

INSPECTION REPORT

ESH C OF E (A) PRIMARY SCHOOL

Esh Village, Durham

LEA area: Durham

Unique reference number: 114251

Headteacher: Mr Michael Urwin

Reporting inspector: Mr Ian Jones
2758

Date of inspection: 1 February 2000

Inspection number: 186305

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Front Street Esh Village Durham County Durham DH7 9QR
Telephone number:	0191 3731 324
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Alison Hiles
Date of previous inspection:	04/12/1995

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Esh School is a small, rural Church of England voluntary aided primary school for boys and girls between the ages of four and eleven years. Currently, there are seventy-eight pupils attending the school. Pupils' attainment on entry to the Reception Year varies considerably within year groups and from year-to-year. In some years the average attainment on entry is below that found nationally. The number of pupils on the school's register for special educational needs is lower than the national average, but the percentage of pupils with statements of special educational needs is higher than is found nationally. The number of pupils eligible for free school meals is below the national average. All pupils attending the school come from a white British background and speak English as their first language.

HOW GOOD THE SCHOOL IS

This is a happy school in which teachers enjoy teaching and children enjoy learning. It is a good school with many aspects that are of high quality. The pupils make good overall progress as they move through the school and achieve standards that are higher than the national average in the assessments at seven and eleven years of age. The teaching observed during the inspection was of high quality. The leadership and management of the school are effective and efficient. The school provides good value for money.

What the school does well

- Pupils make good overall progress as they move through the school. By the time they transfer to secondary education, the average level of attainment is above that found nationally in English, mathematics and science.
- The pupils' behaviour, their attitudes to the school and their work, and their relationships with staff and one another are excellent. These factors make a significant contribution to the good progress that pupils make in lessons.
- Teaching of high quality was observed during the inspection. It was lively, energetic and well structured and made the pupils' learning fun but purposeful.
- The school is effectively led and managed by the headteacher who is well supported by the governing body and teaching staff.

What could be improved

- The monitoring and recording of pupils' progress. Procedures vary too much between teachers. Teachers could make better use of information about pupils in planning the work they are given.
- The quality of pupils' handwriting, presentation and the organisation of completed work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The overall development since the last inspection in December 1995 has been good. The school has been effective in raising the overall standards achieved by the pupils. Standards in reading in Key Stage 1 have improved due to strong action by the headteacher and governing body. A new teacher has been appointed who has significantly strengthened the teaching staff and raised the quality of education of the youngest pupils in the school. Notable improvements have been achieved and are continuing to be made in the overall provision for information and communication technology. The quality of handwriting in the school and the presentation of work have not improved sufficiently and remain areas for further improvement. Assessment procedures have improved. However, aspects of the monitoring and recording of pupils' day-to-day progress and attainment need further improvement.

STANDARDS

(The table showing the standards achieved by eleven-year-olds based on the average point scores in National Curriculum tests is not published in this report because of the small size of the year groups and the possibility of identifying individual pupils.)

The overall attainment of pupils on entry to the Reception Year varies from year-to-year. In 1999, it was below that found nationally. The high quality teaching in the Reception / Year 1 class promotes very effective learning. As a result, by the time the pupils start Year 1, most pupils are achieving standards that are broadly approaching those expected for their age.

The small number of pupils in each year group does mean that the performance of one or two pupils can have a significant effect upon the school's average results in any single year. Consequently, any analysis of assessment results, particularly based on one year's results, needs to be interpreted with great caution. Nevertheless, the average levels of attainment for the last four years in reading, writing and mathematics for pupils aged seven are higher than the national average. Over the last four years, the eleven-year-old pupils have attained very high standards in English and high standards in mathematics and science when compared with all schools nationally. Attainment for all three subjects is above the national average for similar schools. Similar schools are defined as those with a similar percentage of pupils eligible for free school meals. The work that pupils were doing during the inspection, particularly in literacy and numeracy, broadly confirmed these standards. Standards in information and communication technology matched those expected for their age. During this short inspection, the pupils' work in the other subjects of the school's curriculum was not examined in detail. Consequently, no judgements about standards of attainment in these subjects were made.

