

INSPECTION REPORT

MAIDEN BEECH MIDDLE SCHOOL

Crewkerne

LEA area: Somerset

Unique reference number: 123874

Headteacher: Mr J Broad

Reporting inspector: Philip J H O'Neill
3162

Dates of inspection: 6 - 7 June 2000

Inspection number: 186244

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Middle deemed secondary
School category:	Community
Age range of pupils:	9 - 13
Gender of pupils:	Mixed
School address:	Lyme Road Crewkerne Somerset
Postcode:	TA18 8HG
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Appropriate authority:	The governing body
Name of chair of governors:	Mr K Leamon
Date of previous inspection:	11 December 1995

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INFORMATION ABOUT THE SCHOOL

Maiden Beech Middle School caters for boys and girls between the ages of 9 and 13 years. There are at present 486 pupils on roll, which is bigger than other middle schools nationally. Ninety-nine per cent of the pupils come from white British backgrounds. The number of pupils on the school's register of special needs is above the national average. Taken as a whole, pupils enter the school with levels of attainment that are average. However, about 10 per cent of pupils come to the school with low levels of attainment.

HOW GOOD THE SCHOOL IS

This is a good school, achieving good standards of attainment. It provides a broad and stimulating education for the pupils who thrive on a high proportion of good and very good teaching. Pupils are good learners, showing a high level of intellectual curiosity, commitment to work and an eagerness to improve. Through good leadership, the school is effective in sustaining good behaviour and relationships. The school provides good value for money.

What the school does well

- Standards in science, art and music are high.
- There is a high proportion of good and very good teaching.
- Homework is used very well to support pupils' learning.
- The recording of pupils' progress is very good and is a key factor in the quality of teaching and the progress pupils make in their work.
- Provision for pupils with special educational needs, including higher-attaining pupils, is very good.
- There is very good provision for the spiritual, moral, social and cultural development of the pupils.

What could be improved

- The monitoring of and support for teaching are not fully effective in addressing weaknesses and in supporting and disseminating good practice in teaching.
- The large classes, as currently organised, have a negative impact on pupils' learning, particularly in Year 8.
- The parents' perception of the school's provision in a number of areas is unduly negative.
- There are some health and safety issues that need to be addressed.

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 December 1995. It has improved well overall since then. Standards of attainment have improved. This is particularly true of science. The learning resources centre has been extended to incorporate information and communication technology. There has been an improvement in the effectiveness with which work provided in lessons matches the attainments of the pupils. Teachers' expectations of pupils are raised further. Team teaching is now used to good effect. There have been some good improvements in the way that pupils' progress is monitored. An increase in the time given to the teaching of art and religious education has led to very significant improvements in standards reached, particularly in art.

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

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

The above table shows that in the most recent tests for 11-year-olds standards were average in English and mathematics and above average in science both in relation to attainment in all schools and the attainment of schools in similar circumstances. Overall, 11-year-olds achieve standards that are average when compared with all schools nationally and when compared with attainment in similar schools. Standards in science are much better than in other subjects. This is a result of some very good teaching and the engagement of the pupils' interests through stimulating practical work. Standards in work seen are higher than those revealed in the tests. Pupils achieve less well in Years 7 and 8 than in the earlier years and show average standards overall.

Over the last four years, standards of attainment have improved in mathematics and science. In English, standards overall show a steady improvement. There was a dip in standards reached in English and mathematics in 1999. This was mainly due to differences in the prior attainments of the cohort. Overall improvement in English, mathematics and science follows the national trend. The school sets realistic and challenging targets for raising standards and meets them. Pupils achieve well in relation to their prior levels of attainment up to the end of Year 6. Thereafter achievement is less good. Pupils with special educational needs, including the more gifted and talented pupils, make very good advances in the development of new knowledge and skill as a result of the good teaching they receive.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have a positive attitude to their work. They concentrate well and are good at working collaboratively when provided with the opportunity to do so. Considering the large size of some of the classes, the pupils show admirable self-discipline.
Behaviour, in and out of classrooms	The pupils are well behaved and polite in lessons and around the school. In Year 8, girls apply themselves to their work better than boys. In this year, a few boys find sustained concentration difficult and are occasionally poorly behaved.
Personal development and relationships	The pupils relate well with one another and with their teachers. They respect one another's ideas and beliefs. They are conscientious in carrying out tasks for which they are responsible.
Attendance	Attendance is good. Unauthorised absence is well below average.

