Year 5/6 mathematics lesson, pupils were asked to investigate the total number of stones needed for any height in a pyramid. The work had a good challenge and successfully extended pupils' understanding about pattern and their curiosity about the language of number. Staff also have high expectations of the behaviour of pupils, which enables all pupils to listen and to learn. Activities are usually well chosen to maintain the interest and motivation of the pupils. As a result, pupils concentrate hard. On occasion, pupils for whom English is an additional language are given activities that do not develop their language, although they develop good social skills by working in groups.
14. A key feature in the teaching of all staff is the use of questions. These are challenging and provoke thought which deepens pupils' understanding. In a Year 1/2 literacy lesson, the

questions were skilfully posed to involve all pupils and to ensure that they gained an understanding of the story. In another Year 1 lesson in which pupils were introduced to similes, the questions enabled pupils to reflect on a poem. In this lesson, the teacher used appropriate technical vocabulary, introducing the words *simile* and *phoneme*. Pupils quickly understood it and were able to use the language, giving precision to their discussion. This good feature was observed in other lessons.

15. Lessons are planned effectively, tasks are appropriate for the range of attainment in the classes and, apart from information technology, resources are used well so that no time is wasted and the lesson flows at a good pace. On a few occasions, too long is spent on an activity, with the result that a few pupils lose interest. Literacy and numeracy are taught effectively and pupils are encouraged to develop these skills in other subjects. In Year 3/4 classes, basic skills were taught effectively. Pupils were asked to add and subtract two numbers by rounding them up or down. The planning of the lesson ensured that the tasks built on the previous learning and, as a result, pupils in these classes made good progress. The match of task to the attainment of the pupils was good and was included in the planning.
16. The good quality of teaching has a significant effect on the attainment and progress of the pupils.

The curriculum is rich and gives pupils a wide range of learning experiences.

17. Planning for the curriculum is part of the questing ethos of the school. The curriculum covers a broad range of subjects and is thoughtfully planned. Personal and social development, although not yet having subject guidance, is an intrinsic and successful part of the curriculum. All staff have had in-service training on how to use *circle time*, where pupils sit together and discuss issues to do with their emotional development. The curriculum at Key Stage 1 and for the children under five has been successfully reviewed as part of the reorganisation of Key Stage 1. Children who are under five are taught the areas that are recommended, although, progress in physical development is hampered by there being insufficient large climbing equipment. At Key Stage 2, the curriculum is equally broad. Although all teachers plan for the use of information and communication technology, there are too few machines to develop the pupils' skills. Plans are in place to resolve this when the school is in line for government funding next year.
18. There is a wide range of extra-curricular activities that enhances the learning of all pupils. The school is aware of the need to ensure equal access for all pupils and has appropriately used a grant for this purpose so that all can take advantage of music and sporting activities. A wide range of musical and sporting activities is available. Pupils take advantage of the many clubs, including a French club.
19. The significant strength in the curriculum is the depth of coverage which comes from effective planning. At the beginning of the school year, pupils in Years 5 and 6 attend a residential visit that is the focus for subsequent work. Skills of literacy and numeracy are successfully developed and extended in the context of this visit, as can be seen from the examples quoted above. Planning for literacy and numeracy is rooted in the national strategies and appropriately takes full account of the needs of pupils in the school. The very good depth of planning of the curriculum ensures that pupils have a breadth and depth of understanding which enable them to reach high standards in many subjects.

The behaviour and attitudes of most pupils is very good and attendance is above average.

20. Pupils enjoy coming to school and most attend regularly, arriving ready to work. Many parents stated that they cannot keep their children away from school. Pupils are extremely well

behaved. Parents testify that when they accompany school visits, they are proud of the behaviour of the pupils.

21. The same very good behaviour is apparent in school, during lessons and at lunch and play times, where lunch time staff play an important role. This is a direct result of the very good management of behaviour in all classrooms. Relationships are very good among pupils and between adults and pupils. Pupils respect the views of one another and support each other when needed. A pupil for whom English is an additional language was helped by three pupils close to him when he had difficulty finding a letter of a word.
22. Pupils have highly positive attitudes towards their work. They listen attentively to their teachers and to each other and they concentrate hard. They take a pride in the presentation of their work and are pleased to discuss their learning with adults. In a mixed Key Stage 1 class, pupils writing a long story improved their work by discussing it with others in their group, which added to their ideas. They are eager to take part in lessons, often contributing enthusiastically, as was seen in a Year 5/6 mathematics lesson which involved the investigation of two numbers. The motivation and responsiveness of all pupils in the class were major factors in their high achievement.
23. Staff have worked hard to encourage pupils to think for themselves through providing challenging activities. As a result, many pupils are prepared to reflect and ponder, before resorting to asking their teachers for support. In the Year 5/6 lesson in which pupils were asked to find the total number of stones needed for any height of a pyramid, pupils responded well to the teacher's insistence on trial and error, looking for patterns and applying theories.