From a generally lower than average level of attainment when they join the Reception Year, pupils make consistently good progress as they move through the school. As a result, pupils achieve well by the time they leave the school at eleven years of age.

The school is making good progress towards meeting the realistic and appropriately challenging targets it has set for pupils' academic achievement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are well motivated and enjoy their lessons. They have a very positive attitude towards their school life.
Behaviour, in and out of classrooms	The pupils' behaviour in lessons and around the school is excellent. They are courteous and sensitive to the needs of other pupils.
Personal development and relationships	Pupils' personal development and the relationships within the school are excellent. This is a happy school where pupils willingly take responsibility and use their own initiative. They get on well with each other and have a trusting, respectful relationship with the adults working in the school.
Attendance	Attendance is very good.

TEACHING AND LEARNING

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

The inspectors visited the school for one day and observed seven lessons. Each class teacher was seen teach at least twice. Although this is a small overall sample, there were clear indications that the overall teaching in the school is of high quality. Teaching seen ranged from good to excellent. The teaching of the youngest pupils in one lesson was excellent. Teaching was very good in five lessons and good in one lesson. The teaching of numeracy and literacy was observed in each class and was at least good in all instances. A notable strength of the teaching is that it endeavours, and in the main succeeds, to make the serious process of learning fun. This had the effect of captivating the pupils' interest, encouraging their full, productive involvement in the process of learning, and promoting effective learning. Lessons were well planned and prepared and generally met the learning needs of individual pupils. Teachers plan lessons to take account of the needs of the very wide age and ability range in each class. However, there are indications that on occasions the work set for the more able pupils is insufficiently demanding. This partly results from teachers not making enough use of information about what individual pupils have shown they can and cannot do.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is appropriately broad and relevant and meets the statutory requirements for pupils in Key Stages 1 and 2. Pupils under five years of age are provided with a varied and stimulating range of learning activities. The school enhances the curriculum for pupils in Key Stage 2 through residential visits, field trips and a good range of extra-curricular activities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. Pupils receive extra support when they are working with their class, but also benefit from additional help organised through withdrawal groups.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very effective. The school has worked hard to improve this area of its work. The different aspects of spiritual, moral, social and cultural development are viewed by the school as being interconnected and form an integral part of the life of the school. The school has a strong, positive ethos based upon Christian values.
How well the school cares for its pupils	The school is a safe and secure environment. It has effective child protection arrangements and procedures for ensuring pupils' welfare. The teachers know individual pupils very well and are able to monitor effectively their development and provide necessary support and guidance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong, charismatic leadership. He engenders within the school a clear sense of purpose. His principal concern is to ensure that pupils achieve their very best and then strive to do even better. He effectively motivates the staff to create a school that seeks to provide the best for its pupils. He is well respected and supported by the school staff and parents. The teachers provide effective support in maintaining high overall standards and effective teaching and learning. The headteacher, supported by all the staff, has created an excellent ethos within the school in which learning is seen as an enjoyable and exciting, yet serious and important, experience.
How well the governors fulfil their responsibilities	Governors take a keen interest in the life and work of the school. Individual governors spend considerable time in the school working with the pupils. The governing body is very supportive and works closely with the headteacher and staff to improve the educational provision and to raise standards.
The school's evaluation of its performance	The school has a good understanding of its strengths and weaknesses. The overall monitoring of the school's performance is good, although the informal procedures for monitoring pupils' day-to-day work are less rigorous. The school makes good use of the analysis of assessment results and comparative data to evaluate its own performance and to identify aspects to be improved.
The strategic use of resources	The school's educational priorities are well supported through careful financial planning. The staff is well deployed; making the best use of the specific expertise of individuals. Resources for learning are used effectively by teachers to support pupils' learning. The available accommodation is well used. The classroom for the older pupils is, however, too small. The school hall is used during the mornings to good effect to overcome the problem.