TEACHING AND LEARNING

Teaching of pupils:	aged 9-11 years	aged 11-13 years
Lessons seen overall	Very 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.

Teachers show a good knowledge of what they teach. They communicate their interest and enthusiasm for their subject to the pupils, who, in turn, respond eagerly to their work. Lessons are well planned and provide a stimulating range of progressively challenging activities. Clear explanations and careful questioning encourage reflection and independent problem-solving. The good teaching of literacy and numeracy shows itself in the wide range of writing and the good use of mathematical skills across the curriculum. Teaching assistants generally work well with the teachers in ensuring that all pupils are helped to engage fully in lessons. Pupils with special educational needs are accurately identified and supported very well in lessons and through special help provided through withdrawal from lessons. The higher-attaining pupils and those who are particularly talented are clearly identified and supported appropriately. As a result they achieve very well.

Of the lessons seen, one third were very good, one third good and one third satisfactory. No unsatisfactory teaching was observed. The teaching of English and mathematics is good overall. Science is very well taught. Pupils generally learn well. The pace at which they work slows down somewhat in Years 7 and 8 where the management of the large classes stretches the teachers' resources to the limit. The school has not successfully come to grips with the difficulty teachers find in providing time for individual learners during lessons. This is particularly true of the larger classes. Pupils' interest, concentration and independence in learning are good.

The pupils benefit from good teaching and respond with enthusiasm. The school has been successful in establishing a commitment to learning and good standards of behaviour. This is resulting in steadily improving standards of attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The pupils are provided with a good range of programmes of study. Lessons are demanding and are well matched to the pupils' different attainment levels.
Provision for pupils with special educational needs	The identification of and response to pupils' individual needs are very good. The higher-attaining pupils and the very highly talented pupils are provided with work that is sufficiently challenging, with the consequence that they make good gains in knowledge and skill as they move through the school.
Provision for pupils with English as an additional language	The few pupils for whom English is an additional language are well catered for through good additional support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Teachers and other adults are good role models for the pupils. Provision for personal development, including spiritual, moral, social and cultural development, is very good overall. There is good provision to ensure that pupils are appropriately prepared to live in a multicultural society.
How well the school cares for its pupils	The progress made by pupils is very well monitored. Procedures for child protection and for ensuring pupils' welfare are good. There are a few health and safety issues that need to be addressed. These relate to fire signs and the blockage of exits.

HOW WELL THE SCHOOL IS LED AND MANAGED.

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is well supported by his deputy and senior colleagues in providing clear direction to the work of the school. He has been imaginative and decisive in determining how best to channel the school's energies and has inspired much good work on the monitoring of pupils' progress. Subjects are well managed. The provision for pupils with special educational needs is given a clear direction from the co-ordinator of provision for these pupils.
How well the governors fulfil their responsibilities	The governors are closely involved in the school's development and are aware of its key strengths and relative weaknesses. They work through an effective range of committees.
The school's evaluation of its performance	The school evaluates its own performance satisfactorily. It has not yet established a system for the monitoring of teaching that is sufficiently precise to support and disseminate good practice.
The strategic use of resources	Resources are appropriately deployed to support key developments and the raising of standards of attainment. There is overcrowding in some classrooms that occasionally impedes the progress pupils make in their work. Expenditure is invariably linked to appropriate considerations of quality and price.

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 progress their children make; • the high standards in science; • the expectation that their children will work hard and do their best; • the good quality of teaching; • the support provided for pupils with special educational needs. 	<ul style="list-style-type: none"> • the large class sizes; • the behaviour of some pupils and the occasional bullying; • the quantity and consistency of homework.

The inspection findings concur with the parents' positive views of the school about the pupils' progress, the high standards in science, the good climate for learning created and sustained in the school, the good quality of teaching and the very good provision for pupils with special educational needs. There are difficulties about the large classes; the management of these groups could be improved in some cases. Though there have been a few incidents of bullying, they have been handled well. The inspection findings do not support the parents' view on homework. On the contrary, the provision of homework and the part it plays in the pupils' learning is very good and a strength of the school.