WHAT COULD BE IMPROVED

Attainment in information and communication technology is not as high as in other subjects.

24. Attainment in information and communication technology is close to the national average, but it is not as high as in other subjects. The subject is led effectively and, under the leadership of the co-ordinator, staff have worked hard to prepare guidance to teach information and communication technology. Resources have been collated and a collection of pupils' work is being put together to offer guidance to staff about what constitutes appropriate achievement for different ages of pupils. This collection is good as it covers all aspects of the subject. The co-ordinator also supports other schools in their use of equipment. However, there is not enough equipment in school for staff to be able to develop pupils' skills and so often it is not used to extend the learning of pupils in all subjects. Word processing skills are regularly used and pupils use programs to record information in the form of graphs, such as in Reception where pupils recorded information about their teddy bears. Art and design programs are used well. One pupil using an old machine became frustrated when it crashed three times and the teacher, who was teaching a group, could do no more than restart it as her attention was rightly upon the group she was teaching.
25. The school is fully aware of this issue and plans are in place to develop the subject when funding and training are available next year.

Marking of work does not always give pupils enough guidance as to how they can improve it.

26. Assessment has been a focus for development over the past two years and a new policy was put in place in Spring 2000. Every pupil in school has a record and those who are causing concern are identified as are those who have the potential to attain highly. Pupils are assessed regularly in English and mathematics and targets are being set in these subjects. Pupils'

performance in English, mathematics and science has been analysed and the data used to improve teaching. The procedures for assessment in these subjects are very good.

27. All teachers mark work assiduously, especially commenting upon grammar and spelling. A few teachers comment on how work can be improved, but this is not widespread, although it takes place in discussion with pupils. As a result, sometimes pupils are unclear about how to improve their work. Some good examples were observed, such as in science where the teacher wrote *so think again, how will you know which is best* and *Any idea why some shells are spiky?* In these examples, the pupils were given clear guidance as to how to improve their work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. In order to raise standards even further, the headteacher, staff and governors should
- raise attainment in information and communication technology by implementing the school development plan for this area when it is feasible and applying the guidance that has been issued on the use of technology for all subjects, (paragraphs 15, 24)
 - ensure that written comments on pupils' work give guidance for them to improve it. (paragraph 27)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
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
15	46	31	8	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	315
Number of full-time pupils eligible for free school meals	0	10

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	30

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	4.2
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	21	19	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	21	19
	Girls	19	18	17
	Total	38	39	36
Percentage of pupils at NC level 2 or above	School	95 (100)	98 (100)	90 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	21	20
	Girls	19	19	16
	Total	40	40	36
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (97)	90 (100)
	National	82 (80)	86 (84)	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	30	16	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	27	29
	Girls	15	15	15
	Total	40	42	44
Percentage of pupils at NC level 4 or above	School	87 (79)	91 (88)	96 (96)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	26	27
	Girls	15	15	15
	Total	39	41	42
Percentage of pupils at NC level 4 or above	School	85 (87)	89 (87)	91 (100)
	National	68 (55)	69 (59)	75 (62)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	6
White	0
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)	12
Number of pupils per qualified teacher	28.6
Average class size	28.6

Education support staff: YR – Y6

Total number of education support staff	6.0
Total aggregate hours worked per week	86.35

Financial information

Financial year	1999/2000
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	£
Total income	486,963
Total expenditure	490,725
Expenditure per pupil	1,558
Balance brought forward from previous year	20,724
Balance carried forward to next year	16,962

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	315
Number of questionnaires returned	126

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	2	1	0
My child is making good progress in school.	58	37	2	1	2
Behaviour in the school is good.	49	46	4	0	1
My child gets the right amount of work to do at home.	38	41	17	2	2
The teaching is good.	58	40	2	0	0
I am kept well informed about how my child is getting on.	44	40	16	0	0
I would feel comfortable about approaching the school with questions or a problem.	63	26	10	0	0
The school expects my child to work hard and achieve his or her best.	68	26	4	0	2
The school works closely with parents.	51	35	11	0	3
The school is well led and managed.	54	37	5	2	2
The school is helping my child become mature and responsible.	58	37	3	0	2
The school provides an interesting range of activities outside lessons.	44	29	13	8	7