The governing body takes a keen interest in the performance of the school. It considers carefully the school's results of national assessments and how these compare with other schools. The school budget is carefully managed to support the school's aim to raise further the standards of attainment. The school effectively employs the principles of best value.

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 expectation that children will work hard and achieve their best at all times;• The good progress that children make;• The high quality teaching throughout the school;• The help and guidance for children to become mature and responsible;• The caring environment and the good behaviour of the pupils;• The leadership and management.	<ul style="list-style-type: none">• The range of activities outside lessons.

The inspectors endorse the parents' positive comments. The range of activities provided for pupils outside normal lessons is good in comparison with other primary schools, particularly when compared with other small rural schools. Provision includes residential visits, field studies and extra-curricular activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good overall progress as they move through the school. By the time they transfer to secondary education, the average level of attainment is above that found nationally in English, mathematics and science.

- 1 The school assesses the attainment of pupils when they first join the Reception Year. The school uses standardised assessment procedures which enable it to compare its results with those of pupils in schools within the County and nationally. The assessments show that pupils' attainment on entry varies considerably from year-to-year. In some years, the average attainment is below that found nationally. The average attainment for the 1999 intake of pupils, for example, was below both the County and national average.
- 2 The Reception pupils are taught alongside Year 1 pupils in the same class. The work in this class is well planned and organised and well designed to address the learning needs of these young children. The teaching is lively and of high quality and pupils enjoy learning. As a consequence, the pupils work hard and make good, sustained progress. By the end of the Reception Year, the great majority of pupils are achieving standards close to those expected for their age in all areas of learning. This good start in the Reception Year is successfully built upon as the pupils move up through the school.
- 3 The small number of pupils in each year group does mean that the performance of one or two pupils can have a significant effect upon the school's average assessment results in any single year. Consequently, any analysis of assessment results, particularly based on one year's results, needs to be interpreted with great caution. The school is fully aware that the results from one year do not provide reliable information about its overall achievements. To gain some more reliable indication of its performance, the school analyses its results over a rolling three-year period. These analyses demonstrate that attainment in the school is rising. These findings are reflected in the inspectors' own analysis of the trend in performance of the school.
- 4 The average levels of attainment for the last four years in reading, writing, mathematics and science for pupils aged seven are higher than the national average. Over the last four years, the eleven-year-old pupils have attained very high standards in English and high standards in mathematics and science when compared with all schools nationally. Attainment for all three subjects is above the national average when compared with similar schools. Similar schools are defined as those with a similar percentage of pupils eligible for free school meals.
- 5 The work that pupils were doing during the inspection, particularly in literacy and numeracy, broadly confirm these standards. However, the standards of handwriting and presentation are lower than average. Standards in information and communication technology match those expected nationally by the end of Key Stage 2. During this one-day short inspection, the pupils' work in the other subjects of the school's

curriculum was not examined in detail. Consequently, no judgements about the standards of attainment in these subjects were made.

- 6 The evidence gained from looking at pupils' previous and current work and from talking to pupils confirms that over time pupils make consistently good progress. In tracking individual pupils' progress, there were clear indications that pupils who entered the school attaining standards below those expected for their age generally achieved standards in line with those expected at the end of Key Stage 1. These same pupils were on line to achieve standards above those expected by the end of Key Stage 2. In the lessons observed during the inspection day, the quality of teaching was high, and pupils were well motivated and had an excellent attitude towards their work. As a direct consequence, the pupils made very good overall progress in these lessons.
- 7 The support for pupils with special educational needs is very effective. It involves a mix of in-class support and withdrawal for intensive small-group tuition. This quality of support helps these pupils to make good, consistent progress in achieving the targets set for them.
- 8 The school sets targets each year for the results it expects pupils to attain in the national assessments for seven and eleven year olds. These targets are based on accurate assessments of each pupils' strengths and weaknesses, and on a suitably challenging view of what each pupil is capable of achieving.