The responses to the questionnaire returned from parents reveal a significant level of negative perceptions of what the school provides. Though the school has made a significant attempt to make productive connections with parents, it has not been communicating effectively with them.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in science, art and music are high

1. A strong drive towards continuing to raise standards of attainment in science has led to particularly good results in the national tests in 1999. An above average proportion of pupils reached the expected standard for 11-year-olds, whilst a well above average proportion reached the higher levels. Over the last four years, pupils' attainment in the tests has been rising at the same rate as most other schools. In comparison with schools in similar circumstances, overall standards in science are well above average. The very good quality of teaching and the imaginative leadership of the subject are at the heart of these good standards, which are reflected in the pupils' work and in lessons. Another notable feature is the fact that boys and girls achieve almost identical levels of attainment in science. The high standards achieved were spectacularly revealed in the pupils' successful entries for the Lord Mayor of Bristol's Innovation Awards.
2. The quality of teaching and of management in art leads to very high standards. The pupils' are fired with enthusiasm for their work, refining it meticulously and setting very high standards for themselves. Lessons in art are hives of creative activity, where all pupils set their imagination free. The school is alive with displays of artwork of considerable merit. Particularly impressive are the sea-scapes painted by Year 7 pupils, using some very sophisticated brush techniques and sensitive manipulation of materials.
3. The breadth of the curriculum is further sustained by very good provision in music. The pupils' high levels of skill are revealed in choral singing and in the school orchestra. They learn to give shape to their songs by good control of breathing. They sing in harmony, showing very good control of diction, pitch and tempo. Orchestral playing is harmonious; the pupils' use of different combinations of instruments shows considerable skill in the control of subtle changes in tempo and mood.

There is a high proportion of good and very good teaching

4. The pupils benefit from good teaching and respond with enthusiasm. Of the lessons seen, 34 per cent were very good, 34 per cent good and 32 per cent satisfactory. No unsatisfactory teaching was observed. The teaching of English and mathematics is good overall. Science is very well taught. Pupils generally learn well. The pace at which they work slows somewhat in Years 7 and 8 where the management of the large classes stretches the teachers' resources to the limit. The school has not fully come to grips with the difficulty teachers find in finding time to work with individual learners during lessons. As a result, in a few lessons, many of the pupils set their own pace and their progress slows down.
5. Teaching across the school is informed by the teachers' very good knowledge of what they teach. This is particularly evident in the way they extend the understanding of the higher-attaining pupils. The pupils appreciate the teachers' enthusiasm for their subjects. Teaching is pervaded by a strong belief in the value of learning which communicates itself to the pupils. Teachers combine clarity of

purpose with a lightness of touch that creates a strong bond of trust between the pupils and themselves.

6. Pupils' interest, concentration and independence in learning are good. They are good at capitalising on previous learning and building on it, often through their own independent efforts. Because the teachers are good at clarifying the point of the lesson, pupils are often able to explain what they have learned. Pupils are expected to work at a good pace; they respond by completing their work within the time limits set. The higher-attaining pupils seek out further demanding work when they finish ahead of the rest of the class.
7. Teaching that is otherwise satisfactory is weakened occasionally by the teacher's failure to secure the attention of all the class when outlining tasks. This encourages pupils to decide, inappropriately, on their level of participation in the lesson. Teaching is also weakened at times when the teacher fails to draw the lesson to a constructive conclusion by, for example, reminding the pupils about the purpose of the lesson, indicating what they have learned and pointing forward to the next step in learning. Difficulties arise, occasionally, in the large classes through the time it takes to set up individual groups and distribute the appropriate resources.

Homework is used very well to support pupils' learning

8. A strong feature of the school is the way homework is set. It is used very clearly as an opportunity for pupils to engage in independent work that relates to and supplements work in lessons. The arrangement by which each year is provided with a home study programme works well. It is clearly directed towards extending the planned programme of learning at school. The nature and quality of the homework expected is made clear to the pupils, with the consequence that they see it as an important part of their learning.
9. There has been a recent focus on improving pupils' writing through appropriate homework tasks and this is having a positive impact on standards. Homework tends to be tailored to the pupils' levels of attainment. Higher attaining pupils are provided with work that matches their skills. All pupils are assiduous in completing homework to a good standard.

The recording of pupils' progress is very good and is a key factor in the progress they make in their work

10. This is a real strength. The school makes very good use of the information gathered from the results of the national tests. The introduction of the computerised assessment records has led to more accurate identification of pupils' individual learning needs. The marking policy has been revised to provide clearer guidance to teachers; this has resulted in increased precision in judgements of attainment. It has also created greater clarity in the feedback provided to the pupils. They are more aware of how to improve their work. There is more work to do in this area as there have been some inaccurate estimates of 11-year-old pupils' attainment in the National Curriculum assessments conducted by the teachers.
11. The tracking of the progress of pupils with special educational needs is very good. Teachers make good use of the individual education plans drawn up for these pupils. The plans clearly indicate where the pupils experience difficulties and provide clear guidance on the remedial action required. The progress of the more

able pupils is similarly monitored. This leads to well-targeted intervention. The school's practice of identifying consistently high achievement in Year 5 works well. A useful refinement is the identification of high achievement in particular areas. There has been some particularly good work on the progress made by boys in reading. A specially devised reading programme has led to significant gains in the boys' skills in reading and in their enthusiasm for books.