The pupils' behaviour, their attitudes to the school and their work, and their relationships with staff and one another are excellent. These factors make a significant contribution to the good progress that pupils make in lessons.

- 9 During the day of the inspection, the pupils' behaviour in lessons and around the school was excellent. There were clear indications that this is the way in which they normally conduct themselves. They were particularly courteous and showed a very mature sensitivity in their dealing with other pupils. In lessons they worked together co-operatively, both with a partner and in larger groups. In the lessons observed, the teachers brought humour into their discussions and learning was fun. The pupils, however, did not take advantage of this relaxed situation to misbehave. The parents stated that they were very happy with the behaviour in the school and described the school as being rather like one happy family. This was clearly the case during the inspection day, with pupils of all ages working and playing harmoniously together. Older pupils were observed willingly helping younger pupils who were in need of assistance.
- 10 The teachers work hard and successfully to make the serious process of learning a happy and interesting experience. Pupils enjoy their learning and, as a result, are well motivated. For example, in one lesson with the older junior pupils, the teacher was discussing different ways of punctuating sentences to change the meaning. The pupils enjoyed using punctuation to produce some very humorous sentences. The fun of the topic encouraged them to be involved and contribute to the discussion. Throughout the school, the pupils' enthusiasm has a positive effect upon the progress they make and the standards they attain. In discussions with inspectors, the pupils were eager to talk about their life in school and about educational visits further afield.

- 11 Pupils' personal development and the relationships within the school are excellent. This is a happy school where pupils willingly take responsibility and use their own initiative. The school plans activities for pupils to help build their confidence and self-esteem. For example, at least once per year each pupil has the opportunity to speak publicly. This can be through taking a part in a school performance, reading in an assembly or speaking at a local function. Residential visits are used to help pupils to develop their social skills and to become more self-reliant.
- 12 The school has a very positive, caring ethos in which pupils and adults get on well with each other and have a trusting, respectful relationship.

Teaching of high quality was observed during the inspection. It was lively, energetic and well structured and made the pupils' learning fun but purposeful.

- 13 The pupils are taught in three classes. The older junior pupils, Years 4, 5 and 6, are taught in Class 1, the younger junior pupils and the Year 2 infants are in Class 2 and the Reception and Year 1 pupils are in Class 3. Each class, therefore, has a wide age and ability range. Each class is taught all subjects by its own class teacher.
- 14 During the day of the inspection, each teacher was seen teaching at least twice. Although this is a very small overall sample, it provided a clear indication that the quality of teaching in the school is of high quality. The teaching seen ranged from good to excellent. The quality of teaching had a direct, positive effect upon the progress made by the pupils. In the lessons observed, the pupils generally made very good progress.
- 15 Teaching was judged to be excellent in one lesson, very good in five lessons and good in one lesson. The teaching of numeracy and literacy was observed in each class and was at least good in all instances. A notable strength of the teaching is that it endeavours, and in the main succeeds, to make the serious process of learning fun. This had the effect of captivating the pupils' interest, encouraging their full, productive involvement in the process of learning, and promoting effective learning.
- 16 The teaching of the youngest pupils was judged to be very good in one lesson and excellent in another lesson. In one literacy lesson the teacher had planned the lesson very carefully to ensure that it addressed the individual learning needs of the pupils. The lesson was taught in a most entertaining manner. This had the effect of captivating the class, directly involving the pupils in the learning process. The teacher skilfully introduced new words and exploited the story's potential to reinforce the pupils' counting skills. The introductory session was thoroughly enjoyed by the teacher, support staff and the pupils and created an excellent learning environment by combining fun with serious learning. The pupils were well prepared for the writing task that followed. The class teacher and the classroom assistant work together as a most effective team. They had planned the activities together and were clear about their respective roles. Praise for effort and good work, humour and excellent relationships were particular features of this lesson. As a direct result of the high quality teaching in this lesson, the pupils made excellent progress.

- 17 The teaching of the pupils in Key Stage 1 and Key Stage 2 pupils was of high overall quality. Lessons were planned with great care and the resources for learning were appropriately available and organised. A particular strength of the teaching, similar to that found with the younger pupils, was the way in which teachers endeavoured to make the learning process fun. In a literacy lesson taught to Year 2 and Year 3 pupils, the teacher used a range of teaching and learning styles that helped to keep the pupils' interested and motivated. However, the real strength of the lesson was the lively, energetic approach to teaching. The teacher employed great humour to hold the pupils' interest and maintain their attention. The teacher skilfully moved the lesson on at a good pace, making sure no time was wasted and that pupils' concentration was maintained, but slow enough to ensure that real learning was taking place. The teacher involved every pupil in the discussion session. Pupils' own experiences and knowledge were carefully and effectively used to enhance the learning of all pupils. The teacher's relationship with the pupils was excellent. She established a relaxed but purposeful rapport with the class that helped to create a pleasant, trusting, yet lively working environment. This lesson was well structured, well taught and very effective in moving pupils on in their learning.
- 18 Teachers throughout the school have high expectation of what the pupils should achieve. They work hard to see that pupils achieve their very best. An exception, however, is in the standards expected of pupils in handwriting and in their general presentation of work. Lessons are well planned to take account of the wide age and ability range in each class. On occasions, though, the work set for the more able pupils is insufficiently demanding. This partly results from teachers not making enough use of information about what individual pupils have shown they can and cannot do.

The school is effectively led and managed by the headteacher who is well supported by the governing body and teaching staff.

- 19 The headteacher provides strong, charismatic leadership. He engenders within the school a clear sense of purpose. His principal concern is to ensure that pupils achieve their very best and then strive to do even better. He effectively motivates the staff to create a school that seeks to provide the best for its pupils. He is well respected and supported by the school staff and parents.
- 20 The governing body effectively fulfils its statutory responsibilities. It takes a keen interest in the life and work of the school. Individual governors spend considerable time in the school working with the pupils. The governing body is very supportive and works closely with the headteacher and staff to improve the educational provision and to raise standards. The governors have a clear understanding of the school's strengths and weaknesses and how well it is performing in comparison with other schools.
- 21 The school's budget is set with guidance from the Local Education Authority. Money is appropriately spent on teaching staff, learning resources and maintaining the building and services. The school had a rather large carry forward of money from the 1998/99 financial year. However, this was for planned expenditure, some of which has been made during the current financial year. The school monitors expenditure carefully and endeavours to employ the principles of best value when making purchases.

- 22 The school has a good understanding of its strengths and weaknesses. The overall monitoring of the school's performance is good, although the informal procedures for monitoring pupils' day-to-day work are less rigorous. The school makes good use of its analysis of assessment results and comparative data to evaluate its own performance and to identify aspects to be improved.
- 23 The staff is well deployed, making the best use of the specific expertise of individuals. Resources for learning are used effectively by teachers to support pupils' learning. The available accommodation is well used. The classroom for the older pupils is, however, too small. This restricts learning activities and places considerable extra pressure on the class teacher. The school hall is used during the mornings to good effect to overcome the problem.
- 24 The day-to-day management and administration of the school are effective and efficient.
- 25 The teachers provide effective support in maintaining high overall standards and effective teaching and learning. The headteacher, supported by all the staff, has created an excellent ethos within the school in which learning is seen as an enjoyable and exciting, yet serious and important, experience.

WHAT COULD BE IMPROVED

The monitoring and recording of pupils' progress. Procedures vary too much between teachers. Teachers could make better use of information about pupils in planning the work they are given.