Provision for pupils with special educational needs, including higher-attainers is very good, resulting in the pupils concerned making good progress in their work

12. The very good provision is supported effectively by a governor with a good level of expertise, experience and interest in this aspect of the school's provision. The special educational needs co-ordinator ensures that the special support provided for pupils who need additional help provided by teaching assistants is well managed and relates to the work planned by the teacher. The individual education plans are very carefully drawn up and useful summaries of them are provided for all the teachers. All teachers are very aware of the pupils who require special help. They make appropriate adjustments to tasks to ensure that all pupils are engaged in learning to the full extent of their competence.
13. There are some difficulties in the large classes and crowded conditions in some of the lessons for Years 7 and 8; in these cases the management of provision and the use of the teaching assistants are less effective. The best use of teaching assistants is made when the lesson is planned to include group work. On these occasions the teacher and the teaching assistants are fully engaged. For example, the structure of the literacy hour often lends itself to some good use of group activities where the additional adult in the lesson allows the teacher the opportunity to work with individual pupils.

There is very good provision for the spiritual, moral, social and cultural development of the pupils

14. Provision for pupils' personal development is very good. There are many very good opportunities for spiritual development in thoughtful reflection, including the daily assembly, where children are encouraged to develop a sense of responsibility and conscience, and sometimes to be silent and reflective. In assemblies, pupils have opportunities to listen to music, join in with prayers and hymns and explore moral and social issues. Pupils are encouraged to reflect upon books they have read and share their feelings with others. Drama supports strongly the development of the pupils' awareness of the nature of human feelings and emotions
15. The provision for pupils' moral and social development is very good. All staff work hard at promoting good conduct and encouraging pupils to take personal responsibility for their behaviour and for their learning. The emphasis on resource-based learning gives further impetus to the school's drive towards greater independence in learning. The school encourages pupils to show consideration for others and is consistent in its application of a clear moral code. Pupils are expected to work and play co-operatively in groups and they respond by offering support and friendship to peers. All adults in the school provide good role models for the children.
16. A strength of the school is the fact that so many of the pupils seem to behave well on principle and not just from the constraint of rules. The groundwork in establishing high expectations for behaviour is very effectively laid from the time the pupils join

the school. The pupils come to share with the teachers a commitment to learning, and this becomes very firmly rooted as they move through the school. A wide range of competitive sport and games plays a significant part in helping pupils to relate to their peers from other schools

17. The provision for pupils' cultural development is good. The school organises a good range of activities to enrich the curriculum. There are real strengths in music; choral and orchestral performances involve a very high proportion of the pupils in very worthwhile public presentations. There is good provision for children to experience and learn about the customs and traditions of other ethnic and cultural groups.

WHAT COULD BE IMPROVED

The monitoring of and support for teaching are not fully effective in addressing weaknesses and in supporting and disseminating good practice in teaching

18. The monitoring of teaching that has been conducted is too broad in sweep to be helpful to teachers who have particular difficulties, for example in managing the large classes. There is insufficient focus on precise skills or on specific areas where teachers could best focus further effort. Teachers are not given sufficient help in drawing on approaches, such as more effective forms of questioning, which would work best in some lessons. The strengths of the best teaching, and there are many, are not used well to influence the quality of teaching across the school.
19. Overall, the monitoring and evaluation of teaching leads to some good developments and improvement. This is evident, for example in the greater consistency with which homework is provided and assessed. There is evidence of some improvements in the way that teaching assistants are deployed. The team support system is an imaginative initiative and puts a strong emphasis on the exercise of team responsibility. The high quality of monitoring of pupils' progress is one of the most significant consequences of this approach. Teachers now have access to a very useful range of information on pupils' attainment.

The large classes, as currently organised, have a negative impact on pupils' learning, particularly in Years 7 and 8

20. There is still much to be done to overcome the demands created by large numbers in classrooms, particularly where there is the additional problem of overcrowding. The school has not yet found ways to use support staff in the most productive way in these large classes.
21. Within the constraints of the budget, the school has given much thought to how to achieve the best value from expenditure on staffing. The decision to put a significant emphasis on recruiting and training good calibre support staff is proving to be a wise one in many areas. The appointment of a skilled learning support assistant with responsibility for higher-attaining pupils has also been beneficial in that there is now a keener awareness of these pupils' particular needs.

The parents' perception of the school's provision in a number of areas is unduly negative

22. The proportion of parents who voice dissatisfaction with various aspects of the school's provision is a matter of some concern to the headteacher and other staff. There have been many imaginative initiatives to involve the parents. For example, the school has provided curriculum insight evenings, when the parents have good opportunities to come to explore aspects of the curriculum. These evenings have been very successful. There is a regular programme of parents' evenings when pupils' progress is discussed. Despite these efforts, there is a significant level of residual disquiet. Many parents do not seem to be aware of the strengths of the school. The school has not been good at communicating to parents what it does well. For example, the school's use of homework, which is a strength, is not understood by the parents. Many parents only experience the school in times of crisis.

There are some health and safety issues that need to be addressed

23. These issues relate to lack of fire signs in some of the rooms and the blockage of some fire exits in the more crowded rooms.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. In order to raise standards further, the school should now:
- (1) Improve the monitoring of and support for teaching by:
 - ensuring that the monitoring of teaching is more highly focused on the significant details of teaching;
 - identifying what makes the best teaching effective and sharing these judgements with all teachers;
 - providing teachers with more help in drawing on approaches, such as more effective forms of questioning, which would work best in some lessons, particularly in the large classes.
 - (2) Address the difficulties created by the current approach to managing large classes by:
 - using all support staff more productively in lessons and providing them with further training.
 - (3) Address the negative perception of the school's provision that is held by a significant number of parents by:
 - reviewing the current ways of communicating with parents;
 - identifying more precisely the main areas of parental dissatisfaction;
 - seeking the parents' views on what they see as the school's strengths and on how to improve provision further.
 - (4) Address the health and safety issues:
 - Ensure that all fire exits are free and that signage is of good quality.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	34	34	32	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	Y5 – Y8
Number of pupils on the school's roll	486
Number of full-time pupils eligible for free school meals	35

Special educational needs	Y5 – Y8
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	139

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence	%
School data	6.0
National comparative data	6.0

Unauthorised absence	%
School data	0.0
National comparative data	0.4

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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	71	64	135

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	55	46	66
	Girls	50	44	58
	Total	105	90	124
Percentage of pupils at NC level 4 or above	School	78 (86)	67 (72)	92 (93)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	52	48	63
	Girls	50	46	53
	Total	102	94	116
Percentage of pupils at NC level 4 or above	School	76 (80)	70 (74)	86 (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	3
Chinese	0
White	480
Any other minority ethnic group	3

Teachers and classes

Qualified teachers and classes: Y5 – Y8

Total number of qualified teachers (FTE)	19.7
Number of pupils per qualified teacher	24.7

FTE means full-time equivalent.

Education support staff: Y5- Y8

Total number of education support staff	17
Total aggregate hours worked per week	438

Deployment of teachers: Y5 – Y8

Percentage of time teachers spend in contact with classes	80.2
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Average teaching group size: Y5 – Y8

Key Stage 2	29.3
Key Stage 3	32.9

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	13	0
Other minority ethnic groups	0	0

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Financial information

Financial year	1999
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	£
Total income	923730
Total expenditure	917704
Expenditure per pupil	1821
Balance brought forward from previous year	16248
Balance carried forward to next year	22274

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	486
Number of questionnaires returned	223

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	28	59	8	4	0
My child is making good progress in school.	31	61	6	0	1
Behaviour in the school is good.	21	56	14	3	6
My child gets the right amount of work to do at home.	11	62	22	5	1
The teaching is good.	25	64	6	0	4
I am kept well informed about how my child is getting on.	24	55	19	2	1
I would feel comfortable about approaching the school with questions or a problem.	43	44	10	2	1
The school expects my child to work hard and achieve his or her best.	45	48	5	1	1
The school works closely with parents.	21	55	18	1	5
The school is well led and managed.	24	50	12	3	10
The school is helping my child become mature and responsible.	24	61	11	1	3
The school provides an interesting range of activities outside lessons.	29	51	11	1	7

Other issues raised by parents

There were no other issues raised