- 26 Individual teachers have developed their own personal system for monitoring and recording the day-to-day progress of pupils in their class. These individual systems contain much good practice. However, much of the very valuable information about what pupils know and can do is not recorded in any generally accessible way. This does mean that when pupils move up to their next class the new class teacher does not have a clear picture of what skills and knowledge pupils have acquired. Teachers, therefore, spend time testing pupils to establish what needs to be taught next. This time could be better spent moving pupils on in their learning.
- 27 This lack of a whole-school system also means that a new teacher to the school, whether supply or permanent, has no record of pupils' progress to guide their planning to ensure that what is taught appropriately builds upon pupils' previous learning.
- 28 The school has already identified this as an area for development.

The quality of pupils' handwriting, presentation and the organisation of completed work.

- 29 The overall quality of pupils' handwriting and presentation is unsatisfactory. As a general rule, pupils throughout the school print rather than using cursive handwriting. The school does not teach systematically the skills of handwriting. Teachers' expectations of what pupils can achieve in this respect are too low. The school does

not teach one agreed handwriting style and this leads to some confusion. Handwriting was identified by the last inspection as an area in need of improvement. It still remains an area where action is required.

- 30 Pupils work on separate sheets of paper and these are kept in ring-binder files. However, the work is not filed in any particular order, the individual sheets of paper are not systematically dated, and work sheets and their corresponding answer sheets are not filed together. As there is no identifiable chronological order, the files cannot be used by pupils or teachers to monitor the progress being made. Final copies of work are filed together with very rough, and often scribbled, pupils' notes. The general presentation of the work has the effect of devaluing the achievements of the pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 31 To support the school's aim to raise further the standards achieved by the pupils, it should now:

Issue 1

- (i) improve the monitoring and recording of pupils' progress and attainment to ensure that there is sufficient and appropriate information to guide teachers' planning of what pupils need to learn next, both in the short and longer term. The school should build on its current good, but informal, practice to develop an agreed school procedure suitable for use by all current and future teachers; (paragraph 26 & 27)

Issue 2

- (2.i) improve the quality of handwriting and the general presentation of work throughout the school by ensuring
- that there is a clearly defined whole-school approach to handwriting and
 - that teachers do not accept poor handwriting or poorly presented work from pupils. (paragraph 29)
- (2.ii) improve the organisation of pupils' completed work so that it forms a comprehensive and coherent record of what each pupil is achieving. These records of work should
- help teachers to monitor the progress of individual pupils and
 - provide pupils with the opportunity to monitor their own progress and achievements. (paragraph 30)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

7

Number of discussions with staff, governors, other adults and pupils

14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
14%	71%	14%	0	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

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

78

Number of full-time pupils eligible for free school meals

7

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

3

Number of pupils on the school's special educational needs register

12

English as an additional language

No of pupils

Number of pupils with English as an additional language

0

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

5

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

2

Attendance

Authorised absence	%
School data	3.5
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.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	68
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.3
Number of pupils per qualified teacher	18
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	27

Financial information

Financial year	1998/99
	£
Total income	143321
Total expenditure	137861
Expenditure per pupil	1969
Balance brought forward from previous year	18458
Balance carried forward to next year	23918

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	78
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	38	5		
My child is making good progress in school.	55	40	4		2
Behaviour in the school is good.	58	40	2		
My child gets the right amount of work to do at home.	31	65	2		2
The teaching is good.	65	29			5
I am kept well informed about how my child is getting on.	50	43	6	2	
I would feel comfortable about approaching the school with questions or a problem.	82	13	4	2	
The school expects my child to work hard and achieve his or her best.	73	25			2
The school works closely with parents.	51	44	4	2	
The school is well led and managed.	67	25	2		5
The school is helping my child become mature and responsible.	55	35			11
The school provides an interesting range of activities outside lessons.	38	47	13		2